

**2008 HSC Notes from  
the Marking Centre  
English (ESL)**

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# 2008 HSC NOTES FROM THE MARKING CENTRE

## ENGLISH (ESL)

### Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in English (ESL). It contains comments on candidate responses to the 2008 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2008 Higher School Certificate examination, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of English (ESL).

### General Comments

Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course. This reflects the fact that the knowledge, understanding and skills developed through the study of discrete sections should accumulate to a more comprehensive understanding than may be described in each section separately.

## Paper 1 – Language Study within an Area of Study

### Section I

#### Question 1

### General Comments

Most candidates demonstrated a good understanding of Texts One, Two and Three. Better responses interpreted each of the texts in terms of the concept of journeys and made substantial connections between the ideas about journeys presented in the texts.

A small number of candidates continued to write more than was required for the marks allocated and the space allowed. Better responses interpreted the requirements of the questions accurately and responded appropriately and concisely.

### Specific Comments

- (a) Most candidates clearly identified two benefits from attending the language class. Weaker responses identified only one benefit or included a quote that did not refer specifically to benefits.
- (b) Better responses included two quotes that clearly communicated a positive attitude. Weaker responses included benefits already given in (a) or quotes that did not communicate a positive attitude.

- (c) Jacob's words were interpreted in relation to his own journey in the better responses. Weaker responses quoted the next line in the text, gave a more generalised interpretation of Jacob's words, or used generalised statements about journeys to explain the quote.
- (d) Better responses correctly and specifically identified at least one purpose of the text. Weaker responses gave a response that was too general.
- (e) Better responses identified a feature and explained its effect in terms of layout. Weaker responses focused on a description of a feature of layout and tended to include generic ideas about layout. Some candidates were not clear about the distinction between layout, graphics and language and wrote about aspects of the text other than layout.
- (f) The question required candidates to explain 'why'; however, some candidates provided whole quotes and did not address the focus of the question. Better responses explained both the use of language and the context in which it was used, whereas weaker responses referred to language or context only.
- (g) Better responses identified and clearly explained at least two ways Anna had changed and attempted to explain changes in their own words or paraphrased the text. Weaker responses described changes without explaining or made a generalised comment or used quotes to identify changes without any explanation.
- (h) Better responses provided an effective explanation of one idea about journeys that was common to two texts. This often included a description of an idea about journeys and referred in this explanation to each text in a more specific way.
- (i) In the better responses, candidates synthesised ideas from at least one text to produce a reflective journal entry that was creative and insightful. These responses incorporated personal reflections on language and culture that demonstrated a more than superficial understanding of the processes of learning English.

Weaker responses recounted personal anecdotes or attempted to incorporate experiences from the text in an artificial way, which prevented them from demonstrating personal insights they had gained. Others provided generalised understanding about language learning. Some responses summarised the texts without any reflective elements relating to their own experiences.

## Section II

### Question 2

Most responses demonstrated a good understanding of the concept of journey and the new understandings gained through the different types of journeys represented in the texts. Overall, most responses also showed good skills in interpreting texts, although the demonstrated ability to synthesise ideas varied. Most responses demonstrated a good understanding of the appropriate form and structure.

Candidates were required to respond to the question using two prescribed texts and a text of their own choosing. A number of responses discussed the journey in general rather than specifically discussing how effectively new understandings were conveyed in or through the texts studied. Others narrowed their discussion to partially address the question, focusing on the understandings they had gained through their study. A number of prepared responses addressed elements of questions from previous years' examinations.

Not all responses engaged with the idea of assessing how effectively new understandings were conveyed in the texts. Some candidates looked at the new understandings gained by the characters in the text while others focused on their own understandings gained through the texts as a responder. Not all responses addressed the idea of 'new understandings' but used terms like 'growth' or 'change' instead. Some looked at the notion in a superficial way by including the phrase 'new understandings' in the introduction, at the end of the discussion of each text and in the conclusion. In many cases brief attention was given to judging the effectiveness of the text; at times its effectiveness or otherwise in conveying new understandings was implied rather than explained; often the evidence to substantiate claims was lacking.

Most responses interpreted the texts well, demonstrating understanding of the concept and the different types of journeys and the new understandings presented. Some responses showed difficulty explaining the ways people's understandings of themselves and the world around them were communicated in the texts. Most identified some of the techniques used in the texts but many did not use these selectively to support the argument they were presenting in their response. Weaker responses resorted to retelling or describing the content of the texts rather than interpreting and analysing the techniques used by the composers to convey ideas.

Better responses introduced a thesis to answer the question which they maintained and supported throughout the essay. These responses explained succinctly that effective composers of different texts conveyed journeys in a way that helped people develop new understandings, demonstrating comprehensive knowledge of the texts and an insightful understanding of the concept. Analysis of examples and/or quotes was included to support discussion around the insights gained. Better responses also demonstrated a high degree of intertextual linking, fluency and sustained control of expression.

Weaker prepared responses demonstrated an understanding of the concept 'journey' and knowledge of texts but varied in the degree to which they specifically answered this year's question, ignoring the key terms 'understandings' and 'effective'. Candidates need to address the terms of the question, select examples and integrate them into the discussion to support their thesis.

Some candidates chose to write about their own personal journey as a related text of their own choosing. At times these were personal recounts that did not engage with the notion of the development of new understandings. Better responses linked the discussion of new understandings to their own life and articulated how new understandings could be used to guide their future actions.

When choosing poetry as a prescribed text there is an expectation that more than one poem will be referred to in a response. Some discussions were limited by reference to only one poem of the selection prescribed.

When choosing related texts to include, candidates need to consider the relevance and appropriateness of the texts in linking them to the other texts and the thesis.

Weaker responses did not answer the question. Some were purely descriptive and simply retold the story or were limited to recounting their own personal journeys.

## **Paper 2 – Modules**

### **Section I – Module A: Experience Through Language**

#### **General Comments**

Better responses were enhanced by discussion and analysis of the required related material when it was integrated effectively, either through comparison and/or contrast with the prescribed text, or by relating specifically to the question and elective. Most candidates referred to and in some cases discussed a related text in detail. Better responses integrated the discussion of the related material into the overall response to the question. Weaker responses did not use the related text to enhance their explanation of the focus area specified.

Candidates are reminded to read and address the question set and not rely on prepared responses from previous papers. The more insightful responses showed evidence of the time taken by candidates to plan and tailor their knowledge and information to the question. Better responses established an immediate and relevant response to the topic and foreshadowed their thesis.

Most candidates recognised the need to write in an explanatory style and sustained a formal register throughout their responses. Weaker responses used wording from previous years' questions and the syllabus and prescriptions booklet in an attempt to develop their discussions.

