

2001 HSC Notes from  
the Examination Centre  
English (ESL)

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## Contents

Listening Paper .....	5
Paper 1 – Language Study within an Area of Study .....	7
Section I.....	7
Section II .....	8
Paper 2 – Modules .....	9
Section I – Module A: Experience Through Language .....	9
Section II - Module B: Texts and Society .....	10



# 2001 HSC NOTES FROM THE EXAMINATION CENTRE ENGLISH (ESL)

## Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in English (ESL). It provides comments with regard to responses to the 2001 Higher School Certificate Examination, indicating the quality of candidate responses, and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2001 Higher School Certificate Examination and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of the English (ESL) course.

The marking guidelines, developed by the Examination Committee at the time of setting the Higher School Certificate Examination and used at the marking centre, are also available on the Board of Studies website.

## Listening Paper

### General Comments

The paper was generally handled well. Disappointingly, some candidates did not read all questions sufficiently carefully. Candidates need to be made aware of the relationship between the demands of the question, the length of response and the mark allocation and space provided on the paper.

### Specific Comments

#### Question 1

- (a) Some candidates found the metaphor ‘paint a picture’ difficult to process. They gave a direct quote from the tape such as ‘people have many different ideas’ but did not explain/qualify this eg ‘but they want to know what it is really like’. Better candidates showed understanding that Francis wanted Jaslyn to give a description in order to help the radio audience visualise New Caledonia.
- (b) The best candidates were able to write the exact phrases that were spoken, eg ‘beautiful, beautiful blue sea’. Some candidates misread the question or paraphrased their answer. Many candidates did not understand the meaning of ‘descriptive phrases’. Those candidates who did not understand ‘paint a picture’ in (a) found it more difficult to answer this question correctly.

#### Question 2

This question was straightforward and most candidates were able to gain a mark.

### **Question 3**

This question was easily accessible to most candidates.

### **Question 4**

Some candidates did not address all aspects of the question. Teachers need to make candidates more aware of the relationship between the mark allocation and the demands of the question. The better candidates were able to identify appropriate language features and identify their effects. Many candidates processed the question as requiring them to list the ways Jaslyn communicated her feelings (without any explanation). This could only gain one mark.

Better candidates tended to explain in detail how Jaslyn communicated her feelings and gave several examples from the interview.

Weaker candidates did not understand the different ways people communicate feelings, eg in Jaslyn's case, her bubbly tone. Teachers need to do numerous classroom exercises where they listen to recorded interviews and ask candidates to analyse what they hear. Candidates then need to explain how they arrived at their decision based on what they have heard, eg particular words/phrases expressed in a particular way.

### **Question 5**

Most candidates tried to express the purpose using the verb, eg 'to entertain'. For the border between two and three marks, markers looked for the clarity of the link between the purpose and content.

Better candidates were able to select several purposes for the interview and link them to the context of the festival and its location.

Weaker candidates were usually able to express a purpose such as 'to entertain the listeners' but this is a generic answer and needed to be tailored to this particular context.

### **Question 6**

Most candidates found the terms 'technique' and 'effect' easy to process and the better ones were able to identify and link both, giving examples with explanation or elaboration. Some candidates doubled up their responses to this question and Question 4, referring to language techniques such as 'tone' rather than to features of the radio medium that would make the broadcast more interesting to a radio audience.

Many candidates were able to score reasonable marks here because they could identify techniques and show the effect of the technique in the interview. Better candidates provided lengthy and more detailed discussions concerning the effects.

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

### Section I

#### Question 1

- (a) Most candidates answered this question correctly.
- (b) Most candidates answered this question correctly.
- (c) The best responses included a valid reason for the use of direct quotations related to the effect in this context.

Weaker responses provided a more general reason that was not specifically related to the text.

- (d) This question was generally answered well, but there was an over-reliance on extensive quotation from the text, especially among the weaker candidates. Unless specifically requested to do so, candidates should avoid this practice and endeavour to express their answers in their own words.
- (e) Better candidates were able to conduct a sustained discussion of language features and their effects. Candidates tended to identify a feature in a quote by implication. Very few candidates had the terminology required, but the better candidates conducted sophisticated, intelligent discussions of language features and their effects.

