



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

2010 HSC English (ESL) Listening Paper Marking Guidelines

Question 1

Criteria	Marks
• Correctly identifies TWO things	2
• Correctly identifies ONE thing	1

Question 2

Criteria	Marks
• Identifies TWO ways	2
• Identifies ONE way	1

Question 3

Criteria	Marks
• Correctly identifies ONE issue	1

Question 4 (a)

Criteria	Marks
• Identifies AND explains the metaphor	2
• Identifies OR explains the metaphor	1

Question 4 (b)

Criteria	Marks
<ul style="list-style-type: none">• Gives at least TWO other examples/ techniques AND explains their effect	4
<ul style="list-style-type: none">• Gives at least TWO other examples/ techniques AND explains ONE effect OR <ul style="list-style-type: none">• Gives ONE other example/ technique BUT explains TWO effects	3
<ul style="list-style-type: none">• Gives ONE other example/ technique AND explains ONE effect OR <ul style="list-style-type: none">• Gives TWO other examples/ techniques OR <ul style="list-style-type: none">• Gives TWO effects	2
<ul style="list-style-type: none">• Gives ONE other example/ technique OR <ul style="list-style-type: none">• Gives ONE effect	1

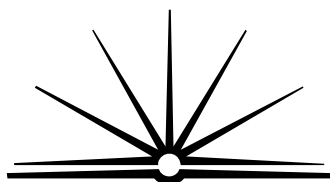
Question 5

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed and effective explanation of the ways elements of the text's structure inform and maintain audience interest	4
<ul style="list-style-type: none">• Provides an explanation of the ways elements of the text's structure inform and maintain audience interest	3
<ul style="list-style-type: none">• Attempts to explain the ways elements of the text's structure inform AND/OR maintain audience interest	2
<ul style="list-style-type: none">• Identifies element/s of the text's structure	1

English (ESL) Listening Paper

2010 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Listening Paper			
1		Listening skills	H6
2		Listening skills	H6
3		Listening skills	H4, H6
4(a)		Listening skills	H4, H6
4(b)		Listening skills	H5, H6
5		Listening skills	H1, H3, H4



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

2010 HSC English (ESL) Paper 1 Marking Guidelines

Section I

Question 1 (a)

Criteria	Marks
<ul style="list-style-type: none">• Correctly explains ONE idea about the appropriateness of the title of Text one	1

Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none">• Identifies TWO examples and explains how they express Sarah's changing sense of 'belonging'	4
<ul style="list-style-type: none">• Identifies TWO examples and explains how ONE expresses Sarah's changing sense of 'belonging'	3
<ul style="list-style-type: none">• Identifies ONE example and explains how it expresses Sarah's sense of 'belonging' <p>OR</p> <ul style="list-style-type: none">• Identifies TWO examples	2
<ul style="list-style-type: none">• Identifies one example Sarah uses to express her changing sense of 'belonging'	1

Question 1 (c)

Criteria	Marks
• Explains BOTH key ideas in the quote	2
• Explains ONE key idea of the quote	1

Question 1 (d)

Criteria	Marks
• Identifies TWO other ideas in the written text	2
• Identifies ONE other idea in the written text	1

Question 1 (e)

Criteria	Marks
• Identifies at least TWO visual features and explains their effects	4
• Identifies at least TWO visual features and explains the effect of ONE of them	3
• Identifies ONE visual feature and explains its effect OR • Identifies TWO visual features OR • Refers to TWO effects	2
• Identifies ONE visual feature OR • Refers to ONE effect	1

Question 1 (f)

Criteria	Marks
• Correctly identifies the persona's relationship with the natural world and explains it with reference to the text. OR • Correctly identifies the persona's two-way relationship with the natural world.	2
• Correctly identifies the persona's relationship with the natural world	1

Question 1 (g)