#### **Specific Comments**

##### **Question 1 – Elective 1: Telling Stories**

Most responses demonstrated a thorough knowledge of the elective and the prescribed text. Better responses analysed narrative structures, language forms and features, and specific techniques, and explained how a personal and emotional connection with the audience was achieved in both the prescribed text and related material. A very few responses relied heavily on prepared responses and only superficially addressed the creation of a personal and emotional connection with an audience. More limited responses merely retold the story, either in full or in part, or provided character profiles or catalogues of techniques with little or no reference to the question.

- (a) Prose Fiction – Amin Maalouf, *Ports of Call*  
Most responses tended to be superficial, lacking in specific examples and analysis. Better responses included in their analysis how different narrative voices were used to create an emotional and personal connection with the audience within the text and the readers themselves.
- (b) Poetry – Steven Herrick, *The Simple Gift*  
A range of examples of narrative elements and poetic techniques was provided, and most candidates effectively analysed the relationships between the main characters, aspects of the plot and settings. Better responses addressed the reader’s personal and emotional response to the narrative or dealt specifically with the themes and messages conveyed to the responder through the narrative.
- (c) Nonfiction – Carmel Bird, *The Stolen Children*  
Few candidates focused solely on the stories themselves and neglected to address the ‘responses to those stories’. Some of the better responses considered the text as a whole, focusing specifically on the political and editorial responses to the stories, while others focused on the therapeutic effect of being able to tell their stories for the individuals involved and how this facilitated a personal and emotional connection with the audience.
- (d) Film – Giuseppe Tornatore, *Cinema Paradiso*  
Most responses focused effectively on narrative elements and cinematic techniques and how these create a personal and emotional connection with viewers. Some better responses offered a very perceptive analysis and critique of symbolism and themes. Weaker responses often resorted to simple recount of plot details.

## Question 2 – Elective 2: Dialogue

Better responses distinguished between different forms of dialogue and examined a range of examples of verbal and nonverbal communication from the text in order to explain how dialogue can be used to silence characters and at times give them a voice. Some candidates elected to discuss examples of dialogue in the text without referring to how relationships between characters can determine through a change in circumstances whether they are given a voice or silenced. Weaker responses referred to only a small portion of the prescribed text, relied on retelling the story, or focused exclusively on what was said rather than how it was said or how it distinguished between characters silenced or at times given a voice.

- (a) Prose Fiction – Maureen McCarthy, *In Between Series*  
Better responses dealt with the text as a whole and showed an awareness of the intersections between the individual stories. They focused on examples of dialogue which show how relationships between characters reveal culturally-determined roles and the impact of these roles on the social relationships between characters. Weaker responses tended to focus on characters in isolation, or provided simple recounts of plot elements or incidental descriptions of scenes and exchanges between characters.



- (b) Drama – Willy Russell, *Educating Rita*  
Most responses provided an overview of the relationship between Rita and Frank in Act I as disclosed by dialogue and stage and scene directions. Better responses considered the development of the relationship and its effect on how dialogue can be used to silence characters and at times give them a voice, or provided additional discussion of the two leads' relationships with offstage characters such as Denny, Trish and Julia and their silenced voices.
- (c) Poetry – Bruce Dawe, *Sometimes Gladness*, Collected Poems 1954–1997 (5th edition)  
Better responses analysed the use of spoken language in the poems to reveal dysfunctional relationships, power dynamics or the relationship between the persona and the character/s portrayed. Weaker responses resorted to summaries of the content of the poems or the scenarios without providing analysis of poetic techniques or features of dialogue.
- (d) Film – Baz Luhrmann, *Strictly Ballroom*  
Better responses effectively linked their analysis of dialogue and film techniques to demonstrate how characters are given a voice and at times silenced. They explored a variety of exchanges and scenes involving minor characters which provide a counterpoint to the development of the central romantic relationship. Weaker responses focused on isolated scenes and aspects of the relationship between the central characters in a purely descriptive fashion.

## **Section II – Module B: Texts and Society**

### **Specific Comments**

#### **Question 3 – Elective 1: Living and Working in the Community**

Many responses demonstrated a good understanding of the question, displaying a well-developed sense of audience and purpose, and effectively used the language forms and features of an interview transcript. These responses created two distinct voices and provided a comprehensive discussion of the criteria contained in the report. Responses were persuasive, using an authoritative voice or insightful examples that demonstrated an awareness of working in the community.

Most candidates created a transcript of an interview that displayed organisation and synthesis of the stimulus material. Better responses demonstrated a highly-developed synthesis of the stimulus and their own ideas, with a persuasive interpretation that linked to the specified audience. Better responses also demonstrated the ability to prioritise the information and provide relevant and detailed advice. They also showed creative flair in the presentation of concepts through the two voices and the interpretation of the stimulus to create meaningful advice, especially on the safety issue. Sophisticated expression and an awareness of speech conventions were evident in the presentation of ideas. These responses also demonstrated a highly-developed sense of context, purpose and audience which was sustained in the language register and form.

Overall, the responses demonstrated a genuine awareness of the needs of the workplace criteria and an enjoyment in offering a persuasive point of view. Responses in the mid-range were usually more general in their synthesis and lacked detail, interpretation and creativity. They slipped into monologue and gave more generalised advice that did not reflect the relevant criteria.

Weaker responses did not present sustained advice and/or did not create two voices. These scripts were limited in supporting detail, although many attempted to persuade the audience by listing the work experience student's faults in a general way. They also displayed a lack of control of expression.

#### **Question 4 – English for Study**

Most responses displayed an ability to organise, synthesise and interpret the stimulus material in order to offer clear advice to a Year 11 student. This question offered candidates the opportunity to demonstrate their knowledge of the course and to display their language skills in a creative manner. The responses generally reflected an awareness of the purpose, but varied in control of format, audience and language register.

Interpretation and synthesis of the stimulus material were generally done well, creating an interview transcript and identifying the areas of most need, but the more superficial responses did not develop the stimulus focus areas of essay writing, academic language skills and research skills. These responses seemed to be prepared and lacked synthesis.

Better responses created two distinct voices and prioritised the areas of concern. They offered clear advice with examples that linked to course demands, the syllabus and the need to avoid plagiarism. They demonstrated control of expression in terms of an authoritative voice, a spoken transcript and the terminology of English for study.

Mid-range responses often addressed each point in the order it appeared on the report and did not adequately reflect on or emphasise the areas of greatest need. Some responses became monologues

that lectured rather than offering constructive advice. They also showed less control in their use of expression and register, becoming a list of ideas without supporting detail.

Weaker responses reflected prepared responses in a variety of formats, from expanded reports to notes or letters. They tended to list information rather than attempting to explain how the student could improve.

Candidates are reminded to allocate their time appropriately between both Modules in Paper 2.