Average candidates knew about language features but were unable to adequately describe the effects. They tended to state rather than discuss.

Weaker candidates really struggled with this question. It was obvious that their own language development in English had not yet reached the level required to attempt such a question.

#### Question 2

- (a) For this part of the question, the majority of candidates was able to identify a relevant perspective.

The second part of the question, which required candidates to identify how language and layout shape the chosen perspective, was also in general very well answered. Many candidates were keen to demonstrate their knowledge of language and layout in greater detail than was required by this three-mark question. Some took the opportunity to write everything they knew about language and layout, and others went into considerable detail.

The best responses were concise, identified a relevant perspective and linked it to one or two features of language and of layout. Poorer responses made statements about language and/or layout in general without linking them to the perspective or the text. Candidates should be discouraged from making unsupported statements like ‘the layout is effective’ without giving any examples from the text.

- (b) In this question the words ‘explain how’ proved to be a key discriminator between average and above-average responses. There were large numbers of candidates who readily identified the ‘what’, ie the perspectives communicated through each of the three stimulus texts, without addressing the ‘how’. Other candidates were able to articulate in general terms the feeling or mood created by each text without explicitly referring to any language and/or layout features. Many summarised the content of the texts or quoted at length without looking at how they created the perspectives, while some simply identified the audience for each text.

Texts 3 and 4 presented difficulties of interpretation for some candidates, who interpreted both as travel advertisements. The markers felt that this was one of several possible interpretations which were valid and should not detract from an otherwise perceptive response. In practice, however, the best responses correctly identified the context and purpose of both texts, and in the case of Text 4 referred to the use of irony.

- (c) Most candidates correctly interpreted the requirements of the question, and demonstrated the appropriate register. A small minority wrote very good responses to Text 2 rather than the required choice of either Text 3 or Text 4, and consequently did not achieve in the top range. Both Texts 3 and 4 provided stimulus for the use of persuasive language and a range of imaginative responses. Text 3 was more popular, but the responses to both texts showed that candidates found the question accessible. One marker commented that this choice of question was ‘very astute and stimulating’, as it allowed candidates to draw not only on their imagination but other aspects of their experience as learners of English such as their knowledge of advertising. The content of responses also showed that even candidates with limited experience of travel could relate their answer to their own context as candidates looking forward to ‘schoolies’ week.

## **Section II**

### **General Comments**

It was evident that some candidates had not organised their time well in this section. In general, candidates would benefit from more practice tasks under examination conditions, and they need to take more notice of the marks allocated to each question as well as to the suggested times given in the paper.

### **Specific Comments**

#### **Question 3**

In general, candidates were well prepared to write in essay form, and demonstrated a good understanding of their prescribed texts and the Stimulus Booklet.

The level of demand on candidates in this question was high, requiring them to write meaningfully about two set texts, a text from the Stimulus Booklet, and additional texts of their own choice in a short time. Most candidates addressed this need by including a ‘shopping list’ of texts in their opening paragraph, but few were physically able in the time to treat more than one additional text in any depth.

The best candidates demonstrated their understanding of the ways perspective shapes meaning by referring to at least one of the following aspects of their chosen texts, with explanations and examples:

- language features – including vocabulary choices (eg emotive language)
- grammatical structures (eg use of first/third person; choice of verb tenses etc)
- text structure (including repetition, juxtaposition, flashback etc)
- visual material (including content and/or layout)
- tone
- the actions of characters and/or what they say
- the experiences of the author and/or a character.

Some candidates regurgitated prepared essays with varying levels of success at adapting them to address the actual question. Poorer responses made no attempt to link their essays by the use of cohesive ties, often beginning a new page for each text. On the other hand, the use of cohesion was a feature of the best responses.

## Paper 2 – Modules

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

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

(a) **Prose Fiction** – George Orwell, *Animal Farm*

There was a range of responses to this question and many candidates were able to capture an authentic tone and voice. Others were unsure of how much detail to include in the response. The better responses included the important details while maintaining the voice of the farmer.

