

**2007 HSC Notes from  
the Marking Centre  
English (ESL)**

© 2008 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third-party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third-party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW  
GPO Box 5300  
Sydney 2001  
Australia

Tel: (02) 9367 8111  
Fax: (02) 9367 8484  
Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 978 174147 9003

2007716

# Contents

Paper 1 – Language Study within an Area of Study.....	4
Section I.....	4
Section II .....	5
Paper 2 – Modules .....	6
Section I – Module A: Experience Through Language.....	6
Section II – Module B: Texts and Society.....	9
Listening Paper .....	9

# **2007 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 2007 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 2007 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 I – Language Study within an Area of Study**

### **Section I**

#### **Question 1**

##### **General Comments**

Most candidates demonstrated a good understanding of Text One and Text Three. Better responses contained a clear analysis of both the visual and written characteristics of Text Two as well as an adequate interpretation of the elements of Text Four.

Some candidates were not guided by the number of marks allocated and wrote more than necessary for the short-answer questions. A small number of candidates copied down the question first before tackling the response. The more successful responses interpreted the requirements of the questions accurately and provided concise, relevant answers so they had adequate time for the writing task at the end.

##### **Specific Comments**

- (a) Good responses identified the specific journey in the text. Weaker responses only identified the journey as being 'physical'.

- (b) The majority of candidates understood the requirements of the question and clearly identified two examples of 'conditions'.
- (c) Better responses explained how language was used to communicate the build-up of feelings that led to Klaus leaving the bus. These responses referred to at least two examples and provided a clear explanation. A number of responses did not address the whole question, neglecting to mention the build-up. Some identified 'conditions' again, as in the previous question, without referring to 'feelings'.
- (d) Better responses identified two ideas about journeys conveyed by the photos and explained these clearly. Some explained only one idea. Other responses included a description of the photographs without mentioning any ideas about journeys.
- (e) Some responses correctly identified the purpose of both texts, described their prominent features and included a comparison of both. They described the use of language, image and layout in both texts. In the better responses, candidates compared these features, demonstrating an understanding of the purpose of each text. The less developed responses contained a list of techniques or general comments about techniques without mentioning purpose or referring to comparison.
- (f) Better responses correctly identified and interpreted a metaphor or simile. Some responses correctly identified a metaphor or simile but did not interpret it. A smaller number of responses interpreted a metaphor or simile without correct identification.
- (g) Better responses identified and explained one way of thinking about journeys presented in the text. Weaker responses made general comments about journeys or quoted directly from the text.
- (h) In the better responses, candidates were able to write creatively about the given topic and by adapting ideas from at least two texts. They synthesised ideas concisely and addressed the topic in an insightful way. Some responses contained summaries of the texts without any creative elements. Weaker responses had no direct relationship to the given topic and did not include any reference to ideas or information from the texts

## Section II

### Question 2

In general, most responses demonstrated a good understanding of the concept of journey and the insights gained through the different types of journeys represented in the texts.

Overall, most responses showed good skills in interpretation of texts, although the ability to synthesise ideas varied. 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 from the stimulus booklet. The inclusion of a related text of their own choosing was optional. The ability to effectively narrow the discussion to focus on the insights gained through the representations of journey varied. A number of responses discussed the journey in general rather than specifically discussing how representations of peoples' experiences had given an insight into the journey. Others narrowed their discussion to partially address the question, focusing on the insights they had gained through their study. A number of prepared responses addressed elements of questions from previous years.

Not all candidates engaged with the idea of how they, as responders, gained insight into the concept of the journey. Very few responses dealt with the ways composers represented different journeys in order to shape the insights of the responder.

Most responses interpreted the texts well, demonstrating understanding of the concept and the different types of journeys and insights presented. Some responses had difficulty explaining the ways peoples' experiences of journeys were communicated in the texts. A number of responses focused on the insights gained by the characters in the texts rather than the insights gained by themselves as responders. 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. Some responses resorted to retelling or describing the content of the texts rather than interpreting and analysing the techniques used by composers to convey ideas.

Better responses introduced a thesis to answer the question in their introduction and maintained and supported it throughout the essay. These responses explained succinctly that composers of different texts represented journeys in different ways to shape responders' insights. Better responses demonstrated comprehensive knowledge of the texts and an insightful understanding of the concept. Analysis of examples and/or quotes was included to effectively support discussion around the insights gained. Better responses also demonstrated a high degree of intertextual linking, fluency and sustained control of expression.