## **Listening Paper**

### **General Comments**

Candidates are reminded to allocate their time judiciously in the exam. Many provided lengthy answers for the one- or two-mark questions, thereby penalising themselves by running out of time for the final four-mark question.

### **Specific Comments**

#### **Question 1**

Most candidates were able to identify one of the two ways, other than by radio, that listeners could access the *Movie Time* radio program.

#### **Question 2**

Most candidates answered the multiple-choice question correctly.

#### **Question 3**

Better responses demonstrated sound comprehension of the stimulus by using the language of comparison in their answer, quoting or paraphrasing the views of each presenter and choosing evidence from the stimulus that supported that comparison.

Mid-range responses stated both presenters' views and provided some supporting evidence from the stimulus.

Weaker responses demonstrated limited understanding of the stimulus by attempting to recount the story of the film being reviewed. These responses did not identify at least one presenter's view of the film *Bella* clearly, nor did they provide correct supporting evidence.

#### **Question 4**

Many responses to this question tended to rely on extracting direct quotes from the stimulus which may not have been understood. However, candidates who scored two marks tended to paraphrase what Jason said rather than quote directly from the stimulus, thereby demonstrating their understanding of the language of the text.

### **Question 5**

Better responses provided a detailed explanation of how the interaction of the two reviewers in the program created interest. Weaker responses tended to state only why two reviewers were used on the program without referring to the effect on the listener.

### **Question 6**

Better responses correctly identified at least one voice technique used by Julie and provided an explanation of the effect of this technique on the listener.

Weaker responses relied on commenting on the language used by Julie rather than the way she used her voice to present effectively, or else they simply listed generic voice techniques that were not specific to the speaker in this stimulus.

### **Question 7**

Stronger responses demonstrated the ability to read the questions carefully and note the key words – ‘how’, ‘structured’ and ‘maintained’ – thereby affording a useful framework with which to answer the question. These responses provided a detailed explanation of the ways at least two elements of program structure were used to attract and maintain listeners’ attention.

Mid-range responses demonstrated an understanding of how the sequence and variety of the program structure affected the listeners’ attention.

Weaker responses ignored the key words of the question and addressed discrete techniques that were used in the program to engage or entertain the audience. One mark could be gained in this question by identifying two or more techniques used in the program.

# English (ESL) Paper 1

## 2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Paper 1, Section I</b>			
1 (a)	2	Language Study within an Area of Study	H6
1 (b)	2	Language Study within an Area of Study	H1, H6
1 (c)	2	Language Study within an Area of Study	H6, H9
1(d)	1	Language Study within an Area of Study	H1, H5
1 (e)	2	Language Study within an Area of Study	H1, H5, H7
1 (f)	2	Language Study within an Area of Study	H1, H2, H3
1 (g)	3	Language Study within an Area of Study	H3, H4
1 (h)	4	Language Study within an Area of Study	H6, H9
1 (i)	7	Language Study within an Area of Study	H1, H2, H3, H4, H5, H8, H9, H12, H14
<b>Paper 1, Section II</b>			
2	20	Language Study within an Area of Study	H1, H2, H3, H4, H5, H6, H9, H11

# English (ESL) Paper 2

## 2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Paper 2, Section I — Module A: Experience Through Language</b>			
1	20	Experience Through Language – Telling Stories (Prose Fiction)	H1, H4, H5, H9, H11
2	20	Experience Through Language – Dialogue (Prose Fiction)	H1, H4, H5, H9, H11
<b>Paper 2, Section II — Module B: Texts and Society</b>			
3	20	Texts and Society – Living and Working in the Community	H3, H4, H5, H8, H11, H12, H14
4	20	Texts and Society – English for Study	H3, H4, H5, H8, H11, H12, H14

# English (ESL) Listening Paper

## 2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Listening Paper</b>			
1	1	Listening skills	H6
2	1	Listening skills	H4, H6
3	3	Listening skills	H1, H4, H6
4	2	Listening skills	H1, H6
5	2	Listening skills	H1, H4, H5, H6, H7
6	2	Listening skills	H1, H5, H7
7	4	Listening skills	H1, H5, H7



## **2008 HSC English (ESL) Paper 1 Marking Guidelines**

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in English (ESL) Paper 1, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.

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## PAPER 1

### Section I

#### Question 1 (a)

*Outcomes assessed: H6*

#### MARKING GUIDELINES

Criteria	Marks
• Correctly identifies TWO ways that students benefit from attending the language program	2
• Correctly identifies ONE way that students benefit from attending the language program	1

*Sample answer/Answers could include:*

- They can improve their English
- It's an opportunity to continue their education
- They can make friends, share experiences, socialise
- It can help them to find a job
- They get support for building a new life
- They can learn grammar and writing skills
- Pass the IELTS
- Supportive peer network
- Or any other correct answer



**Question 1 (b)**

*Outcomes assessed: H1, H6*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies TWO quotes which communicate a positive attitude to the refugee language program	2
• Correctly identifies ONE quote that communicates a positive attitude to the refugee language program	1

*Sample answer/Answers could include:*

- The title – ‘gives refugees back their rights’
- Line 11 – ‘talks animatedly’
- Line 14 – ‘chuckles’
- Line 39 – ‘amazing teachers’
- Line 41 – ‘go that extra step’
- Line 44 – ‘classes helped me a lot’
- Line 56 – ‘one of the highlights’
- Line 69 – ‘greatest satisfaction’
- Line 86 – ‘you have to keep going’

**Question 1 (c)**

*Outcomes assessed: H6, H9*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Explains in detail ideas in the quote in relation to Jacob’s experience and the concept of journeys	2
• Briefly explains an idea in the quote	1

*Sample answer/Answers could include:*

- Journeys are difficult but everyone makes them.
- Everyone faces challenges in their lives.
- I know my plans for my future are challenging, but I think that’s part of my life.

**Question 1 (d)**

*Outcomes assessed: H1, H5*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Correctly identifies ONE purpose</li> </ul>	1

*Sample answer/Answers could include:*

- To persuade readers to use smartraveller website
- To inform about the dangers of overseas travel
- To warn or make people aware of differences in customs and laws

**Question 1 (e)**

*Outcomes assessed :H1, H5, H7*

	Marks
<ul style="list-style-type: none"> <li>Identifies ONE feature of layout, gives example and explains effect</li> </ul>	2
<ul style="list-style-type: none"> <li>Identifies ONE feature of layout and gives example. No explanation of effect</li> </ul> OR <ul style="list-style-type: none"> <li>Identifies ONE feature of layout and describes effect generally with no specific example</li> </ul>	1

