



**BOARD OF STUDIES**  
NEW SOUTH WALES

## 2011 HSC English (ESL) Paper 1 Marking Guidelines

### Section I

#### Question 1 (a)

Criteria	Marks
• Identifies TWO ideas about belonging	2
• Identifies ONE idea about belonging	1

#### Question 1 (b)

Criteria	Marks
• Effectively explains the benefits of belonging to the tribal generation using appropriate example from the text	2
• Attempts to explain the benefits of belonging to the tribal generation with limited reference to the text	1

#### Question 1 (c)

Criteria	Marks
• Effectively explains the composer's attitude with detailed analysis of appropriate textual references	4
• Explains the composer's attitude with some analysis of appropriate textual references	3
• Identifies the composer's attitude with limited analysis of textual references	2
• Identifies the composer's attitude OR • Identifies ONE reference to the composer's attitude in the text	1

**Question 1 (d)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Effectively explains ideas about belonging</li></ul> AND <ul style="list-style-type: none"><li>Clearly supports these ideas with detailed analysis of visual techniques</li></ul>	4
<ul style="list-style-type: none"><li>Explains ideas about belonging</li></ul> AND <ul style="list-style-type: none"><li>Clearly supports these ideas with analysis of TWO visual techniques</li></ul>	3
<ul style="list-style-type: none"><li>Identifies ONE idea about belonging</li></ul> AND <ul style="list-style-type: none"><li>Identifies ONE/TWO visual techniques</li></ul>	2
<ul style="list-style-type: none"><li>Identifies ONE idea about belonging</li></ul> OR <ul style="list-style-type: none"><li>Identifies ONE visual technique</li></ul>	1

**Question 1 (e) (i)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Clearly explains either/both key ideas in the metaphor</li></ul>	1

**Question 1 (e) (ii)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Effectively explains how ONE example of language is used to sustain the metaphor</li></ul>	2
<ul style="list-style-type: none"><li>Provides ONE relevant example of language</li></ul>	1

**Question 1 (f)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Effectively compares the ways ideas about belonging are expressed by two writers, with well chosen references to texts</li></ul>	4
<ul style="list-style-type: none"><li>Compares the ways ideas about belonging are expressed by two writers, with appropriate references to texts</li></ul>	3
<ul style="list-style-type: none"><li>Provides a limited comparison of some ideas expressed by two writers, with limited reference to texts</li></ul>	2
<ul style="list-style-type: none"><li>Describes some aspects of the text/s</li></ul>	1

**Question 1 (g)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Composes a highly effective text demonstrating well-developed ability to communicate the benefit of community participation</li><li>• Makes insightful connections between imagined experience and the ideas in at least ONE of these texts</li><li>• Sustains appropriate register and form</li></ul>	5–6
<ul style="list-style-type: none"><li>• Composes an effective text demonstrating satisfactory ability to communicate the benefits of community participation</li><li>• Makes sound connections between imagined experience and ideas in at least ONE of these texts</li><li>• Generally sustains register and form</li></ul>	3–4
<ul style="list-style-type: none"><li>• Attempts to compose a text that communicates the benefits of community participation</li><li>• Makes simple connections between imagined experience and the ideas in at least ONE of these texts</li><li>• Demonstrates variable control of register and form</li></ul>	1–2

## Section II

### Question 2

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

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

## 2011 HSC Examination Mapping Grid

### Paper 1 – Section I

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Language Study within an Area of Study	H4, H6
1 (b)	2	Language Study within an Area of Study	H1, H3, H4, H6
1 I	4	Language Study within an Area of Study	H1, H4, H7
1 (d)	4	Language Study within an Area of Study	H1, H3, H4, H6
1 (e) (i)	1	Language Study within an Area of Study	H1, H3, H4, H6, H9
1 (e) (ii)	2	Language Study within an Area of Study	H3, H4, H6, H9
1 (f)	4	Language Study within an Area of Study	H1, H3, H4, H5, H6, H9
1 (g)	6	Language Study within an Area of Study	H1, H5, H8, H9, H10, H11, H12

### Paper 1 – Section II

Question	Marks	Content	Syllabus outcomes
2	20	Language Study within an Area of Study	H1, H2, H3, H4, H5, H6, H8, H9, H11, H12