Some candidates seem to have used prepared responses which demonstrated good 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 'representations' and 'insight'. Candidates need to address the terms of the question and select examples and integrate them into the discussion to support their thesis.

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

In a significant number of responses three prescribed texts as well as a text from the stimulus booklet were discussed. This limited the ability to discuss the required texts in sufficient detail.

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**

Most responses demonstrated a clear understanding of both the module and elective studied, and provided a good range of examples from the prescribed text. Candidates again showed a competent grasp of the characteristic language forms and features associated with narratives and dialogue.

All questions permitted candidates to refer to related material of their own choosing if they wished to do so, and many candidates took advantage of this option. Responses were enhanced by discussion and analysis of this 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.

Time taken by candidates to plan their responses, tailoring their knowledge and information to the question, reaped rewards. Better responses established an immediate and relevant response to the topic and indicated the approach they would take. Prepared introductions where narratives or dialogue are defined in general or abstract terms need to be adapted to address the specific terms of reference used in the question.

Most candidates recognised the need to write in an explanatory style and showed ability to sustain a formal register throughout their responses. Some responses used wording from previous years' questions and the syllabus and prescriptions booklet to consolidate their discussions.

The majority of responses concentrated on the relationships between characters and individuals within the text, while some endeavoured to analyse the relationship between text and responder. Some responses focused on examples and ideas in the text which did not relate specifically to the question.

Highly effective responses included those which considered the text/s and their distinctive characteristics, themes and style holistically, those which discussed an interesting variety of relationships, both in and beyond the text/s, and those which provided extensive and insightful microanalysis of particular scenes and/or relationships within the text/s.

## Specific Comments

### Question 1 – Elective 1: Telling Stories

Better responses analysed narrative structures, language forms and features, and specific techniques, and explained how the development of the narrative built or altered the responder's perception of relationships. A very few responses relied heavily on prepared responses and only superficially addressed the representation of relationships. 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*  
The particularities of narrative structure and the subtleties of the relationships within the text were discussed intelligently.
- (b) Poetry – Steven Herrick, *The Simple Gift*  
A range of examples of narrative elements and poetic techniques was provided, and the majority of candidates analysed the relationships between the main characters and aspects of the plot and settings effectively. Better responses sometimes engaged with the protagonist's relationships with minor characters, or with his environments, or dealt specifically with the themes and messages conveyed to the responder through the narrative.
- (c) Nonfiction – Carmel Bird, *The Stolen Children*  
Many 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. Many responses noted that the stories told by the members of the Stolen Generation in the text are factual, and emphasised that they do not conform to narrative conventions.

- (d) Film – Giuseppe Tornatore, *Cinema Paradiso*  
Most responses focused effectively on narrative elements, narrative development and cinematic techniques and how these reveal relationships. 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 non-verbal communication from the text in order to explain how dialogue reveals relationships. Some candidates elected to discuss examples of dialogue in the text without referring to relationships between the characters. More limited 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 represented characters' relationships.

- (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 disclose family relationships and friendships between the main 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 in later scenes, or provided additional discussion of the two leads' relationships with offstage characters such as Denny, Trish and Julia.
- (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*  
As in previous years, the majority of responses referred to this text. Better responses effectively linked dialogue and film techniques and examined how these are used to reveal relationships. 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 using the language forms and features of a persuasive letter. Many responses reflected the topical relevance of environmental and health issues, as they provided recommendations that looked beyond the stimulus material. Responses persuaded by using an authoritative voice or insightful examples that demonstrated an awareness of living and working in the community.

The majority of candidates created persuasive letters 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 creative flair in the presentation of concepts and interpretation of the stimulus to create an effective argument. Sophisticated expression was used to present the argument. They 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 debate and 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.

Weaker responses did not have a sustained argument for or against or they targeted a different audience. These scripts were limited in supporting detail but even these attempted to persuade the audience. 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 Year 9 students. The responses generally reflected an awareness of the purpose, but varied in control of context, audience and language register.

Interpretation and synthesis of the stimulus material was generally done well, in terms of offering research strategies, but more superficial responses did not develop the stimulus focus areas of planning, composing, and presenting. These responses seemed to be prepared and lacked synthesis.

## **Listening Paper**

### **General Comments**

Candidates should read the questions carefully. Where candidates ignored or misunderstood directions, the quality of their responses suffered as a result.

Generalised answers usually score poorly as they do not address the specific requirements of the question. Precise answers are required to score in the higher mark range. Examples from the stimulus material to substantiate responses usually assist in this process.

