2004 HSC Notes from
the Marking Centre
English (ESL)

Contents

2004 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 provides comments with regard to responses to the 2004 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 2004 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

In 2004, approximately 3097 candidates attempted the English (ESL) examination.

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 the journeys in the three stimulus texts and were able to identify how these journeys were communicated through textual features.

Parts (a) to (d) required short responses. While some candidates wrote much more than was needed for questions worth only one or two marks, in general candidates recognised that short, concise responses achieved the marks. Complete sentences are not always required for this type of short response, and for questions asking candidates to give an example of a specific language feature it may be sufficient to quote a word or phrase from the text. Candidates do not need to spend valuable examination time rephrasing or copying the question.

Parts (e) (f) and (g) required more extended and analytical responses. Candidates should be aware that analysis and synthesis are required for this type of response rather than simply copying from the stimulus texts. The majority of candidates recognised this and interpreted the questions

accurately. Candidates in general were able to synthesise information from the stimulus texts and write fluent extended responses using the appropriate register. The clarity of candidates' expression proved to be a discriminator in these responses.

Candidates also need to differentiate carefully between the requirements of each question, and make sure they give different content and examples for each one.

Some candidates answered parts (f) and (g) first in order to maximise their marks. However, this often resulted in some of the short-answer questions being missed altogether. Candidates should be aware of the benefits of completing the questions in sequence as this helps to build their understanding of the stimulus texts and enables them to give fuller answers to questions requiring more extended responses.

Specific comments

Question 1

(a)   Most candidates were able to gain one mark by identifying what the composer of Text One learnt from climbing hills.

(b)   (i)   Most candidates identified an example of descriptive language from Text One.

      (ii)   Candidates who chose the clearest examples of descriptive language in (b) (i) were able to give fuller answers to this part of the question. Most recognised that this question required them to explain the purpose and/or effect of the example chosen for (b) (i). Responses which did not link their explanation to their (b) (i) response or which referred only to a different example in this part of the question did not achieve full marks. Responses which gave a literal interpretation of their chosen example without explaining the purpose or effect were not sufficient for 2 marks.

(c)   The majority of candidates showed an understanding of tone and were able to gain one mark.

(d)   The best responses gave an appropriate example of a textual feature other than tone or descriptive language, and clearly explained how this feature engaged the reader. Appropriate examples of textual features included language features, text structure, register or content.

(e)   Most candidates identified an appropriate feature of both language and layout from Text Two. Responses which gave an analysis of how each feature would persuade the reader to take the train journey gained more marks than general responses such as 'it attracts the reader's attention' or 'the layout is clear'. Some candidates explained several features of either language or layout and so did not fully answer the question. Candidates also need to understand and use language terminology accurately. For example, some candidates used the term 'figurative' instead of 'factual' to describe language which gave facts and figures.

(f)   A large number of candidates were able to identify and interpret a range of visual elements in the photograph and link them either explicitly or implicitly to different types of journeys.

    The best responses adopted the persona of the photographer and clearly explained his intention to communicate the physical and inner journeys of the characters through the

composition and setting of the photograph. Some responses misinterpreted the question and used the photograph as a stimulus for imaginative or creative writing.

(g)   The words 'introduction to a collection of resources' in the question allowed for several valid interpretations of audience and purpose. The best responses had an introduction appropriate to a collection of resources, sustained the appropriate register throughout, compared the journeys and synthesised information from the three stimulus texts with insight and flair. They also demonstrated a highly developed ability to use language fluently and appropriately for this task.

    Weaker responses simply compared the journeys in the three texts without showing an appropriate sense of audience and purpose, or repeated the analysis of textual features they had given for parts (d), (e) and (f) without recognising that the requirements of this question were different. Some candidates wrote a personal narrative unconnected to the requirements of the task. Others made implicit connections to the three texts without comparing the journeys.

Section II

Question 2

General Comments

Overall, candidates demonstrated a good understanding of the concept of the journey. The majority of candidates demonstrated a sound understanding of the different types of journeys evident in the texts and their skills in interpretation of the texts were sound. Candidates demonstrated a good understanding of the appropriate form and structure and responses were generally of a reasonable length. There was a wide range and appropriate choice of texts of the candidates' own choosing. Compared to previous years candidates were able to identify a greater range of textual features and integrate these into their responses.