(b) **Prose Fiction** – Allan Baillie, *The China Coin*

Most candidates who attempted this question were very well prepared and were able to analyse narrative elements in the text. Some candidates tended to retell the story rather than focusing on the question and others had learnt responses. Candidates need to be aware of the importance of answering the question they are asked.

The syllabus requires that candidates include ‘a wide range of additional texts and textual forms’. Candidates studying the modules need to be able to refer to these texts if required by the question to do so.

(c) **Poetry** – Paul Richardson et al (eds), *Snapshots of Planet Earth*

Many candidates who answered this question focused mostly on retelling the story of the poems. The better responses were able to analyse elements of narrative.

(d) **Film** – Giuseppe Tornatore, *Cinema Paradiso*

This question was also very well prepared by most candidates who were able to demonstrate a detailed knowledge of the film as well as elements of narrative. Many candidates also unnecessarily included comments about an extra text not required by the question.

**Question 2 – Elective 2: Dialogue**

(a) **Drama** – Alex Buzo, *Norm and Ahmed*

Candidates who attempted this question did not always include elements of dialogue in their response. Many candidates were tempted to retell the story. The better responses chose key points during the play to focus on.

(b) **Film** – Baz Luhrmann, *Strictly Ballroom*

Candidates who attempted this question were very familiar with the film, but once again many candidates retold the story. The better responses were able to focus on key scenes and draw out the connection between the elements of dialogue and how they were used to reveal relationships between characters.

(c) **Poetry** – Komninos, *Komninos by the Kupful*

Candidates needed to analyse elements of dialogue in this question.

(d) **Prose Fiction** – Maureen McCarthy, *In Between* series

This question required candidates to focus on the extract given and to explain how elements of dialogue are used to show the relationships between characters and how they may change. Many candidates did not carefully read the question and retold the four stories from the text, so they were unable to develop their response in sufficient detail.

Candidates need to be careful that they read questions attentively and that they answer them rather than rely on a prepared response which does not address the question.

**Section II - Module B: Texts and Society**

**General Comments**

The questions gave candidates clear instructions in relation to purpose, audience and type of text.

Question 3 supplied the content, whereas Question 4 required candidates to recall content which seemed to be unfamiliar to a lot of candidates. The text type of a speech was more familiar to candidates than the text type of an information sheet.

Candidates generally coped well with the questions. Many composed mid-range and high mid-range responses.

## Specific Comments

### Question 3

#### Elective 1: Living and Working in the Community

Question 3 required candidates to adapt the supplied content, changing the register and type of text. This required candidates to extract the main ideas and supporting detail from the text and modify the text type from an advertisement to a persuasive speech for a school audience. Overall, candidates showed a good awareness of the text type, and most structured the speech effectively, with an introduction and conclusion. Many candidates had difficulty with appropriate register, adopting a register too formal for the purpose, the result of copying from the stimulus material, eg ‘make this once popular picnic area live again’, ‘to celebrate completion’. Copying from the stimulus also resulted in problems with expression, where candidates used words or phrases from the text inappropriately.

Weaker responses to this question included sections of the advertisement that had been copied verbatim, with little or no attempt to adapt the register to the audience or to be persuasive.

Better responses included all necessary details, but reworded the advertisement into a more informal register, more appropriate for a persuasive speech aimed at school students.

Many candidates recognised the merit in providing additional information to supplement the information in the text, however some candidates’ attempts at this resulted in inappropriate or non-authentic sounding responses.

Better responses were able to create authentic-sounding additions to the text in the form of scenarios or stories, using minimal wording from the advertisement, yet still including necessary details.

Better responses also displayed effective control of register and awareness of purpose, evident through their use of authentic-sounding colloquial language, persuasive devices such as rhetorical questions, use of inclusive pronouns eg ‘we’, and directly speaking to the audience.

### Question 4

#### Elective 2: English for Study

Most candidates displayed awareness of purpose and register, clearly giving advice, in an instructional tone, using second person. Some candidates, however, wrote essay-type responses in the third person.

Some candidates had obviously prepared answers for this question, evident in the fact that the responses were off-topic, generally about ‘learning’ or general study skills, and were essay-type responses. Candidates need to be aware that this type of response does not address the question asked and that they must read the rubric for the question to ensure that they answer the question adequately.