## Specific comments

### Question 1

Most candidates answered the multiple-choice question correctly.

### Question 2

Most candidates were able to identify at least one group of people more likely to experience *déjà vu*.

### Question 3

Many candidates misunderstood the scientific jargon used in the recording and were unable to identify the connection accurately.

### Question 4

In the better responses, candidates were able to identify two tasks performed by the presenter, demonstrating an ability to distinguish 'the presenter' from all other speakers. They also demonstrated an understanding of the word 'task' as used in the question.

Most responses scored one mark by commenting that the presenter 'interviewed' or 'asked questions' about the topic.

Some candidates wrote about the contents or purpose of the radio program demonstrating that they misunderstood the use of the word 'task' as used in the question.

### Question 5

Most candidates were able to state at least one reason why different types of people were interviewed for the program. However, some restated the question adding general comments such as 'to give more information'. These responses did not score a mark.

### Question 6

Better responses understood the directive 'compare' and noted that two things needed to be effectively addressed for each group of speakers – 'what' was said and 'how' it was said. These responses were able to effectively synthesise what was said by the two groups of speakers.

Mid-range responses tended to provide an effective comparison of what each group said or how they said it; not both. Most candidates at least attempted to write about how the different speakers communicated ideas.

Poorer responses recounted some of the ideas without any attempt to compare the two groups of speakers.

### Question 7

Candidates familiar with the structure and content of radio programs were better able to demonstrate an understanding of how the stimulus material sought to interest the audience.

Full marks were awarded to candidates who correctly identified two techniques used in the program and were able to explain the effects of these techniques by providing examples or quotes from the stimulus and linking them with the purpose of the text which was to interest a radio audience.

Mid-range responses tended to effectively explain how one technique contributed to audience interest and provided a limited explanation of one other.

Poorer responses listed a variety of prepared techniques that were not specific to the stimulus material and provided no explanation or tacked on a generic effect such as 'used to engage/entertain/interest the audience'.

Many candidates were able to focus on techniques used by the speakers in the text and the producers of the radio program to communicate ideas and interest the target audience.

# English (ESL) Paper 1

## 2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Paper 1, Section I</b>			
1 (a)	1	Language Study within an Area of Study	H6
1 (b)	2	Language Study within an Area of Study	H1, H6
1 (c)	4	Language Study within an Area of Study	H1, H3, H4, H5, H6
1 (d)	2	Language Study within an Area of Study	H7, H9
1 (e)	4	Language Study within an Area of Study	H1, H2, H4, H5, H6, H7, H9
1 (f)	2	Language Study within an Area of Study	H1, H4, H5, H6
1 (g)	2	Language Study within an Area of Study	H6, H9
1 (h)	8	Language Study within an Area of Study	H1, H2, H3, H5, H8, H9, H10, H12
<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

## 2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Paper 2, Section I — Module A: Experience Through Language</b>			
1 (a)	20	Experience Through Language – Telling Stories (Prose Fiction)	H1, H4, H5, H6, H9, H11, H13
1 (b)	20	Experience Through Language – Telling Stories (Poetry)	H1, H4, H5, H6, H9, H11, H13
1 (c)	20	Experience Through Language – Telling Stories (Nonfiction)	H1, H4, H5, H6, H9, H11, H13
1 (d)	20	Experience Through Language – Telling Stories (Film)	H1, H4, H5, H6, H9, H11, H13
2 (a)	20	Experience Through Language – Dialogue (Prose Fiction)	H1, H4, H5, H6, H9, H11, H13
2 (b)	20	Experience Through Language – Dialogue (Drama)	H1, H4, H5, H6, H9, H11, H13
2 (c)	20	Experience Through Language – Dialogue (Poetry)	H1, H4, H5, H6, H9, H11, H13
2 (d)	20	Experience Through Language – Dialogue (Film)	H1, H4, H5, H6, H9, H11, H13
<b>Paper 2, Section II — Module B: Texts and Society</b>			
3	20	Texts and Society – Living and Working in the Community	H4, H5, H8, H11, H12, H14
4	20	Texts and Society – English for Study	H4, H5, H8, H11, H12, H14

# English (ESL) Listening Paper

## 2007 HSC Examination Mapping Grid

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

## **2007 HSC English (ESL) Paper 1 Marking Guidelines**

### **Section I**

#### **Question 1 (a)**

*Outcomes assessed: H6*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies the journey	1