Candidates were expected to respond to the question using two prescribed texts, a text from the Stimulus Booklet and at least one text of their own choosing. This year the question was particularly demanding as it contained a number of different elements candidates needed to address. The question presented candidates with a statement referring to different aspects of journeys followed by a question containing two specific tasks: to describe different types of journeys in the texts and to compare how composers communicated these journeys. Many responses did not address all aspects of the question and a number of candidates presented prepared responses. Consequently responses were varied in meeting all the criteria.

Specific Comments

The question was rigorous and required candidates to respond to a range of elements. Candidates were asked to identify different types of journeys, to compare techniques used by composers and to consider how journeys extend and challenge people. Candidates found this to be a challenging task, not always addressing all elements of the question. In general this resulted in superficial or poor comparison of how the concept was communicated.

Better responses were able to address all parts of the question and were able to use the comparison to structure their response. These candidates demonstrated comprehensive knowledge of texts, insightful understanding of the concept and effective analysis of examples and quotes to support their discussion. Better responses demonstrated a high degree of control of expression and fluency which was sustained throughout the response.

Weaker responses did not answer the question. Some poorer responses were purely descriptive and simply retold the story. Some candidates wrote learned responses which did not address all aspects of the question.

Candidates included a wide range of texts of their own choosing in their responses. Better responses showed a careful choice of these texts, enabling candidates to make connections between texts. Weaker responses, however, discussed texts which did not link thematically or stylistically.

Paper 2 – Modules

Section I – Module A: Experience Through Language

General Comments

This section of the paper again proved challenging for candidates. A common question was set within each elective and candidates were required to discuss their prescribed text and one other text within the 30 minutes allowed.

While many candidates made some reference to the ways in which our perceptions of and relationships with others and the world are shaped in written, spoken and visual language, only the more able responses could sustain an integrated discussion of this idea as it related to textual forms, language modes and media, and to specific language structures and features of their chosen texts. These candidates were able to articulate their understanding of the module, the elective, and their texts, often in original and quite sophisticated ways.

Overall, candidates were more confident and imaginative in creating a panel discussion for the *Dialogue* elective than they were in composing a speech for *Telling Stories*. Many candidates failed to address the question and were disadvantaged as a result. Some candidates misinterpreted the exam instructions and wrote responses to the questions for both electives. Others chose to write a response to the elective, and sometimes to texts, which they had not studied.

Specific Comments

Question 1 – Elective 1: Telling Stories

Most candidates demonstrated an excellent understanding of aspects of *Telling Stories*. Better responses selected appropriate examples from their text to develop and support a clear thesis in response to the question. Less able responses showed an awareness of the elements and conventions of narrative but simply listed them without relating them to the question or chose minor examples that did not help to develop their thesis. Many candidates tended to retell the story in detail before beginning their analysis.

Whilst most candidates attempted to write a speech they did not always sustain this throughout the response. More able responses established a strong sense of personal voice and sustained it throughout the speech. They showed a strong awareness of the purpose of the speech, ie a speaking competition in a library. Some candidates, however, focused too heavily on the creation of a speech at the expense of content.

A significant number of candidates reproduced a prepared essay and made a superficial attempt to address the speech aspect of the question in the introduction and conclusion. The thesis of many responses was implicit rather than explicit and at times candidates appeared to be answering questions from previous examinations.

Most responses dealt with a related text but often these were dealt with in a superficial manner. At times the choice of related text was limiting. It is important that candidates make appropriate choices for texts of their own choosing and that they use the Prescriptions document to guide them in their choices. Better responses were able to link their two texts in a meaningful manner.

(a)   Prose Fiction – Amin Maalouf, *Ports of Call*

This text was attempted by only a small candidature. Candidates who attempted this question tended to develop and support a clear thesis about what makes a story great.

(b)   Poetry – Steven Herrick, *The Simple Gift*

A significant number of candidates attempted this question and it was handled well by most candidates. Better responses examined conventions of narrative and how they make the story great. Less able responses tended to lapse into retelling the story.

(c)   Nonfiction – Carmel Bird, *The Stolen Children – Their Stories*

A large number of candidates attempted this question. Less able responses approached this question in a limited manner. There was a tendency for some candidates to retell chosen stories without identifying relevant narrative elements. Some candidates did not view the text as a whole but rather chose a number of stories or discussed the stories of if they were fictional narratives. Better responses engaged with the social and historical context of the stories and linked their discussion effectively to elements of narrative.