*Answers could include:*

Layout	Example	Effect
Photo	Smiling girl/ policeman's hand	<ul style="list-style-type: none"> <li>to warn</li> <li>to make you aware of dangers</li> </ul>
Quotation in large bold print	I DIDN'T KNOW	<ul style="list-style-type: none"> <li>to warn, persuade, inform, to capture reader's attention</li> </ul>
Subheadings	Free travel advice 'Other Traveller's Tales'	<ul style="list-style-type: none"> <li>persuade you of the value of the website</li> </ul>
Placement of web address	Website address in bottom right hand corner	<ul style="list-style-type: none"> <li>persuades reader to visit the site</li> </ul>
Catch phrase bottom right hand corner	A must see destination	<ul style="list-style-type: none"> <li>pun reinforces need to visit website</li> </ul>
Logo bottom left hand corner	Picture and 'Australian Govt DFAT'	<ul style="list-style-type: none"> <li>Adds credibility and provides the weight of authority</li> </ul>

**Question 1 (f)***Outcomes assessed: H1, H2, H3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"><li>Provides an explanation which refers to both Anna's use of language and their relationship</li></ul>	2
Explains why he responded negatively by: <ul style="list-style-type: none"><li>describing Anna's use of language</li></ul> OR <ul style="list-style-type: none"><li>referring to their relationship</li></ul>	1

***Sample answer/Answers could include:***

Her friend responds negatively because Anna has used the imperative but he feels their relationship is not close enough to make this acceptable.

Because Anna has misunderstood the cultural norms and thinks it's okay to leave out politeness terms such as 'would you' with someone who is not a 'very close' friend.

**Question 1 (g)***Outcomes assessed: H3, H4***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"><li>Identifies and explains clearly in own words more than ONE way that Anna has changed</li></ul>	3
<ul style="list-style-type: none"><li>Identifies and explains clearly ONE way Anna has changed</li></ul> OR <ul style="list-style-type: none"><li>Describes TWO ways Anna has changed</li></ul>	2
<ul style="list-style-type: none"><li>Identifies ONE way Anna has changed</li></ul> OR <ul style="list-style-type: none"><li>Makes a generalized comment about how Anna has changed</li></ul>	1

***Sample answer:***

Anna has learnt that communicating effectively is about more than using correct language. She now realises that she has to adjust to the values and attitudes in Australian culture. This is shown by the way she starts to name herself and the way she learns about the link between relationships and language and has to change her own language choices.

**Question 1 (h)***Outcomes assessed: H6, H9***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"><li>Provides an effective explanation of ONE idea about journeys common to</li></ul>	4



two texts	
<ul style="list-style-type: none"><li>Provides a sound explanation of ONE idea about journeys common to two texts</li></ul>	3
<ul style="list-style-type: none"><li>Describes ONE idea about journeys common to two texts</li></ul> OR	2
<ul style="list-style-type: none"><li>Describes TWO different ideas about journeys found in two texts</li></ul>	
<ul style="list-style-type: none"><li>Identifies ONE idea about journeys</li></ul>	1

**Sample answer/Answers could include:**

<b>Idea about journeys</b>	<b>Text 1 (Magazine article)</b>	<b>Text 2 (Advertisement)</b>	<b>Text 3 (Reflection)</b>
Journeys are challenging	Learning English is difficult; starting again with education/ career is difficult; making new friends can be difficult	Misunderstanding and lack of knowledge about customs and laws can be dangerous; need to find out about new laws and customs	Learning new cultural norms and how to communicate in a new language involves making mistakes and receiving negative reactions from people; cultural misunderstanding
Journeys lead to personal growth	Students are learning a new language to further their careers and enrich their lives despite their age and other challenges		Learning a new language can affect a person's character/self identity
Journeys involve developing new insights/understanding of world		Travel involves developing understanding and knowledge of new rules, customs and laws through travel	Learning a new language involves learning about how people communicate in different cultures – new social norms, cultural behaviours and values
Journeys require/lead to change	Learning new language requires becoming a student again, a change in career/occupation	Travel involves the need to change behaviours/thinking in relation to new laws and customs	Learning a new language can change a person's character, change their thinking about language use and different cultures

**Question 1 (i)***Outcomes assessed: H1, H2, H3, H4, H5, H8, H9, H12, H14***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Composes an effective journal entry demonstrating a highly developed ability to reflect on own processes of learning English</li><li>• Makes insightful connections between their own experience and the ideas in at least ONE text</li><li>• Sustains appropriate register</li></ul>	6–7
<ul style="list-style-type: none"><li>• Composes a sound journal entry demonstrating a well developed ability to reflect on own processes of learning English</li><li>• Makes clear connections between their own experience and the ideas in at least ONE text</li><li>• Generally sustains register</li></ul>	4–5
<ul style="list-style-type: none"><li>• Composes a journal entry demonstrating some ability to reflect on own processes of learning English</li><li>• Makes some connections between their own experience and the ideas in at least ONE text</li><li>• Demonstrates variable control of register</li></ul>	2–3
<ul style="list-style-type: none"><li>• Composes a simple, undeveloped response</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>• Provides an incomplete response</li></ul>	1

**PAPER 1****Section II****Question 2***Outcomes assessed: H1, H2, H3, H4, H5, H6, H9, H11***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Composes a highly effective response which fully addresses the question and shows highly developed skills in interpretation of texts</li><li>• Demonstrates comprehensive knowledge of the texts and the journeys presented</li><li>• Demonstrates insightful understanding of the ways in which ideas are communicated through texts</li><li>• Uses language forms, features and structures skilfully and effectively</li><li>• Demonstrates sustained control of expression and effective synthesis of ideas</li></ul>	17–20
<ul style="list-style-type: none"><li>• Composes an effective response which addresses the question and shows well developed skills in interpretation of texts</li><li>• Demonstrates detailed knowledge of the texts and the journeys presented</li><li>• Demonstrates perceptive understanding of the ways in which ideas are communicated through texts</li><li>• Uses language forms, features and structures appropriately</li><li>• Demonstrates good control of expression and synthesis of ideas</li></ul>	13–16
<ul style="list-style-type: none"><li>• Composes a satisfactory response which partially addresses the question and shows satisfactory skills in interpretation of texts</li><li>• Demonstrates sound knowledge of the texts and a satisfactory understanding of the journeys presented</li><li>• Demonstrates clear understanding of the ways in which ideas are communicated through texts</li><li>• Uses language forms, features and structures with satisfactory control</li><li>• Demonstrates satisfactory control of expression and communication of ideas</li></ul>	9–12
<ul style="list-style-type: none"><li>• Composes a response which attempts to address the question and shows some skills in interpretation of texts</li><li>• Demonstrates some knowledge of the texts and a general understanding of the journeys presented</li><li>• Demonstrates generalised understanding of the ways in which ideas are communicated through texts</li><li>• Displays developing knowledge of language forms, features and structures</li><li>• Demonstrates variable control of expression and communication of ideas</li></ul>	5–8
<ul style="list-style-type: none"><li>• Composes an undeveloped response showing minimal skills in interpretation of texts</li><li>• Demonstrates minimal knowledge of the texts and an elementary understanding of journeys presented</li><li>• Demonstrates elementary understanding of the ways in which ideas are communicated through texts</li></ul>	1–4



## **2008 HSC English (ESL) Paper 2 Marking Guidelines**

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in English (ESL) Paper 2, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.