Many candidates experienced difficulty with the text type they were asked to compose. Many wrote speeches – perhaps misguided by reading Question 3 – whilst other wrote essays. Better responses

showed awareness of the need to give instructions in sequence, with some formatting the text with bullet points.

Most responses showed a good awareness of audience and purpose, using an effective introduction and conclusion to establish the scenario of giving advice to other candidates.

Many candidates experienced difficulty with the content. Many wrote about general study skills rather than explicit research skills. Of those responses that were on the topic, many gave only a superficial overview of research skills, such as locations and sources for research. Better responses gave details of specific skills, such as defining keywords, reading skills such as skimming and scanning, evaluating information, note-taking and so on.

# English (ESL)

## 2001 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Paper 1</b>			
1(a)	1	Language Study within an Area of Study	H4, H6.1, H6.2
1(b)	1	Language Study within an Area of Study	H6.1, H6.2
1(c)	2	Language Study within an Area of Study	H4, H5
1(d)	3	Language Study within an Area of Study	H3, H4, H5, H9
1(e)	3	Language Study within an Area of Study	H4, H5, H6.1, H6.2, H9
2(a)	3	Language Study within an Area of Study	H2, H4.2, H4.3, H5
2(b)	6	Language Study within an Area of Study	H2, H4.2, H4.3, H5, H6.3, H7, H9, H11
2(c)	6	Language Study within an Area of Study	H5, H6.4, H9, H11, H12
3	20	Language Study within an Area of Study	H1, H2, H3, H4, H5, H6, H9, H11
<b>Paper 2</b>			
1(a)	20	Experience Through Language - Telling Stories	H1, H3, H4, H5, H6, H9, H11
1(b)	20	Experience Through Language - Telling Stories	H1, H3, H4, H5, H6, H9, H11
1(c)	20	Experience Through Language - Telling Stories	H1, H3, H4, H5, H6, H9, H11
1(d)	20	Experience Through Language - Telling Stories	H1, H3, H4, H5, H6, H9, H11
2(a)	20	Experience Through Language-Dialogue	H1, H3, H4, H5, H6, H9, H11
2(b)	20	Experience Through Language-Dialogue	H1, H3, H4, H5, H6, H9, H11
2(c)	20	Experience Through Language-Dialogue	H1, H3, H4, H5, H6, H9, H11
2(d)	20	Experience Through Language-Dialogue	H1, H3, H4, H5, H6, H9, H11
3	20	Texts and Society - Living and Working in the Community	H1, H2, H3, H5, H8, H11
4	20	Texts and Society - English for Study	H1, H2, H4, H5, H8, H11
<b>Listening Paper</b>			
1(a)	1	Listening Skills	H5
1(b)	2	Listening Skills	H6
2	1	Listening Skills	H5
3	1	Listening Skills	H6
4	3	Listening Skills	H5
5	3	Listening Skills	H1, H5
6	4	Listening Skills	H1, H5, H6, H7

## 2001 HSC English ESL Listening Paper Marking Guidelines

### Question 1 (a) (1 mark)

*Outcomes assessed: H5*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies one valid reason that demonstrates understanding of importance of describing the setting for a radio audience</li> </ul>	1

### Question 1 (b) (2 marks)

*Outcomes assessed: H6*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Writes two different examples reproducing the speaker's words to a high level of accuracy (phonetic spelling is acceptable)□</li> </ul>	2
<ul style="list-style-type: none"> <li>Writes one example reproducing the speaker's words to a high level of accuracy (phonetic spelling is acceptable)</li> <li>Writes two different examples but omits descriptive words</li> </ul>	1

### Question 2 (1 mark)

*Outcomes assessed: H5*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a clear understanding of the register and/or tone used by referring to a relevant element in the text</li> </ul>	1

**Question 3** (1 mark)*Outcomes assessed: H6***MARKING GUIDELINES**

Criteria	Marks
• Identifies one highlight mentioned by the speaker	1

**Question 4** (3 marks)*Outcomes assessed: H5***MARKING GUIDELINES**

Criteria	Marks
• Identifies at least two relevant features of the speaker's language • Explains or describes how these features communicate the speaker's positive feelings	3
• Identifies two relevant features of the speaker's language but provides limited explanation of how they convey the speaker's positive feelings	2
• Identifies two relevant features of the speaker's language but provides no explanation or description OR • Identifies only one relevant feature of the speaker's language with explanation or description of the effect	1