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

A large number of candidates attempted this question and they seemed well prepared for this question. They were able to discuss appropriate examples of aspects of telling stories and competently addressed how elements of film were used to make the story great.

Question 2 – Elective 2: Dialogue

Most candidates demonstrated a good understanding of the ways dialogue is used and were able to provide examples of verbal and nonverbal dialogue from their texts. Many candidates focused on the use of dialogue to create characters and show relationships and tended to provide quotations and descriptions of scenes in an episodic or disjointed fashion with only minimal or superficial explanation. Weaker responses relied heavily on plot recounts, or focused on elements of their texts that were quite unrelated to dialogue. The better responses used examples and descriptions

sparingly in order to illustrate aspects and conventions of dialogue and to analyse the effects in greater depth, while still demonstrating a good understanding of the themes and issues presented in their texts. These responses were enhanced further by the choice of appropriate related material which could be used to provide a counterpoint to the aspects of dialogue discussed in relation to the prescribed text.

Although the interview format posed few problems and many candidates seemed to relish the opportunity to compose their own dialogue, a number were confused about the panel discussion/interview format specified and only composed questions rather than both questions and responses. Some candidates chose to ignore the task instructions altogether and relied on prepared essays or speeches. Often these responses addressed questions from previous examination papers. While the great majority of candidates did manage to produce an effective interview transcript, in some cases excessive attention to style and presentation left little time for effective discussion of content. Many of the best responses sustained an engaging conversational register through intelligent questioning and recapitulation from the host, and friendly banter between the panellists. Some candidates could not recall the correct names of their texts or their composers.

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

A large number of candidates attempted this question. Responses tended to focus on the use of dialogue to create character and to show conflict and the development of relationships.

(b)   Drama – Willy Russell, *Educating Rita*

A significant number of candidates attempted this question. Responses focused on the use of dialogue to establish the social and educational status of the two main characters and the gradual shift in their relationship.

(c)   Poetry – Bruce Dawe, *Sometimes Gladness, Collected Poems 1954–97*

Only a relatively small number of candidates attempted this question. Responses were sometimes limited by an inability to relate the analysis of poetic techniques to aspects of dialogue.

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

The great majority of candidates attempted this question. Responses tended to focus on the use of dialogue and film techniques to reveal character and to show the development of relationship.

Section II – Module B: Texts and Society

General Comments

This section required candidates to attempt either Question 3 or Question 4. Fewer candidates than in previous years attempted both questions or wrote a response for an elective they had not studied.

Both questions required candidates to describe what they had learned in their elective, explain the usefulness of what they had learned for the future, and evaluate the benefits of the elective for candidates commencing the course in 2005. They were required to address these areas within a specified text type and for a specified audience.

A large number of candidates were able to articulate what they had learned in the elective they had studied and some were able to provide relevant detail whilst others resorted to lists or brief description. Many candidates were able to provide evaluation of what had been learned, although this was handled with varying depth. A significant number of responses contained little or no evaluation.

Although many candidates were able to compose an appropriate text, a large number had difficulty sustaining the specified text type throughout the response. A significant number of candidates presented texts which did not adhere to the specified text type and lapsed into 'what I have learned' essay-style responses.

It appeared that a significant number of candidates were poorly prepared for this section of the examination. It appeared that many candidates were unfamiliar with the structure of the course and the concept of the elective within the module and, as a result, many had difficulty articulating what they had learned in the elective. These candidates often wrote generally about the English (ESL) course as a whole, the HSC as a course of study, the importance of learning English, or other sections of the course, such as the Area of Study.

Specific Comments

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

This question required candidates to compose a feature article for a community newspaper, sharing their ideas and experiences with parents and community members. Candidates were instructed to describe what they had learned in the Living and Working in the Community elective of the English (ESL) course; explain the usefulness of what they had learned for their future and evaluate the benefits of the elective for candidates commencing the course in 2005.

Many candidates demonstrated a good understanding of the feature article text type, and demonstrated a well-developed sense of purpose and audience. However, a large number of responses were not recognisable as feature articles, either in language choice, tone or structure.

The majority of candidates were able to recount what they had learned in the elective and a significant number were able to provide detailed description. Many candidates simply provided a brief list of topics covered/text types taught and did not provide details.

Most candidates were able to provide an explanation of the usefulness of what they had learned, and better responses were also able to provide practical examples of when certain skills or texts would be useful in the future.