## PAPER 1

### Section I

#### Question 1 (a)

*Outcomes assessed: H6*

#### MARKING GUIDELINES

Criteria	Marks
• Correctly identifies TWO ways that students benefit from attending the language program	2
• Correctly identifies ONE way that students benefit from attending the language program	1

*Sample answer/Answers could include:*

- They can improve their English
- It's an opportunity to continue their education
- They can make friends, share experiences, socialise
- It can help them to find a job
- They get support for building a new life
- They can learn grammar and writing skills
- Pass the IELTS
- Supportive peer network
- Or any other correct answer

**Question 1 (b)**

*Outcomes assessed: H1, H6*

**MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies TWO quotes which communicate a positive attitude to the refugee language program	2
• Correctly identifies ONE quote that communicates a positive attitude to the refugee language program	1

***Sample answer/Answers could include:***

- The title – ‘gives refugees back their rights’
- Line 11 – ‘talks animatedly’
- Line 14 – ‘chuckles’
- Line 39 – ‘amazing teachers’
- Line 41 – ‘go that extra step’
- Line 44 – ‘classes helped me a lot’
- Line 56 – ‘one of the highlights’
- Line 69 – ‘greatest satisfaction’
- Line 86 – ‘you have to keep going’

**Question 1 (c)**

*Outcomes assessed: H6, H9*

**MARKING GUIDELINES**

Criteria	Marks
• Explains in detail ideas in the quote in relation to Jacob’s experience and the concept of journeys	2
• Briefly explains an idea in the quote	1

***Sample answer/Answers could include:***

- Journeys are difficult but everyone makes them.
- Everyone faces challenges in their lives.
- I know my plans for my future are challenging, but I think that’s part of my life.

**Question 1 (d)**

*Outcomes assessed: H1, H5*

**MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies ONE purpose	1

*Sample answer/Answers could include:*

- To persuade readers to use smartraveller website
- To inform about the dangers of overseas travel
- To warn or make people aware of differences in customs and laws

**Question 1 (e)**

*Outcomes assessed :H1, H5, H7*

	Marks
• Identifies ONE feature of layout, gives example and explains effect	2
• Identifies ONE feature of layout and gives example. No explanation of effect OR • Identifies ONE feature of layout and describes effect generally with no specific example	1

*Answers could include:*

Layout	Example	Effect
Photo	Smiling girl/ policeman's hand	<ul style="list-style-type: none"> <li>• to warn</li> <li>• to make you aware of dangers</li> </ul>
Quotation in large bold print	I DIDN'T KNOW	<ul style="list-style-type: none"> <li>• to warn, persuade, inform, to capture reader's attention</li> </ul>
Subheadings	Free travel advice 'Other Traveller's Tales'	<ul style="list-style-type: none"> <li>• persuade you of the value of the website</li> </ul>
Placement of web address	Website address in bottom right hand corner	<ul style="list-style-type: none"> <li>• persuades reader to visit the site</li> </ul>
Catch phrase bottom right hand corner	A must see destination	<ul style="list-style-type: none"> <li>• pun reinforces need to visit website</li> </ul>
Logo bottom left hand corner	Picture and 'Australian Govt DFAT'	<ul style="list-style-type: none"> <li>• Adds credibility and provides the weight of authority</li> </ul>

**Question 1 (f)***Outcomes assessed: H1, H2, H3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"><li>Provides an explanation which refers to both Anna's use of language and their relationship</li></ul>	2
Explains why he responded negatively by: <ul style="list-style-type: none"><li>describing Anna's use of language</li></ul> OR <ul style="list-style-type: none"><li>referring to their relationship</li></ul>	1

***Sample answer/Answers could include:***

Her friend responds negatively because Anna has used the imperative but he feels their relationship is not close enough to make this acceptable.

Because Anna has misunderstood the cultural norms and thinks it's okay to leave out politeness terms such as 'would you' with someone who is not a 'very close' friend.

**Question 1 (g)***Outcomes assessed: H3, H4***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"><li>Identifies and explains clearly in own words more than ONE way that Anna has changed</li></ul>	3
<ul style="list-style-type: none"><li>Identifies and explains clearly ONE way Anna has changed</li></ul> OR <ul style="list-style-type: none"><li>Describes TWO ways Anna has changed</li></ul>	2
<ul style="list-style-type: none"><li>Identifies ONE way Anna has changed</li></ul> OR <ul style="list-style-type: none"><li>Makes a generalized comment about how Anna has changed</li></ul>	1

***Sample answer:***

Anna has learnt that communicating effectively is about more than using correct language. She now realises that she has to adjust to the values and attitudes in Australian culture. This is shown by the way she starts to name herself and the way she learns about the link between relationships and language and has to change her own language choices.

**Question 1 (h)**

*Outcomes assessed: H6, H9*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides an effective explanation of ONE idea about journeys common to two texts</li> </ul>	4
<ul style="list-style-type: none"> <li>Provides a sound explanation of ONE idea about journeys common to two texts</li> </ul>	3
<ul style="list-style-type: none"> <li>Describes ONE idea about journeys common to two texts</li> </ul> OR <ul style="list-style-type: none"> <li>Describes TWO different ideas about journeys found in two texts</li> </ul>	2
<ul style="list-style-type: none"> <li>Identifies ONE idea about journeys</li> </ul>	1

*Sample answer/Answers could include:*

Idea about journeys	Text 1 (Magazine article)	Text 2 (Advertisement)	Text 3 (Reflection)
Journeys are challenging	Learning English is difficult; starting again with education/ career is difficult; making new friends can be difficult	Misunderstanding and lack of knowledge about customs and laws can be dangerous; need to find out about new laws and customs	Learning new cultural norms and how to communicate in a new language involves making mistakes and receiving negative reactions from people; cultural misunderstanding
Journeys lead to personal growth	Students are learning a new language to further their careers and enrich their lives despite their age and other challenges		Learning a new language can affect a person's character/self identity
Journeys involve developing new insights/understanding of world		Travel involves developing understanding and knowledge of new rules, customs and laws through travel	Learning a new language involves learning about how people communicate in different cultures – new social norms, cultural behaviours and values
Journeys require/lead to change	Learning new language requires becoming a student again, a change in career/occupation	Travel involves the need to change behaviours/thinking in relation to new laws and customs	Learning a new language can change a person's character, change their thinking about language use and different cultures