#### **Question 1 (b)**

*Outcomes assessed: H1, H6*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies TWO conditions which make the bus uncomfortable	2
• Correctly identifies ONE condition which makes the bus uncomfortable	1

**Question 1 (c)**

*Outcomes assessed: H1, H3, H4, H5, H6*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>Clearly explains how Klaus uses language to communicate the build up/accumulation of feelings leading to his decision</li> <li>Refers to AT LEAST TWO examples</li> </ul>	4
<ul style="list-style-type: none"> <li>Explains how Klaus uses language to communicate some feelings leading to his decision.</li> <li>Refers to AT LEAST TWO examples</li> </ul>	3
<ul style="list-style-type: none"> <li>Explains how Klaus uses language to communicate some feelings leading to his decision, but refers to only ONE example.</li> </ul> OR <ul style="list-style-type: none"> <li>Attempts to explain how Klaus uses language to communicate the feelings leading to his decision and refers to TWO examples.</li> </ul>	2
<ul style="list-style-type: none"> <li>Gives a brief, general statement about how Klaus uses language to communicate feelings leading to his decision but doesn't refer to any examples.</li> </ul> OR <ul style="list-style-type: none"> <li>Refers to Klaus's feelings but doesn't explain how he uses language to communicate them.</li> </ul>	1

**Question 1 (d)**

*Outcomes assessed: H7, H9*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>Clearly explains at least TWO ideas about journeys conveyed in the photographs</li> </ul>	2
<ul style="list-style-type: none"> <li>Explains only ONE idea about journeys conveyed in the photographs</li> </ul>	1

**Question 1 (e)**

*Outcomes assessed: H1, H2, H4, H5, H6, H7, H9*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Correctly identifies the purposes of each text</li> <li>Describes the prominent features of each text (at least 2 out of 3 language, image or layout)</li> </ul> OR <ul style="list-style-type: none"> <li>Compares all three features (language, image, layout) for each text</li> </ul>	4
<ul style="list-style-type: none"> <li>Correctly identifies the different purpose of one text</li> <li>Describes the prominent features of each text (at least 2 out of 3 of language, image or layout)</li> </ul> OR <ul style="list-style-type: none"> <li>Compares only TWO of 3 aspects (i.e., image, language or layout)</li> </ul>	3
<ul style="list-style-type: none"> <li>Discusses prominent features of each text (2 out of 3) – no purpose</li> </ul> OR <ul style="list-style-type: none"> <li>Compares ONE feature of each text</li> </ul>	2
<ul style="list-style-type: none"> <li>May simply state the purpose of ONE text</li> </ul> OR <ul style="list-style-type: none"> <li>May refer to only one of the 3 aspects, (i.e., image or language or layout) in reference to either Text 2 or Text 3</li> </ul>	1

**Question 1 (f)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Correctly identifies and interprets ONE metaphor OR simile used</li> </ul>	2
<ul style="list-style-type: none"> <li>Correctly identifies ONE metaphor OR simile without interpretation</li> </ul> OR <ul style="list-style-type: none"> <li>Interprets a metaphor or simile without correct identification</li> </ul>	1

**Question 1 (g)**

*Outcomes assessed: H6, H9*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies and explains clearly in own words ONE way of thinking about journeys presented in extract</li> </ul>	2
<ul style="list-style-type: none"> <li>Identifies ONE way of thinking about journeys presented by quoting from the text</li> </ul>	1

**Question 1 (h)***Outcomes assessed: H1, H2, H3, H5, H8, H9, H10, H12***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Composes a highly effective description which adapts ideas and information from AT LEAST TWO of the given texts</li><li>• Sustains appropriate register</li><li>• Synthesises information and ideas with insight, flair and concision</li></ul>	7-8
<ul style="list-style-type: none"><li>• Composes an effective description which refers to ideas and information from AT LEAST TWO of the given texts</li><li>• Generally sustains register</li><li>• Effectively synthesises information and ideas</li></ul> OR <ul style="list-style-type: none"><li>• Composes a highly effective description with sustained register</li><li>• Synthesises information and ideas from ONE text with insight and flair</li></ul>	5-6
<ul style="list-style-type: none"><li>• Composes a description which refers to AT LEAST ONE of the given texts</li><li>• Demonstrates some control of register</li><li>• Attempts to use some synthesis of information and ideas</li></ul>	3-4
<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>	1-2