Whilst a large number of candidates maintained an appropriate sense of audience, purpose and register throughout their text, many responses failed to address the intended audience, and directly addressed HSC candidates, often in an inappropriate register. Many of these responses also misunderstood the purpose of the task and wrote persuasive texts aimed at encouraging candidates to enrol in the course or choose the elective.

Overall, better responses were able to compose a relevant text which addressed all three focus areas of the question with appropriate detail and awareness of audience and purpose. Responses in the mid range typically lacked detail or were of questionable text type. Weaker responses were

generally characterised by poor organisation, lack of information, or lack of understanding of the elective.

Question 4 – Elective 2: English for Study

This question required candidates to compose a report for a national education committee, providing comments on the English for Study elective. Candidates were instructed to describe what they had learned in the English for Study elective of the English (ESL) course, explain the usefulness of what they had learned for their future, and evaluate the benefits of the elective for candidates commencing the course in 2005.

Some candidates demonstrated a good understanding of the report text type, and demonstrated a well-developed sense of purpose and audience. However, a larger number of responses were not recognisable as reports, but appeared to be more generic essay-type responses. Some of these responses demonstrated understanding of the function of a report by providing some recommendation.

Most candidates were able to provide detailed description of what they had learned in the elective. Many provided too much detail about various study skills they had learned and, as a result, were unable to provide sufficient evaluation due to lack of time. Many of the responses with large amounts of detail about study skills also presented texts which provided advice to candidates, rather than comments to the committee.

Some candidates were able to provide an explanation of the usefulness of what they had learned, but a large number were unable to be specific about future benefits, and wrote quite vague and general statements about the skills being useful.

Although many candidates maintained an appropriate sense of audience, purpose and register throughout their text, many responses failed to address the intended audience, and directly addressed HSC candidates, often in an inappropriate register. A large number of responses appeared to be prepared scripts which instructed candidates on the best ways to study, rather than providing comments on the usefulness of the elective.

A significant number of candidates wrote generally about learning English and the best ways to do so, showing little awareness of the English for Study elective and its intention.

Overall, better responses were able to compose a relevant text which addressed all three focus areas of the question with appropriate detail and awareness of audience and purpose. Responses in the mid range typically lacked evaluation or were of questionable text type. Weaker responses were generally characterised by poor organisation, lack of information or evaluation, or lack of understanding of the elective.

Listening Paper

General Comments

Overall, candidates performed reasonably well in the exam and demonstrated a general comprehension of the text.

An emerging trend was for candidates to use 'tone' as a blanket term, covering language, voice features, accent, the dialogue of individuals and the music at the beginning and the end. Candidates need to be precise in their labelling of features/techniques and to only use 'tone' in its accepted meaning, ie to convey emotions/attitudes. Questions 2, 6 (a), 6 (b) and 7 were affected by this imprecision.

Specific Comments

Question 1

Most candidates were able to correctly answer the multiple choice question.

Question 2

Most candidates were able to score one mark through either identification of a correct technique or description of the shop owner. Better responses included quotes and elaborated on the type of person they pictured the shopkeeper to be, based on the technique they had selected.

Weaker responses frequently provided several examples of voice and language features, indicating they had not read the question closely enough, despite ONE being capitalised in 'Describe ONE technique'. Some candidates did not understand what techniques were and wrote too much. As only one technique was required, to provide a list of possible techniques without any specific elaboration simply wasted valuable time.

Question 3

The majority of candidates understood the handover of the bird to the girl, although many were longwinded in reaching the point. Frequently they provided a recap of events to this point in the narrative.

Question 4

The majority of candidates were able to identify benefits for the main character in overcoming her negativity and becoming a winner. However the benefits for Winston were not as clear-cut or as well understood.

Weaker responses often used quotes in lieu of an explanation. It was clear these candidates did not really understand the premise underlying Winston's transformation and his resultant problems.

Question 5

Better responses were able to understand both elements in 'rocketed to stardom' and found interesting ways to express the ideas of fame and rapid advancement.

Weaker responses were generally able to derive that the team was successful, but this was only one element, showing they a limited understanding of the idiomatic metaphor.

Question 6

(a) This question discriminated well as many candidates laboured with their explanations. Frequently candidates would have understood that something had happened to Winston, but lacked the ability to explain both the cause and effect the question required. In many cases the required elements were stated but not linked with causal language structures, preventing candidates' access to full marks.

Weaker responses demonstrated confusion about the events in the narration. Some dwelt on the communication network/motorbike sounds; others simply misunderstood the nature of the communication network, thinking that it was Winston's voice that was supposed to come out of the girl's mouth when she gave her speech.