**Question 1 (i)***Outcomes assessed: H1, H2, H3, H4, H5, H8, H9, H12, H14***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Composes an effective journal entry demonstrating a highly developed ability to reflect on own processes of learning English</li><li>• Makes insightful connections between their own experience and the ideas in at least ONE text</li><li>• Sustains appropriate register</li></ul>	6–7
<ul style="list-style-type: none"><li>• Composes a sound journal entry demonstrating a well developed ability to reflect on own processes of learning English</li><li>• Makes clear connections between their own experience and the ideas in at least ONE text</li><li>• Generally sustains register</li></ul>	4–5
<ul style="list-style-type: none"><li>• Composes a journal entry demonstrating some ability to reflect on own processes of learning English</li><li>• Makes some connections between their own experience and the ideas in at least ONE text</li><li>• Demonstrates variable control of register</li></ul>	2–3
<ul style="list-style-type: none"><li>• Composes a simple, undeveloped response</li></ul> OR <ul style="list-style-type: none"><li>• Provides an incomplete response</li></ul>	1

## PAPER 1

### Section II

#### Question 2

*Outcomes assessed: H1, H2, H3, H4, H5, H6, H9, H11*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Composes a highly effective response which fully addresses the question and shows highly developed skills in interpretation of texts</li> <li>Demonstrates comprehensive knowledge of the texts and the journeys presented</li> <li>Demonstrates insightful understanding of the ways in which ideas are communicated through texts</li> <li>Uses language forms, features and structures skilfully and effectively</li> <li>Demonstrates sustained control of expression and effective synthesis of ideas</li> </ul>	17–20
<ul style="list-style-type: none"> <li>Composes an effective response which addresses the question and shows well developed skills in interpretation of texts</li> <li>Demonstrates detailed knowledge of the texts and the journeys presented</li> <li>Demonstrates perceptive understanding of the ways in which ideas are communicated through texts</li> <li>Uses language forms, features and structures appropriately</li> <li>Demonstrates good control of expression and synthesis of ideas</li> </ul>	13–16
<ul style="list-style-type: none"> <li>Composes a satisfactory response which partially addresses the question and shows satisfactory skills in interpretation of texts</li> <li>Demonstrates sound knowledge of the texts and a satisfactory understanding of the journeys presented</li> <li>Demonstrates clear understanding of the ways in which ideas are communicated through texts</li> <li>Uses language forms, features and structures with satisfactory control</li> <li>Demonstrates satisfactory control of expression and communication of ideas</li> </ul>	9–12
<ul style="list-style-type: none"> <li>Composes a response which attempts to address the question and shows some skills in interpretation of texts</li> <li>Demonstrates some knowledge of the texts and a general understanding of the journeys presented</li> <li>Demonstrates generalised understanding of the ways in which ideas are communicated through texts</li> <li>Displays developing knowledge of language forms, features and structures</li> <li>Demonstrates variable control of expression and communication of ideas</li> </ul>	5–8
<ul style="list-style-type: none"> <li>Composes an undeveloped response showing minimal skills in interpretation of texts</li> <li>Demonstrates minimal knowledge of the texts and an elementary understanding of journeys presented</li> <li>Demonstrates elementary understanding of the ways in which ideas are communicated through texts</li> </ul>	1–4

**PAPER 2****Section I — Module A: Experience Through Language****Question 1 — Elective 1: Telling Stories***Outcomes assessed: H1, H4, H5, H9, H11***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Composes a highly effective explanation of how storytelling creates a personal and emotional connection with an audience</li><li>• Demonstrates comprehensive knowledge of the ways meaning is shaped through storytelling</li><li>• Demonstrates insightful understanding of the prescribed text and one other text</li><li>• Uses language appropriate to audience, purpose and form with clarity, fluency and sustained control of expression</li></ul>	17–20
<ul style="list-style-type: none"><li>• Composes an effective explanation of how storytelling creates a personal and emotional connection with an audience</li><li>• Demonstrates thorough knowledge of the ways meaning is shaped through storytelling</li><li>• Demonstrates perceptive understanding of the prescribed text and one other text</li><li>• Uses language appropriate to audience, purpose and form with clarity, fluency and good control of expression</li></ul>	13–16
<ul style="list-style-type: none"><li>• Composes a satisfactory explanation of how storytelling creates a personal and emotional connection with an audience</li><li>• Demonstrates sound knowledge of the ways meaning is shaped through storytelling</li><li>• Demonstrates clear understanding of the prescribed text and one other text</li><li>• Uses language appropriate to audience, purpose and form with satisfactory control of expression</li></ul>	9–12
<ul style="list-style-type: none"><li>• Composes a response that attempts to explain how storytelling creates a personal and emotional connection with an audience</li><li>• Demonstrates generalised knowledge of the ways meaning is shaped through storytelling</li><li>• Demonstrates some understanding of the prescribed text and one other text</li><li>• Displays developing knowledge of language forms, features and structures and variable control of expression</li></ul>	5–8
<ul style="list-style-type: none"><li>• Composes an undeveloped response</li><li>• Demonstrates elementary knowledge of the ways meaning is shaped through storytelling</li><li>• Demonstrates limited understanding of the prescribed text and one other text</li><li>• Demonstrates limited control of language</li></ul>	1–4



**Question 2 — Elective 2: Dialogue***Outcomes assessed: H1, H4, H5, H9, H11***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Composes a highly effective explanation of how dialogue can be used to silence and give a voice to different characters</li><li>• Demonstrates comprehensive knowledge of the ways meaning is shaped through dialogue</li><li>• Demonstrates insightful understanding of the prescribed text and one other text</li><li>• Uses language appropriate to audience, purpose and form with clarity, fluency and sustained control of expression</li></ul>	17–20
<ul style="list-style-type: none"><li>• Composes an effective explanation of how dialogue can be used to silence and give a voice to different characters</li><li>• Demonstrates thorough knowledge of the ways meaning is shaped through dialogue</li><li>• Demonstrates perceptive understanding of the prescribed text and one other text</li><li>• Uses language appropriate to audience, purpose and form with clarity, fluency and control of expression</li></ul>	13–16
<ul style="list-style-type: none"><li>• Composes a satisfactory explanation of how dialogue can be used to silence and give a voice to different characters</li><li>• Demonstrates sound knowledge of the ways meaning is shaped through dialogue</li><li>• Demonstrates clear understanding of the prescribed text and one other text</li><li>• Uses language appropriate to audience, purpose and form with satisfactory control of expression</li></ul>	9–12
<ul style="list-style-type: none"><li>• Composes a response that attempts to explain how dialogue can be used to silence and give a voice to different characters</li><li>• Demonstrates generalised knowledge of the ways meaning is shaped through dialogue</li><li>• Demonstrates some understanding of the prescribed text and one other text</li><li>• Displays developing knowledge of language forms, features and structures and variable control of expression</li></ul>	5–8
<ul style="list-style-type: none"><li>• Composes an undeveloped response</li><li>• Demonstrates elementary knowledge of the ways meaning is shaped through dialogue</li><li>• Demonstrates limited understanding of the prescribed text and/or one other text</li><li>• Demonstrates limited control of language</li></ul>	1–4