Criteria	Marks
<ul style="list-style-type: none"> • Identifies/describes at least TWO techniques AND • Explains TWO connections to the relationship expressed in the poem 	4
<ul style="list-style-type: none"> • Identifies/describes at least TWO techniques AND • Explains ONE connection to the relationship expressed in the poem OR • Identifies/describes ONE technique AND • Explains TWO connections to the relationship expressed in the poem 	3
<ul style="list-style-type: none"> • Identifies/describes ONE technique AND • Explains ONE connection to the relationship expressed in the poem OR • Identifies/describes TWO techniques OR • Explains TWO connections to the relationship expressed in the poem 	2
<ul style="list-style-type: none"> • Identifies/describes ONE technique OR • Explains ONE connection to the relationship expressed in the poem 	1

Question 1 (h)

Criteria	Marks
<ul style="list-style-type: none"> • Composes a highly effective diary entry demonstrating well-developed ability to communicate a changed sense of belonging • Makes insightful connections between imagined experience and the ideas in AT LEAST ONE of the three texts • Sustains appropriate register 	5–6
<ul style="list-style-type: none"> • Composes an effective diary entry demonstrating satisfactory ability to communicate a changed sense of belonging • Makes sound connections between imagined experience and the ideas in AT LEAST ONE of the three texts • Generally sustains register 	3–4
<ul style="list-style-type: none"> • Composes a diary entry which attempts to communicate a changed sense of belonging • Makes simple connections between imagined experience and the ideas in AT LEAST ONE of the three texts • Demonstrates variable control of register 	1–2

Section II

Question 2

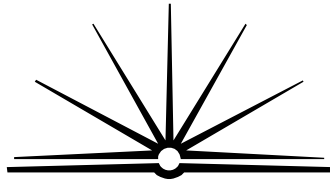
Criteria	Marks
<ul style="list-style-type: none">• Composes a highly effective response which fully addresses the question and demonstrates insightful understanding of ideas about belonging• Demonstrates comprehensive knowledge of the texts and highly developed skills in interpretation of texts• Shows incisive understanding of the ways in which ideas are communicated through texts• Uses language forms and structures skilfully and demonstrates highly effective synthesis of ideas and information• Uses language features skilfully and efficiently and demonstrates sustained control of expression	17–20
<ul style="list-style-type: none">• Composes an effective response which addresses the question and demonstrates perceptive understanding of ideas about belonging• Demonstrates detailed knowledge of the texts and well developed skills in interpretation of texts• Shows well developed understanding of the ways in which ideas are communicated through texts• Uses language forms and structures appropriately and demonstrates effective synthesis of ideas• Uses language features appropriately and demonstrates effective control of expression	13–16
<ul style="list-style-type: none">• Composes a satisfactory response which partially addresses the question and demonstrates some understanding of ideas about belonging• Demonstrates sound knowledge of the texts and satisfactory skills in interpretation of texts• Shows clear understanding of the ways in which ideas are communicated through texts• Uses language forms and structures satisfactorily to communicate ideas and information• Uses language features satisfactorily and demonstrates some control of expression	9–12
<ul style="list-style-type: none">• Composes a response which attempts to address the question and demonstrates a general understanding of belonging• Demonstrates some knowledge of the texts and some skills in interpretation of texts• Shows generalised understanding of the ways in which ideas are communicated through texts• Attempts to use language forms, features and structures to communicate ideas and information• Demonstrates variable control of expression	5–8

<ul style="list-style-type: none">• Composes an undeveloped response and demonstrates an elementary understanding of belonging• Demonstrates minimal knowledge of the texts and minimal skills in interpretation of texts• Shows elementary understanding of the ways in which ideas are communicated through texts• Displays limited use of language forms, features and structures to communicate ideas and information• Demonstrates minimal control of expression	1–4
---	-----

English (ESL) Paper 1

2010 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Paper 1, Section I			
1 (a)	1	Language Study within an Area of Study	H4, H6
1 (b)	4	Language Study within an Area of Study	H1, H3, H4, H6, H8
1 (c)	2	Language Study within an Area of Study	H3, H6
1 (d)	2	Language Study within an Area of Study	H1, H3
1 (e)	4	Language Study within an Area of Study	H1, H3, H4, H7, H8, H9
1 (f)	2	Language Study within an Area of Study	H1, H3, H6, H8, H9
1 (g)	4	Language Study within an Area of Study	H1, H4, H5, H6
1 (h)	6	Language Study within an Area of Study	H1, H5, H8, H9, H11, H12
Paper 1, Section II			
2	20	Language Study within an Area of Study	H1, H2, H3, H4, H5, H6, H8, H9, H11, H12