(b) This question was the most discriminating and only the best responses were able to score full marks. Most candidates simply did not understand the requirements of the question, which required them to identify/describe techniques used by the speaker to build suspense at the end of the story. Full marks could only be gained by focusing on more than one technique used to build suspense. Many candidates showed no understanding of what suspense was.

Better responses were creative and included quotes, talked about the emotional state of the main character, the irony of the ending or the open ending itself. These responses nearly always closely followed what the main character did/felt as she realised 'the plan' had failed and how unprepared she was for something to go wrong.

A significant number of candidates interpreted the 'end of the story' literally and focused only on the adjudicator's words. If they were not familiar with the idiom 'Has the cat got your tongue?' they laboured to make sense of the story, as they could not process the idiom as a pun.

Many responses were introduced with words from the question, which is good exam technique to try and focus. However, the remainder of many responses that began this way showed little comprehension of the elements of the question. Many candidates tried very hard to come to terms with such a challenging question, often not seeing the humour or irony or empathising with the main character in any way.

Question 7

Many candidates were able to score at least half marks on this question by correctly identifying two different features, as there were numerous features from which to choose. To score an additional mark, both features required some analysis, or one feature had to be analysed effectively.

This question discriminated well as it was difficult to score full marks, unless both features were analysed effectively. The key words were 'analyse' and 'effective'. Some responses ignored this instruction and demonstrated little understanding of the requirements of the question.

Where candidates ignored the layout of the question, ie Feature 1 / Feature 2, and wrote about several features under one heading, valuable exam time was wasted. The question was very specific in both its layout and requirements.

Weaker responses frequently included generic comments, eg 'to make the program interesting'. This is not analysis and it is certainly not effective. Generic comments need to be avoided as they do not answer the question.

Some weaker candidates identified the same technique/s as those in question 6 (b) and certainly there was some overlap in specific voice techniques such as pitch, pace, intonation etc. However simply copying the answer from Question 6 (b) into Question 7 was erroneous, as Question 7 had an entirely different focus to the previous question. Question 7 was very specific and needed to be answered with reference to techniques relating to an oral presentation. It is important that candidates recognise that even if questions appear to require similar responses that no extra marks can be awarded for the same answer.

English (ESL) Listening Paper
2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Listening Paper			
1	1	Listening skills	H6
2	2	Listening skills	H1, H5
3	1	Listening skills	H6, H9
4	2	Listening skills	H1
5	1	Listening skills	H3
6 (a)	2	Listening skills	H6, H9
6 (b)	2	Listening skills	H1, H6
7	4	Listening skills	H1, H5, H9
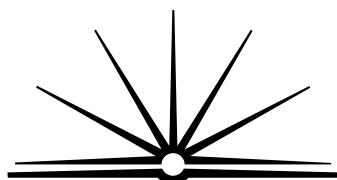
2004 HSC English (ESL) Listening Paper Marking Guidelines

Question 1

Outcomes assessed: H6

MARKING GUIDELINES

Criteria	Marks
• A	1

Question 2

Outcomes assessed: H1, H5

MARKING GUIDELINES

Criteria	Marks
• Identifies one technique and describes how it creates the character of the shop owner	2
• Identifies one technique with no explanation OR • Describes the character of the shop owner with no technique	1

Question 3

Outcomes assessed: H6, H9

MARKING GUIDELINES

Criteria	Marks
• Provides one correct answer	1

Question 4

Outcomes assessed: H1

MARKING GUIDELINES

Criteria	Marks
• Explains the benefits of the partnership for both Winston AND the main character	2
• Explains the benefits of the partnership for only Winston OR the main character	1

Question 5

Outcomes assessed: H3

MARKING GUIDELINES

Criteria	Marks
• Provides a correct definition	1

Question 6 (a)

Outcomes assessed: H6, H9

MARKING GUIDELINES

Criteria	Marks
• Explains both the cause AND the effect	2
• Explains either the cause OR the effect	1

Question 6 (b)

Outcomes assessed: H1, H6

MARKING GUIDELINES

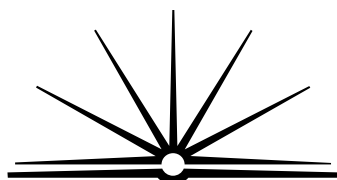| Criteria	Marks
• Identifies or describes TWO techniques used by the speaker • Explains how these techniques build suspense	2
• Identifies or describes TWO techniques used by the speaker without explaining how these build suspense OR • Identifies or describes ONE technique used by the speaker • Explains how this technique builds suspense	1