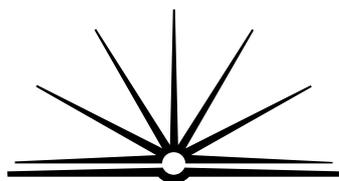
## Section II

### Question 2

Outcomes assessed: H1, H2, H3, 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 clear 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 satisfactory knowledge of the texts and a satisfactory understanding of the journeys presented</li> <li>• Demonstrates satisfactory 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 journeys</li> <li>• Demonstrates limited 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 some 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 the journeys presented</li> <li>• Demonstrates minimal understanding of the ways in which ideas are communicated through texts</li> <li>• Displays minimal knowledge of language forms, features and structures</li> <li>• Demonstrates minimal control of expression</li> </ul>	1–4



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## **2007 HSC English (ESL) Paper 2 Marking Guidelines**

**Section I — Module A: Experience Through Language****Question 1 — Elective 1: Telling Stories***Outcomes assessed: H1, H4, H5, H6, H9, H11, H13***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a highly effective explanation of how relationships are revealed</li><li>• Supports response fully with evidence from the prescribed text</li><li>• Shows highly developed ability to synthesise and organise information and ideas</li><li>• Composes a highly effective extended response that fully addresses the question</li></ul>	17–20
<ul style="list-style-type: none"><li>• Provides an effective explanation of how relationships are revealed</li><li>• Supports response well with evidence from the prescribed text</li><li>• Shows well developed ability to synthesise and organise information and ideas</li><li>• Composes an effective extended response that addresses the question</li></ul>	13–16
<ul style="list-style-type: none"><li>• Provides a satisfactory explanation of how relationships are revealed</li><li>• Supports response with evidence from the prescribed text</li><li>• Shows ability to synthesise and organise information and ideas</li><li>• Composes an extended response that partially addresses the question</li></ul>	9–12
<ul style="list-style-type: none"><li>• Provides a limited explanation of relationships are revealed</li><li>• Supports response with limited evidence from the prescribed text</li><li>• Shows some ability to organise information and ideas</li><li>• Composes a response that attempts to address the question</li></ul>	5–8
<ul style="list-style-type: none"><li>• Demonstrates minimal understanding of how relationships are revealed</li><li>• Recalls obvious or incidental information about the prescribed text to present a response with limited control of expression</li></ul>	1–4

**Question 2 — Elective 2: Dialogue***Outcomes assessed: H1, H4, H5, H6, H9, H11, H13***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a highly effective explanation of how relationships are revealed</li><li>• Supports response fully with evidence from the prescribed text</li><li>• Shows highly developed ability to synthesise and organise information and ideas</li><li>• Composes a highly effective extended response that fully addresses the question</li></ul>	17–20
<ul style="list-style-type: none"><li>• Provides an effective explanation of how relationships are revealed</li><li>• Supports response well with evidence from the prescribed text</li><li>• Shows well developed ability to synthesise and organise information and ideas</li><li>• Composes an effective extended response that addresses the question</li></ul>	13–16
<ul style="list-style-type: none"><li>• Provides a satisfactory explanation of how relationships are revealed</li><li>• Supports response with evidence from the prescribed text</li><li>• Shows ability to synthesise and organise information and ideas</li><li>• Composes an extended response that partially addresses the question</li></ul>	9–12
<ul style="list-style-type: none"><li>• Provides a limited explanation of how relationships are revealed</li><li>• Supports response with limited evidence from the prescribed text</li><li>• Shows some ability to organise information and ideas</li><li>• Composes a response that attempts to address the question</li></ul>	5–8
<ul style="list-style-type: none"><li>• Demonstrates minimal understanding of how relationships are revealed</li><li>• Recalls obvious or incidental information about the prescribed text to present a response with limited control of expression</li></ul>	1–4

