



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

2010 HSC English (ESL) Listening Paper Sample Answers

This document contains ‘sample answers’, or, in the case of some questions, ‘answers could include’. These are developed by the examination committee for two purposes. The committee does this:

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

The ‘sample answers’ or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee’s ‘working document’, they may contain typographical errors, omissions, or only some of the possible correct answers.

Question 1***Answers could include:***

He is a keen athlete
He is a footy player
He is an Economics/Law student (but not a particularly good one)
He is a student
He lives in Tasmania
He is 24
He is a Red Cross volunteer
He is not very studious
He has always had a strong curiosity about the world
He was Australia's youth representative to the UN.

Question 2***Answers could include:***

He went on a listening tour
He travelled around the country listening to young people
He listened to their ideas, thoughts, stories and feelings and collected them in a leather-bound book.

Question 3***Answers could include:***

Climate change
Environment
Poverty
Being heard/having a voice

Question 4 (a)***Answers could include:***

Ben compared Australian youth to a tree with branches, a 'happy tree' in the schoolyard. The tree represents youth who flourish when they are educated and engaged.

Ben uses a metaphor of two contrasting trees. One is leafless and represents despair (negativity, lack of home, lack of progress, no future, hardship, disadvantage), the other is green and healthy and represents hope (optimism, progress, the future, education and engagement, flourishing relationship between UN and contemporary youth).

Question 4 (b)

Sample answer/Answers could include:

Examples		Effect
Adapts voice (register/tenor) depending on audience/ contexts (enthusiastic tone, stress, pace, pauses, volume)	“please” “get involved” “harass them” “real” “promise”	To appeal to different audiences
Language: <ul style="list-style-type: none"> • repetition • persuasive & emotive • colloquial language • use of humour – self-deprecation • use of pronouns • use of imperative verbs & direct address 	“real...real...real” “extraordinary experience” “really concerned” “brighter and more united world” “footie” “gunna” “I guess” “not a particularly good one” “we” “us” “you” “get out there” “apply” “write”	To encourage young people to take action To show authenticity To convey the sincerity of his message To sustain audience engagement To build connections with the audience To inspire and motivate young people to participate
Reiteration and elaboration		Clarifies, exemplifies, reinforces his message

Question 5

Sample answer/Answers could include:

Element of structure	Inform and maintain interest
Ben introduces himself	To make a connection with a young audience
He recounts what he did to find out what people thought	To show that he was consultative and inclusive of a variety of young people
Use of sound effects/music/background chatter and reactions	To add authenticity and interest To appeal to young people
Female reporter asks Ben a question	To allow for further explanation of the issues
Ben responds with issues important to young people	To allow for further explanation of the issues
UN speech extract – anecdote (two trees)	To inspire audience To add authenticity and interest
Reflects on his speech	To inspire audience
Ben appeals directly to young people	To inspire audience
Applause/cheering	To create atmosphere and motivate To provide a finale/inspirational conclusion
Post-editing music	To add finesse and credibility to the final product To create cohesion across the extracts