Question 7

Outcomes assessed: H1, H5, H9

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MARKING GUIDELINES

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Criteria	Marks
• Identifies TWO different features • Analyses the effectiveness of these features	4
• Identifies TWO different features • Analyses the effectiveness of ONE of these features OR • Gives some analysis of TWO features	3
• Identifies ONE feature • Analyses the effectiveness of this feature OR • Gives a limited analysis of TWO features OR • Identifies TWO different features without analysis	2
• Identifies ONE feature OR • Talks in general terms about how the presentation interests the audience	1

English (ESL) Paper 1
2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Paper 1, Section I			
1 (a)	1	Language Study within an Area of Study	H6, H9
1 (b) (i)	1	Language Study within an Area of Study	H3, H6
1 (b) (ii)	2	Language Study within an Area of Study	H1, H9
1 (c)	1	Language Study within an Area of Study	H4, H9
1 (d)	2	Language Study within an Area of Study	H5
1 (e)	4	Language Study within an Area of Study	H1, H5, H10
1 (f)	6	Language Study within an Area of Study	H3, H4, H6, H9
1 (g)	8	Language Study within an Area of Study	H1, H2, H4, H5, H8, H9, H10, H11
Paper 1, Section II			
2	20	Language Study within an Area of Study	H1, H2, H3, H4, H5, H6, H9, H11

2004 HSC English (ESL) Paper 1
Marking Guidelines

Section I

Question 1 (a)

Outcomes assessed: H6, H9

MARKING GUIDELINES

Criteria	Marks
• Provides ONE correct reason	1

Question 1 (b) (i)

Outcomes assessed: H3, H6

MARKING GUIDELINES

Criteria	Marks
• Provides an appropriate example of descriptive language	1

Question 1 (b) (ii)

Outcomes assessed: H1, H9

MARKING GUIDELINES

Criteria	Marks
• Provides an explanation of why descriptive language is used in the extract AND refers to the example given in (b) (i) OR • Provides a detailed explanation of the purpose and/or effect of the example given in (b) (i)	2
• Provides a general explanation of why descriptive language is used OR • Provides a literal interpretation of the example given in (b) (i)	1

Question 1 (c)

Outcomes assessed: H4, H9

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies ONE tone of this passage	1

Question 1 (d)

Outcomes assessed: H5

MARKING GUIDELINES

Criteria	Marks
• Identifies ONE correct language feature or text structure • Explains how this feature or structure engages the responder	2
• Identifies ONE correct language feature or text structure OR • Writes about the effect of this language feature in general terms	1
• Discusses tone or descriptive language	0

Question 1 (e)

Outcomes assessed: H1, H5, H10

MARKING GUIDELINES

Criteria	Marks
• Gives ONE example of language and ONE example of layout used to persuade in this text • Explains how each example persuades people to take the journey	4
• Gives ONE example of language and ONE example of layout used to persuade in this text • Gives a global explanation of how these examples persuade people to take the journey	3
• Gives only ONE example of either language or layout used to persuade in this text • Explains how this example persuades people to take the journey OR • Gives ONE example of language and ONE of layout with no explanation	2
• Writes about the purpose of the text in general terms OR • Gives ONE example of language or layout with no explanation	1

Question 1 (f)

Outcomes assessed: H3, H4, H6, H9

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed description of at least TWO journeys shown in the text • Explains in detail at least TWO examples of visual elements used to communicate ideas about journeys OR • Composes a highly synthesised response which identifies and describes a range of visual elements used to communicate ideas about journeys	5–6
• Describes at least ONE journey shown in the text • Explains at least ONE example of visual elements used to communicate ideas about journeys OR • Identifies and describes a range of visual elements used to communicate ideas about journeys	3–4
• Describes at least ONE journey shown in the text OR • Explains at least ONE example of visual elements used to communicate ideas about journeys OR • Provides a general response to the question	1–2

Question 1 (g)