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

2010 HSC English (ESL) Paper 2 Marking Guidelines

Section I — Module A: Experience Through Language

Question 1 — Elective 1: Australian Voices

Criteria	Marks
<ul style="list-style-type: none">• Composes a highly effective explanation of how elements of the text are used to give it a distinctly Australian voice• Demonstrates insightful understanding of the ways in which meaning is shaped through the text form• Demonstrates highly developed understanding of the prescribed text• Uses language appropriate to audience, purpose and form with clarity, fluency and sustained control of expression	17–20
<ul style="list-style-type: none">• Composes an effective explanation of how elements of the text are used to give it a distinctly Australian voice• Demonstrates thorough understanding of the ways in which meaning is shaped through the text form• Demonstrates well-developed understanding of the prescribed text• Uses language appropriate to audience, purpose and form with clarity, fluency and effective control of expression	13–16
<ul style="list-style-type: none">• Composes a satisfactory explanation of how elements of the text are used to give it a distinctly Australian voice• Demonstrates sound understanding of the ways in which meaning is shaped through the text form• Demonstrates clear understanding of the prescribed text• Uses language appropriate to audience, purpose and form with satisfactory control of expression	9–12
<ul style="list-style-type: none">• Composes a response that attempts to explain how elements of the text are used to give it a distinctly Australian voice• Demonstrates generalised knowledge of the ways in which meaning is shaped through the text form• Demonstrates some understanding of the prescribed text• Displays developing control of language form, features and structures and variable control of expression	5–8
<ul style="list-style-type: none">• Composes an undeveloped response with limited reference to the creation of an Australian voice• Demonstrates elementary knowledge of the text form• Demonstrates limited understanding of the prescribed text• Demonstrates minimal control of language	1–4

Question 2 — Elective 2: Australian Visions

Criteria	Marks
<ul style="list-style-type: none">• Composes a highly effective explanation of how elements of the text are used to create a distinctly Australian vision• Demonstrates insightful understanding of the ways in which meaning is shaped through the text form• Demonstrates highly developed understanding of the prescribed text• Uses language appropriate to audience, purpose and form with clarity, fluency and sustained control of expression	17–20
<ul style="list-style-type: none">• Composes an effective explanation of how elements of the text are used to create a distinctly Australian vision• Demonstrates thorough understanding of the ways in which meaning is shaped through the text form• Demonstrates well-developed understanding of the prescribed text• Uses language appropriate to audience, purpose and form with clarity, fluency and effective control of expression	13–16
<ul style="list-style-type: none">• Composes satisfactory explanation of how elements of the text are used to create a distinctly Australian vision• Demonstrates sound understanding of the ways in which meaning is shaped through the text form• Demonstrates clear understanding of the prescribed text• Uses language appropriate to audience, purpose and form with satisfactory control of expression	9–12
<ul style="list-style-type: none">• Composes a response that attempts to explain how elements of the text are used to create a distinctly Australian vision• Demonstrates generalised knowledge of the ways in which meaning is shaped through the text form• Demonstrates some understanding of the prescribed text• Displays developing control of language forms, features and structures and variable control of expression	5–8
<ul style="list-style-type: none">• Composes an undeveloped response with limited reference to the creation of an Australian vision• Demonstrates elementary knowledge of the text form• Demonstrates limited understanding of the prescribed text• Demonstrates minimal control of language	1–4

Section II — Module B: Texts and Society

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

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

Question 4 — Elective 2: Academic English

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

English (ESL) Paper 2

2010 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Paper 2, Section I — Module A: Experience Through Language			
1	20	Experience Through Language — Australian Voices	H1, H3, H4, H5, H9, H11
2	20	Experience Through Language — Australian Visions	H1, H3, H4, H5, H9, H11
Paper 2, Section II — Module B: Texts and Society			
3	20	Texts and Society — Living and Working in the Community	H1, H3, H4, H5, H8, H11, H12
4	20	Texts and Society — Academic English	H1, H3, H4, H5, H8, H11, H12