**PAPER 2****Section II — Module B: Texts and Society****Question 3 — Elective 1: Living and Working in the Community***Outcomes assessed: H3, H4, H5, H8, H11, H12, H14***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates insightful understanding of the information, ideas and attitudes communicated in and through workplace and community texts</li><li>• Demonstrates highly developed ability to organise, develop and communicate information, ideas and attitudes</li><li>• Demonstrates highly developed ability to select language forms and features appropriate to the context, purpose and audience</li><li>• Demonstrates sustained control of expression</li></ul>	17–20
<ul style="list-style-type: none"><li>• Demonstrates thorough understanding of the information, ideas and attitudes communicated in and through workplace and community texts</li><li>• Demonstrates well developed ability to organise, develop and communicate information, ideas and attitudes</li><li>• Demonstrates well developed ability to select language forms and features appropriate to the context, purpose and audience</li><li>• Demonstrates good control of expression</li></ul>	13–16
<ul style="list-style-type: none"><li>• Demonstrates sound understanding of the information, ideas and attitudes communicated in and through workplace and community texts</li><li>• Demonstrates satisfactory ability to organise, develop and communicate information, ideas and attitudes</li><li>• Demonstrates satisfactory ability to select language forms and features appropriate to the context, purpose and audience</li><li>• Demonstrates control of expression</li></ul>	9–12
<ul style="list-style-type: none"><li>• Demonstrates generalised understanding of the information, ideas and attitudes communicated in and through workplace and community texts</li><li>• Demonstrates developing ability to organise, develop and communicate information, ideas and attitudes</li><li>• Demonstrates developing ability to select language forms and features appropriate to the context, purpose and audience</li><li>• Demonstrates developing control of expression</li></ul>	5–8
<ul style="list-style-type: none"><li>• Demonstrates elementary understanding of the information, ideas and attitudes communicated in and through workplace and community texts</li><li>• Composes an undeveloped response</li><li>• Demonstrates limited ability to select language forms and features appropriate to the context, purpose and audience</li><li>• Demonstrates limited control of expression</li></ul>	1–4

**Question 4 — Elective 2: English for Study***Outcomes assessed: H3, H4, H5, H8, H11, H12, H14***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates insightful understanding of the information, ideas and attitudes communicated in and through texts used in formal learning situations</li><li>• Demonstrates highly developed ability to organise, develop and communicate information, ideas and attitudes</li><li>• Demonstrates highly developed ability to select language forms and features appropriate to the context, purpose and audience</li><li>• Demonstrates sustained control of expression</li></ul>	17–20
<ul style="list-style-type: none"><li>• Demonstrates thorough understanding of the information, ideas and attitudes communicated in and through texts used in formal learning situations</li><li>• Demonstrates well developed ability to organise, develop and communicate information, ideas and attitudes</li><li>• Demonstrates well developed ability to select language forms and features appropriate to the context, purpose and audience</li><li>• Demonstrates good control of expression</li></ul>	13–16
<ul style="list-style-type: none"><li>• Demonstrates sound understanding of the information, ideas and attitudes communicated in and through texts used in formal learning situations</li><li>• Demonstrates satisfactory ability to organise, develop and communicate information, ideas and attitudes</li><li>• Demonstrates satisfactory ability to select language forms and features appropriate to the context, purpose and audience</li><li>• Demonstrates satisfactory control of expression</li></ul>	9–12
<ul style="list-style-type: none"><li>• Demonstrates generalised understanding of the information, ideas and attitudes communicated in and through texts used in formal learning situations</li><li>• Demonstrates developing ability to organise, develop and communicate information, ideas and attitudes</li><li>• Demonstrates developing ability to select language forms and features appropriate to the context, purpose and audience</li><li>• Demonstrates developing control of expression</li></ul>	5–8
<ul style="list-style-type: none"><li>• Demonstrates elementary understanding of the information, ideas and attitudes communicated in and through texts used in formal learning situations</li><li>• Composes an undeveloped response</li><li>• Demonstrates limited ability to select language forms and features appropriate to the context, purpose and audience</li><li>• Demonstrates limited control of expression</li></ul>	1–4

**LISTENING PAPER****Question 1***Outcomes assessed: H6***MARKING GUIDELINES**

Criteria	Marks
• Provides ONE correct answer	1

*Sample answer:*

- On a mobile
- As a podcast on the web
- Through the internet

**Question 2***Outcomes assessed: H4, H6***MARKING GUIDELINES**

Criteria	Marks
• Identifies the correct option	1

*Correct answer:*

‘The Black Balloon’

**Question 3***Outcomes assessed: H1, H4, H6***MARKING GUIDELINES**

Criteria	Marks
• Compares the presenters’ views and provides evidence from the text for both speakers	3
• Compares the presenters’ views and provides some evidence	2
• States BOTH presenters’ views with no evidence OR • States ONE presenter’s view with evidence • Provides quotes without any comparison or explanation	1

*Sample answer/Answers could include:*

Jason is negative and critical	He says – “I was disappointed”, “a sentimental tale”, “cloying family dinner”, “cheap paperback ending”, “all seems contrived”
Julie is positive, disagrees with Jason	She says – “I liked it a lot”, “I’m an old softie”, “I like those family dinners”, “I think it’s worth a look”, “Nina was absolutely gorgeous”.

**Question 4**

*Outcomes assessed: H1, H6*

**MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies TWO things Jason likes about the film	2
• Correctly identifies ONE thing Jason likes about the film	1

***Sample answer/Answers could include:***

Jason likes the fact that:

- It's great fun in a cheesy, spectacularly gory way
- Sylvester Stallone's real talent shines
- Sylvester Stallone conveys the character's feelings well
- It's violent

**Question 5**

*Outcomes assessed: H1, H4, H5, H6, H7*

**MARKING GUIDELINES**

Criteria	Marks
• Gives a detailed explanation of how using two reviewers creates interest	2
• Gives a brief statement of how using two reviewers creates interest	1

***Sample answer/Answers could include:***

- Different points of view for example about actions and romance
- Variation of tone of voice attracts listener's attention, for example Julie's husky, older voice and Jason's young male voice
- Appeals to variety of listeners and different ages and gender (older women and younger people)
- Disagreement creates interest and encourages reflection – example 'Rambo' versus 'Bella'.