**Question 5** (3 marks)*Outcomes assessed: H1, H5***MARKING GUIDELINES**

Criteria	Marks
• Identifies at least two purposes specific to this radio interview • Demonstrates clearly the links between the purpose and content of the interview	3
• Identifies at least two purposes but one purpose is not linked or relevant to this interview	2
• Identifies at least two relevant purposes but without clear links to this radio interview OR • Identifies one purpose linked or relevant to the interview	1

**Question 6** (4 marks)*Outcomes assessed: H1, H5, H6, H7***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Identifies two different techniques used in this radio interview</li><li>• Explains the effects of both techniques</li></ul>	4
<ul style="list-style-type: none"><li>• Identifies two techniques but only explains one effect</li></ul>	3
<ul style="list-style-type: none"><li>• Identifies one technique and explain its effect OR identifies two techniques only</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies one technique but does not explain its effects</li></ul>	1

## 2001 HSC English ESL Paper 1 Marking Guidelines

### Question 1 (a) (1 mark)

*Outcomes assessed: H4, H6.1, H6.2*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies one difference	1

### Question 1 (b) (1 mark)

*Outcomes assessed: H6.1, H6.2*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies appropriate cohesive reference to noun group	1

### Question 1 (c) (2 marks)

*Outcomes assessed: H4, H5*

#### MARKING GUIDELINES

Criteria	Marks
• Gives a valid reason for the use of direct quotation and relates it to the meaning of this text	2
• Gives a valid reason for the use of direct quotation in general without relating it to this text	1

**Question 1 (d)** (3 marks)

*Outcomes assessed: H3, H4, H5, H9*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the shift in perspective of the girls by the end of the trip</li> <li>• Identifies at least two distinct new perspectives relevant to the text</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the shift in perspective</li> <li>• Identifies two new perspectives relevant to the text</li> </ul> OR <ul style="list-style-type: none"> <li>• Identifies one new perspective, showing clear understanding of the shift in perspective</li> </ul>	2
<ul style="list-style-type: none"> <li>• Identifies one or more new perspectives from the text</li> </ul> OR <ul style="list-style-type: none"> <li>• Makes a generalised statement about a shift in perspective without specific reference to the text</li> </ul>	1

**Question 1 (e)** (3 marks)

*Outcomes assessed: H4, H5, H6.1, H6.2, H9*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Identifies language features from the specified diary entries and relates their effects to the changes in perspective presented in the Day 7 and Day 23 entries</li> </ul>	3
<ul style="list-style-type: none"> <li>• Identifies at least one language feature from the specified diary entries and describes the effects in relation to the changes in perspective presented in the Day 7 and Day 23 entries</li> </ul>	2
<ul style="list-style-type: none"> <li>• Describes the effect of one language feature from either of the specified diary entries that relate to a perspective</li> </ul>	1

**Question 2 (a)** (3 marks)

*Outcomes assessed: H2, H4.2, H4.3, H5*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Identifies a relevant perspective and shows the relationship between language and layout in achieving the perspective</li> </ul>	3
<ul style="list-style-type: none"> <li>• Identifies a relevant perspective and describes features of language and/or layout that support this perspective</li> </ul>	2
<ul style="list-style-type: none"> <li>• Identifies a perspective</li> </ul>	1

**Question 2 (b) (6 marks)**

*Outcomes assessed: H2, H4.2, H4.3, H5, H6.3, H7, H9, H11*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Composes a coherent explanation within the word limit</li> <li>• Identifies different relevant perspectives on travel in Texts Two, Three and Four</li> <li>• Contrasts the language and layout features of the three texts and demonstrates a clear understanding of the ways in which these features communicate different perspectives</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Composes an explanation within the word limit</li> <li>• Identifies different relevant perspectives on travel in Texts Two, Three and Four</li> <li>• Contrasts the language and layout features of the texts and demonstrates some awareness of the way in which these features communicate different perspectives</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Describes different perspectives on travel</li> </ul>	1–2