Outcomes assessed: H1, H2, H4, H5, H8, H9, H10, H11

MARKING GUIDELINES

Criteria	Marks
• Composes an insightful introduction that describes and compares the Australian journeys depicted in all three texts • Displays a highly developed ability to interpret the texts • Sustains appropriate register • Synthesises information and ideas with insight and flair	7–8
• Composes an effective introduction that describes and compares the Australian journeys depicted in all three texts • Displays a well developed ability to interpret the texts • Generally sustains register • Synthesises information and ideas with insight	5–6
• Composes an introduction • Displays some ability to interpret the texts • Demonstrates developing control of register • Attempts to use some synthesis with limited insight	3–4
• Composes a simple, undeveloped response on the topic • Demonstrates little or no synthesis and little or no insight • An incomplete response	1–2

Section II

Question 2
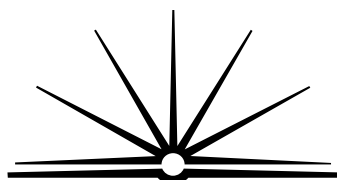
Outcomes assessed: H1, H2, H3, H4, H5, H6, H9, H11

MARKING GUIDELINES

Criteria	Marks
• Composes an effective formal response which fully addresses the question and shows highly developed skills in interpretation and comparison of texts • Demonstrates comprehensive knowledge of the texts and the journeys presented • Demonstrates insightful understanding of the ways in which ideas are communicated through texts • Uses language forms, features and structures skilfully and effectively • Demonstrates sustained control of expression and fluent communication of ideas	17–20
• Composes a sound response which addresses the question and shows well developed skills in interpretation and comparison of texts • Demonstrates detailed knowledge of the texts and the journeys presented • Demonstrates a clear understanding of the ways in which ideas are communicated through texts • Uses language forms, features and structures appropriately • Demonstrates sound control of expression and communication of ideas	13–16
• Composes a response which addresses the question and shows satisfactory skills in interpretation • Demonstrates knowledge of the texts and a general understanding of the journeys presented • Demonstrates some understanding of the ways in which ideas are communicated through texts • Uses language forms, features and structures with some control • Demonstrates satisfactory control of expression and communication of ideas	9–12
• Composes a response which partially addresses the question and shows some skills in interpretation • Demonstrates some knowledge of the texts and a generalised understanding of the journeys presented • Demonstrates a limited understanding of the ways in which ideas are communicated through texts • Displays a developing knowledge of language forms, features and structures • Demonstrates some control of expression and communication of ideas	5–8
• Composes an undeveloped response showing elementary skills in interpretation of texts • Demonstrates elementary knowledge of the texts and a minimal understanding of the journeys presented • Demonstrates minimal understanding of the ways in which ideas are communicated through texts • Displays minimal knowledge of language forms, features and structures • Demonstrates minimal control of expression	1–4

English (ESL) Paper 2
2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Paper 2, Section I — Module A: Experience Through Language			
1 (a)	20	Experience Through Language – Telling Stories (Prose Fiction)	H1, H2, H4, H5, H6, H9, H11, H13
1 (b)	20	Experience Through Language – Telling Stories (Poetry)	H1, H2, H4, H5, H6, H9, H11, H13
1 (c)	20	Experience Through Language – Telling Stories (Nonfiction)	H1, H2, H4, H5, H6, H9, H11, H13
1 (d)	20	Experience Through Language – Telling Stories (Film)	H1, H2, H4, H5, H6, H9, H11, H13
2 (a)	20	Experience Through Language – Dialogue (Prose Fiction)	H1, H2, H4, H5, H6, H9, H11, H13
2 (b)	20	Experience Through Language – Dialogue (Drama)	H1, H2, H4, H5, H6, H9, H11, H13
2 (c)	20	Experience Through Language – Dialogue (Poetry)	H1, H2, H4, H5, H6, H9, H11, H13
2 (d)	20	Experience Through Language – Dialogue (Film)	H1, H2, H4, H5, H6, H9, H11, H13
Paper 2, Section II — Module B: Texts and Society			
3	20	Texts and Society – Living and Working in the Community	H1, H4, H5, H8, H12, H14
4	20	Texts and Society – English for Study	H1, H4, H5, H8, H12, H14