**Question 6**

*Outcomes assessed: H1, H5, H7*

**MARKING GUIDELINES**

Criteria	Marks
• Gives detailed explanation of how Julie uses her voice to present effectively	2
• Gives a brief description of how Julie uses her voice	1

*Sample answer/Answers could include:*

**Voice**

1. Slow pace and clear pronunciation
2. Low pitch
3. Varied tone and volume to stress key words and ideas
4. Pausing at key moments

**Effect**

1. The effect is to help listeners understand and follow the reviews
2. Gives her voice confidence/authority/maturity/appeal
3. Emphasises her views in a dramatic manner
4. Gives listeners time to think and gives the program a relaxed atmosphere

**Question 7**

*Outcomes assessed: H1, H5, H7*

**MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed explanation of the ways elements of program structure maintain listeners' attention	4
• Provides an explanation of the ways program structure maintains listeners' attention	3
• Provides a description of program structure OR • Describes/explains more than ONE technique used in the program with some reference to listeners' attention	2
• Identifies TWO or more techniques used in the program	1

*Sample answer/Answers could include:*

Structure	Inform and maintain attention
Introduction Julie introduces the program with short pieces on 4 films	Gives short list of films to acquaint listeners with movies. Overview and variety is of interest
Short break Movie grabs and dialogue from the movie	The sound grabs are very entertaining for the audience. To give audience a 'taste' of the films and genres
The main part "The week in film" introduces the main body of the show which consists of longer reviews with her co-presenter Jason Di Rosso	New reviewer provides more detailed description/review of each film plus Julie's response. This provides a contrast of opinions and interesting interplay.
Conclusion and thanks	Reinforces "show" structure and previews the content of the next program



## Hearing Impaired Marking Guidelines

### MARKING GUIDELINES

Criteria	Marks
• Gives detailed explanation of how Julie is an effective presenter	2
• Gives a brief statement of what Julie does as a presenter	1

#### *Sample answer:*

##### Technique:

- She uses humour e.g. she refers to Stallone looking like he has swallowed a cobra
- She uses colloquial and idiomatic phrases... 'he's going to have to fight like hell to get me to see this one'
- She relates to her fellow reviewer and asks him questions eg 'What did you make of Bella?'

##### Effect:

- Makes the program lighthearted and enjoyable through the humour
- Creates a relaxed personal atmosphere that involves listeners
- Keeps the interview moving and creates variety through the exchanges between speakers



## **2008 HSC English (ESL) Listening Marking Guidelines**

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- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.

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**Question 1***Outcomes assessed: H6***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides ONE correct answer	1

*Sample answer:*

- On a mobile
- As a podcast on the web
- Through the internet

**Question 2***Outcomes assessed: H4, H6***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the correct option	1

*Correct answer:*

‘The Black Balloon’

**Question 3***Outcomes assessed: H1, H4, H6***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Compares the presenters’ views and provides evidence from the text for both speakers	3
• Compares the presenters’ views and provides some evidence	2
• States BOTH presenters’ views with no evidence OR • States ONE presenter’s view with evidence • Provides quotes without any comparison or explanation	1

**Sample answer/Answers could include:**

Jason is negative and critical	He says – “I was disappointed”, “a sentimental tale”, “cloying family dinner”, “cheap paperback ending”, “all seems contrived”
Julie is positive, disagrees with Jason	She says – “I liked it a lot”, “I’m an old softie”, “I like those family dinners”, “I think it’s worth a look”, “Nina was absolutely gorgeous”.

**Question 4**

Outcomes assessed: H1, H6

**MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies TWO things Jason likes about the film	2
• Correctly identifies ONE thing Jason likes about the film	1

**Sample answer/Answers could include:**

Jason likes the fact that:

- It’s great fun in a cheesy, spectacularly gory way
- Sylvester Stallone’s real talent shines
- Sylvester Stallone conveys the character’s feelings well
- It’s violent

**Question 5**

Outcomes assessed: H1, H4, H5, H6, H7

**MARKING GUIDELINES**

Criteria	Marks
• Gives a detailed explanation of how using two reviewers creates interest	2
• Gives a brief statement of how using two reviewers creates interest	1

**Sample answer/Answers could include:**

- Different points of view for example about actions and romance
- Variation of tone of voice attracts listener’s attention, for example Julie’s husky, older voice and Jason’s young male voice
- Appeals to variety of listeners and different ages and gender (older women and younger people)
- Disagreement creates interest and encourages reflection – example ‘Rambo’ versus ‘Bella’.

**Question 6**

*Outcomes assessed: H1, H5, H7*

**MARKING GUIDELINES**

Criteria	Marks
• Gives detailed explanation of how Julie uses her voice to present effectively	2
• Gives a brief description of how Julie uses her voice	1

*Sample answer/Answers could include:*

**Voice**

1. Slow pace and clear pronunciation
2. Low pitch
3. Varied tone and volume to stress key words and ideas
4. Pausing at key moments

**Effect**

1. The effect is to help listeners understand and follow the reviews
2. Gives her voice confidence/authority/maturity/appeal
3. Emphasises her views in a dramatic manner
4. Gives listeners time to think and gives the program a relaxed atmosphere

**Question 7**

*Outcomes assessed: H1, H5, H7*

**MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed explanation of the ways elements of program structure maintain listeners' attention	4
• Provides an explanation of the ways program structure maintains listeners' attention	3
• Provides a description of program structure OR • Describes/explains more than ONE technique used in the program with some reference to listeners' attention	2
• Identifies TWO or more techniques used in the program	1

*Sample answer/Answers could include:*

Structure	Inform and maintain attention
Introduction Julie introduces the program with short pieces on 4 films	Gives short list of films to acquaint listeners with movies. Overview and variety is of interest
Short break Movie grabs and dialogue from the movie	The sound grabs are very entertaining for the audience. To give audience a 'taste' of the films and genres
The main part "The week in film" introduces the main body of the show which consists of longer reviews with her co-presenter Jason Di Rosso	New reviewer provides more detailed description/review of each film plus Julie's response. This provides a contrast of opinions and interesting interplay.
Conclusion and thanks	Reinforces "show" structure and previews the content of the next program



## Hearing Impaired Marking Guidelines

### MARKING GUIDELINES

Criteria	Marks
• Gives detailed explanation of how Julie is an effective presenter	2
• Gives a brief statement of what Julie does as a presenter	1

#### *Sample answer:*

##### Technique:

- She uses humour e.g. she refers to Stallone looking like he has swallowed a cobra
- She uses colloquial and idiomatic phrases... 'he's going to have to fight like hell to get me to see this one'
- She relates to her fellow reviewer and asks him questions eg 'What did you make of Bella?'

##### Effect:

- Makes the program lighthearted and enjoyable through the humour
- Creates a relaxed personal atmosphere that involves listeners
- Keeps the interview moving and creates variety through the exchanges between speakers