**Question 2 (c) (6 marks)**

*Outcomes assessed: H5, H6.4, H9, H11, H12*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Composes a convincing recommendation within appropriate text length</li> <li>• Uses language effectively to describe and persuade the reader to try the experience</li> <li>• Uses appropriate register</li> <li>• Uses synthesis and imagination</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Composes a description within appropriate text length</li> <li>• Uses some persuasive language to convince the reader to travel</li> <li>• Uses register which may be inconsistent</li> <li>• Attempts to use synthesis and imagination within appropriate text length</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Composes a description or recount only of a travel experience</li> <li>• Composes a simple, undeveloped response telling the reader to travel</li> <li>• Uses inappropriate register</li> <li>• Demonstrates little or no synthesis and little or no imagination</li> <li>• Composes a very short text length</li> </ul>	1–2

## Section II

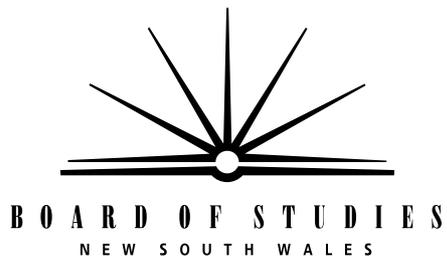
### Question 3 (20 marks)

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Composes an effective argument showing highly developed skills in interpretation of texts</li><li>• Demonstrates comprehensive knowledge of the texts and insightful understanding of the ways in which ideas are portrayed through texts</li><li>• Demonstrates insightful understanding of the ways perspective is influenced by individuality, personal history and culture</li><li>• Effectively demonstrates understanding of the ways in which perspective shapes meaning</li><li>• Demonstrates sustained control of expression and fluent communication of ideas</li></ul>	17–20
<ul style="list-style-type: none"><li>• Composes a satisfactory argument showing well developed skills in interpretation of texts</li><li>• Demonstrates detailed knowledge of the texts and a high level of understanding of the ways in which ideas are portrayed through texts</li><li>• Demonstrates a clear understanding of the ways perspective is influenced by individuality, personal history and culture</li><li>• Demonstrates understanding of some of the ways in which perspective shapes meaning</li><li>• Demonstrate sound control of expression and communicates ideas effectively</li></ul>	13–16
<ul style="list-style-type: none"><li>• Composes an argument showing skills in interpretation of texts</li><li>• Demonstrates sound knowledge of the texts and a broad understanding of the ways in which ideas are portrayed through texts</li><li>• Demonstrates some understanding of the ways perspective is influenced by individuality, personal history and culture</li><li>• Demonstrates some understanding of the link between perspective and meaning</li><li>• Demonstrates some control of expression and communicates ideas</li></ul>	9–12

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Composes a response showing some evidence of skills in interpretation of texts</li><li>• Demonstrates some knowledge of the texts and a generalised understanding of some of the ways that ideas are portrayed through texts</li><li>• Demonstrates a limited understanding of the ways perspective is influenced by individuality, personal history and culture</li><li>• Demonstrates a limited understanding of the link between perspective and meaning</li><li>• Demonstrates limited control of expression and/or communication of ideas</li></ul>	5–8
<ul style="list-style-type: none"><li>• Composes an undeveloped response showing limited skills in interpretation of texts</li><li>• Demonstrates minimal knowledge of the texts and minimal understanding of the ways that ideas are portrayed through texts</li><li>• Demonstrates minimal understanding of what influences perspective</li><li>• Demonstrates minimal understanding of the link between perspective and meaning</li><li>• Communicates a few ideas with poor expression</li></ul>	1–4