2004 HSC English (ESL) Paper 2
Marking Guidelines

Section I — Module A: Experience Through Language

Question 1 — Elective 1: Telling Stories

Outcomes assessed: H1, H2, H4, H5, H6, H9, H11, H13

MARKING GUIDELINES

Criteria	Marks
• Provides a comprehensive analysis of aspects of telling stories relevant to the question • Supports response fully with evidence • Shows highly developed ability to synthesise and organise information and ideas • Composes an effective speech that fully addresses the question	17–20
• Provides a sound analysis of aspects of telling stories relevant to the question • Supports response well with evidence • Shows well developed ability to synthesise and organise information and ideas • Composes a coherent speech that addresses the question	13–16
• Provides a satisfactory analysis of aspects of telling stories relevant to the question • Supports response with evidence • Shows ability to synthesise and organise information and ideas • Composes a developed speech that partially addresses the question	9–12
• Provides a limited analysis of aspects of telling stories OR a sound analysis of ONE of the specified aspects relevant to the question • Supports response with some evidence • Shows some ability to organise information and ideas • Composes a response that attempts to address the question	5–8
• Demonstrates elementary understanding of aspects of telling stories • Recalls obvious or incidental information about texts to present a response with minimal control of expression	1–4

Question 2 — Elective 2: Dialogue

Outcomes assessed: H1, H2, H4, H5, H6, H9, H11, H13

MARKING GUIDELINES

Criteria	Marks
• Provides a comprehensive analysis of aspects of dialogue relevant to the question • Supports response fully with evidence • Shows highly developed ability to synthesise and organise information and ideas • Composes an effective interview script that fully addresses the question	17–20
• Provides a sound analysis of aspects of dialogue relevant to the question • Supports response well with evidence • Shows well developed ability to synthesise and organise information and ideas • Composes a coherent interview script that addresses the question	13–16
• Provides a satisfactory analysis of aspects of dialogue relevant to the question • Supports response with evidence • Shows ability to synthesise and organise information and ideas • Composes a developed interview script that partially addresses the question	9–12
• Provides a limited analysis of aspects of dialogue OR a sound analysis of ONE aspect relevant to the question • Supports response with some evidence • Shows some ability to organise information and ideas • Composes a response that attempts to address the question	5–8
• Demonstrates elementary understanding of aspects of dialogue • Recalls obvious or incidental information about texts to present a response with minimal control of expression	1–4

Section II — Module B: Texts and Society

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

Outcomes assessed: H1, H4, H5, H8, H12, H14

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a highly developed ability to organise and synthesise information and ideas • Composes a highly effective feature article in a sustained register and fully addresses the question • Demonstrates a highly developed ability to select language forms and features appropriate to the context, purpose and audience • Shows highly developed control of expression and form	17–20
• Demonstrates a well developed ability to organise and synthesise information and ideas • Composes an effective feature article in a sustained register and addresses the question • Demonstrates a well developed ability to select language forms and features appropriate to the context, purpose and audience • Shows well developed control of expression and form	13–16
• Demonstrates some ability to organise and synthesise information and ideas • Composes a feature article with varying control of register and partially addresses the question • Demonstrates some ability to select language forms and features appropriate to the context, purpose and audience • Shows some control of expression and form	9–12
• Demonstrates limited ability to organise and synthesise information and ideas • Composes a response that attempts to inform and/or reflect and attempts to address the question • Demonstrates limited ability to select language forms and features appropriate to the context, purpose and audience • Shows limited control of expression and form	5–8
• Demonstrates minimal ability to organise information and ideas • Shows minimal awareness of appropriate purpose and register • Shows minimal control of expression and form	1–4

Question 4 — Elective 2: English for Study

Outcomes assessed: H1, H4, H5, H8, H12, H14

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a highly developed ability to organise and synthesise information and ideas • Composes a highly effective report in a sustained register and fully addresses the question • Demonstrates a highly developed ability to select language forms and features appropriate to the context, purpose and audience • Shows highly developed control of expression and form	17–20
• Demonstrates a well developed ability to organise and synthesise information and ideas • Composes an effective report in a sustained register and addresses the question • Demonstrates a well developed ability to select language forms and features appropriate to the context, purpose and audience • Shows well developed control of expression and form	13–16
• Demonstrates some ability to organise and synthesise information and ideas • Composes a report with varying control of register and partially addresses the question • Demonstrates some ability to select language forms and features appropriate to the context, purpose and audience • Shows some control of expression and form	9–12
• Demonstrates limited ability to organise and synthesise information and ideas • Composes a response that attempts to comment and/or recommend and attempts to addresses the question • Demonstrates limited ability to select language forms and features appropriate to the context, purpose and audience • Shows limited control of expression and form	5–8
• Demonstrates minimal ability to organise information and ideas • Shows minimal awareness of appropriate purpose and register • Shows minimal control of expression and form	1–4