## Section II — Module B: Texts and Society

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

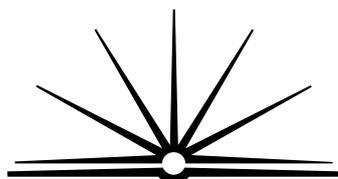
*Outcomes assessed: H4, H5, H8, H11, H12, H14*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a highly developed ability to organise and synthesise information and ideas</li><li>• Composes a highly effective argument</li><li>• Demonstrates a highly developed ability to select language forms and features appropriate to the context, purpose and audience</li><li>• Shows highly developed control of expression, form and register</li></ul>	17–20
<ul style="list-style-type: none"><li>• Demonstrates a well developed ability to organise and synthesise information and ideas</li><li>• Composes an effective argument</li><li>• Demonstrates a well developed ability to select language forms and features appropriate to the context, purpose and audience</li><li>• Shows well developed control of expression, form and register</li></ul>	13–16
<ul style="list-style-type: none"><li>• Demonstrates some ability to organise and synthesise information and ideas</li><li>• Composes an argument</li><li>• Demonstrates satisfactory ability to select language forms and features appropriate to the context, purpose and audience</li><li>• Shows some control of expression, form and register</li></ul>	9–12
<ul style="list-style-type: none"><li>• Demonstrates limited ability to organise and synthesise information and ideas</li><li>• Composes a response that attempts to argue</li><li>• Demonstrates limited ability to select language forms and features appropriate to the context, purpose and audience</li><li>• Shows limited control of expression, form and register</li></ul>	5–8
<ul style="list-style-type: none"><li>• Demonstrates minimal ability to organise information and ideas</li><li>• Shows minimal awareness of appropriate form, purpose and register</li><li>• Shows minimal control of expression</li></ul>	1–4

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

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a highly developed ability to organise and synthesise information and ideas</li> <li>• Composes a highly effective oral presentation</li> <li>• Demonstrates a highly developed ability to select language forms and features appropriate to the context, purpose and audience</li> <li>• Shows highly developed control of expression, form and register</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Demonstrates a well developed ability to organise and synthesise information and ideas</li> <li>• Composes an effective oral presentation</li> <li>• Demonstrates a well developed ability to select language forms and features appropriate to the context, purpose and audience</li> <li>• Shows well developed control of expression, form and register</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Demonstrates some ability to organise and synthesise information and ideas</li> <li>• Composes an oral report</li> <li>• Demonstrates satisfactory ability to select language forms and features appropriate to the context, purpose and audience</li> <li>• Shows satisfactory control of expression, form and register</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Demonstrates limited ability to organise and synthesise information and ideas</li> <li>• Composes a response that attempts to present advice</li> <li>• Demonstrates limited ability to select language forms and features appropriate to the context, purpose and audience</li> <li>• Shows limited control of expression, form and register</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Demonstrates minimal ability to organise information and ideas</li> <li>• Shows minimal awareness of appropriate form, purpose and register</li> <li>• Shows minimal control of expression</li> </ul>	1–4



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## 2007 HSC English (ESL) Listening Paper Marking Guidelines

### Question 1

*Outcomes assessed: H4, H6*

#### MARKING GUIDELINES

Criteria	Marks
• Provides the correct meaning	1

### Question 2

*Outcomes assessed: H6*

#### MARKING GUIDELINES

Criteria	Marks
• Correctly identifies two groups more likely to experience <i>déjà vu</i>	2
• Correctly identifies one group more likely to experience <i>déjà vu</i>	1

### Question 3

*Outcomes assessed: H6*

#### MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the possible connection between dream memory and <i>déjà vu</i>	1

**Question 4***Outcomes assessed: H1, H4, H5***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies TWO tasks performed by the presenter	2
• Correctly identifies ONE task performed by the presenter	1

**Question 5***Outcomes assessed: H1, H5***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Gives one correct explanation of why she interviews different types of people for the program	1

**Question 6***Outcomes assessed: H1, H5, H6***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Effectively compares what each group says AND how they say it	4
• Effectively compares what each group says AND comments on how they say it OR • Comments on what each group says AND effectively compares how they say it	3
• Compares what each group says AND how they say it OR • Satisfactorily compares what each group says	2
• Provides a generalised comment about what is said or how it is said, without any attempt to compare	1

**Question 7***Outcomes assessed: H1, H4, H5, H6***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Correctly identifies TWO techniques used to make the program interesting for a radio audience</li><li>• Provides a effective explanation of the effects of these techniques</li></ul>	4
<ul style="list-style-type: none"><li>• Correctly identifies TWO techniques used to make the program interesting for a radio audience</li><li>• Provides an effective explanation of the effect of one technique and a limited explanation of the effect of the second technique</li></ul>	3
<ul style="list-style-type: none"><li>• Correctly identifies and provides a limited explanation/description of TWO techniques used to make the program interesting for a radio audience</li></ul> OR <ul style="list-style-type: none"><li>• Correctly identifies ONE technique and explains its effect</li></ul>	2
<ul style="list-style-type: none"><li>• Correctly identifies TWO techniques used to make the program interesting for a radio audience</li></ul> OR <ul style="list-style-type: none"><li>• Correctly identifies ONE technique and gives a limited explanation of the technique</li><li>• Makes general comment/s about the programs' technique/s and/or effects</li></ul>	1