## **2001 HSC English ESL Paper 2 Marking Guidelines**

## Section I – Module A: Experience Through Language

### Elective 1: Telling Stories

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of how specific elements of narrative are used to engage an audience</li> <li>• Provides evidence of a highly developed engagement with texts and textual detail</li> <li>• Shows highly developed ability to establish a clear and relevant purpose, effectively presented in an appropriate and sustained register</li> <li>• Composes an effective and well-supported response that fully addresses the question and engages audience interest with effective control of expression and form.</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of how elements of narrative are used to engage an audience</li> <li>• Provides evidence of a well-developed engagement with texts and textual detail</li> <li>• Shows well-developed ability to establish a clear and relevant purpose, presented in an appropriate, sustained register</li> <li>• Composes a coherent and well-supported response that mostly addresses the question and engages audience interest with control of expression and form</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Demonstrates understanding of how some elements of narrative are used to engage an audience</li> <li>• Provides evidence of a developing response containing some engagement with texts and textual detail</li> <li>• Shows ability to establish a relevant purpose and use an appropriate register</li> <li>• Composes a developed response that partially addresses the question and attempts to sustain interest with varying control of expression and form</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Demonstrates a general understanding of some elements of narrative</li> <li>• Provides evidence of a literal understanding of texts but with inconsistent engagement with textual detail</li> <li>• Shows some awareness of purpose and register</li> <li>• Recalls content in support of a response</li> <li>• Displays some control of expression</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of narrative</li> <li>• Recalls obvious or incidental information about texts to present a response with limited control of expression</li> </ul>	1–4

## Section I (continued)

### Elective 2: Dialogue

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the nature and uses of dialogue</li> <li>• Provides evidence of a highly developed engagement with texts and textual detail</li> <li>• Shows highly developed ability to establish a clear and relevant purpose, effectively presented in an appropriate and sustained register</li> <li>• Composes an effective and well-supported response that fully addresses the question and engages audience interest with effective control of expression and form</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of the nature and uses of dialogue</li> <li>• Provides evidence of a well-developed engagement with texts and textual detail</li> <li>• Shows well-developed ability to establish a clear and relevant purpose, presented in an appropriate, sustained register</li> <li>• Composes a coherent and well-supported response that mostly addresses the question and engages audience interest with control of expression and form</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Demonstrates understanding of the nature and uses of dialogue</li> <li>• Provides evidence of a developing response containing some engagement with texts and textual detail</li> <li>• Shows ability to establish a relevant purpose and use an appropriate register</li> <li>• Composes a developed response that partially addresses the question and attempts to sustain interest with varying control of expression and form</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the nature and uses of dialogue</li> <li>• Provides evidence of a literal understanding of texts but with inconsistent engagement with textual detail</li> <li>• Shows awareness of purpose and register</li> <li>• Recalls content in support of a response</li> <li>• Displays some control of expression</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of the nature and uses of dialogue</li> <li>• Recalls obvious or incidental information about texts to present a response with limited control of expression</li> </ul>	1–4

## Section II – Module B: Texts and Society

### Elective 1: Living and Working in the Community

*Outcomes assessed: H1, H2, H3, H5, H8, H11*

### Elective 2: English for Study

*Outcomes assessed: H1, H2, H4, H5, H8, H11*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a highly developed ability to organise and communicate information, ideas, attitudes and beliefs</li><li>• Shows highly developed ability to compose an appropriate text relevant to the purposes effectively presented in a sustained register</li><li>• Composes an effective and well-supported response that fully addresses the question and engages audience interest with effective control of expression and form</li></ul>	17–20
<ul style="list-style-type: none"><li>• Demonstrates a well-developed ability to organise and communicate information, ideas, attitudes and beliefs</li><li>• Shows well-developed ability to compose an appropriate text relevant to the purpose presented in a sustained register</li><li>• Composes a coherent response that mostly addresses the question and engages audience interest with control of expression and form</li></ul>	13–16
<ul style="list-style-type: none"><li>• Demonstrates an ability to organise and communicate information, ideas, attitudes and beliefs</li><li>• Shows ability to compose a text relevant to the purpose</li><li>• Composes a developed response that partially addresses the question and attempts to sustain interest with varying control of expression and form</li></ul>	9–12
<ul style="list-style-type: none"><li>• Demonstrates varying competency to organise and communicate information, ideas, attitudes and beliefs</li><li>• Shows some awareness of appropriate purpose and register</li><li>• Displays some control of expression</li></ul>	5–8
<ul style="list-style-type: none"><li>• Demonstrates limited competency to organise and communicate information, ideas, attitudes and beliefs</li><li>• Shows limited awareness of appropriate purpose and register</li></ul>	1–4