



## **2012 HSC English (ESL) Listening Paper 'Sample Answers'**

When examination committees develop questions for the examination, they may write 'sample answers' or, in the case of some questions, 'answers could include'. The committees do this to ensure that the questions will effectively assess students' knowledge and skills.

This material is also provided to the Supervisor of Marking, to give some guidance about the nature and scope of the responses the committee expected students would produce. How sample answers are used at marking centres varies. Sample answers may be used extensively and even modified at the marking centre OR they may be considered only briefly at the beginning of marking. In a few cases, the sample answers may not be used at all at marking.

The Board publishes this information to assist in understanding how the marking guidelines were implemented.

The 'sample answers' or similar advice contained in this document 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 may include:*

- Her great uncle, grandfather and father were all pilots.
- She was inspired by the training and her father's instinct to remain calm in a crisis.
- She was inspired by her father's ability to fly them out of harm's way.
- She was inspired by the courage, intuition and determination of her father.
- She was inspired by the courage, intuition and determination of people in the bush.

### Question 2

*Answers may include:*

- She was talking about the day that the brakes failed after they had landed and they were forced to accelerate and take off again.
- Her father was unable to stop at the hangar after the brakes failed so they had to take off again.

### Question 3

*Sample answer:*

Mara felt disorientated because she was used to a busy urban environment and had come to an isolated rural community, for example, she came from a 'bustling city' to a 'large dairy farm'. In addition, she experienced alienation due to barriers in language and culture with 'everyone speaking a different language'.

*Answers may include:*

- She moved from a bustling city with lots of noise and people to a small country town.
- She missed the security of being in a familiar place with family and friends.
- She missed her familiar lifestyle and culture.
- She had difficulty understanding Australian colloquialisms.
- Australian customs were different eg BBQ.
- There were environmental differences – large spaces, no noise, no bars on windows, weird smells and cows.

### Question 4

*Answers may include:*

She wasn't able to communicate well enough to be able to tell people how she felt.

**Question 5***Answers may include:*

<i>Similarities</i>	<i>Differences</i>
Both live in rural Australia/ bush	One was born in Argentina and the other in Australia
Both have strong connections to their families	One's family history is linked to rural Australia whereas the other's family migrated here 8 years ago
Both speak positively about living in the bush	They have different language and cultural backgrounds
	Mara's attitude towards living in Australia was initially negative and became more positive over time whereas Marguerite has a long-standing attachment to the Australian bush

## Question 6

*Answers may include:*

<i>Marguerite</i>	<i>Mara</i>
Uses the narrative form to describe what is happening	Reflects on her experiences through a reflective recount
Uses an anecdote to explain her inspiration	Describes her feelings and experiences
Uses descriptive language to create atmosphere and suspense, eg the sky was broken with patchy grey clouds	Uses statistics, more factual descriptions to illustrate her points about the differences between Argentina and rural Australia eg 12 million inhabitants
Includes sound effects – planes, echoing of the dialogue with her father to create immediacy and excitement	Includes sound effects – sounds of Argentina, music, rural Australia (cows) to emphasise the difference in the environments
Effectively uses her voice to engage the listener and create suspense – volume and pause	Her voice is less expressive (flat, little emotion) than Marguerite's as she is reflecting
Uses a variety of short and long sentences to tell her story effectively	Uses asides to engage the audience eg 'pretty impressive'; 'which, to be honest'; 'don't get me wrong'
Uses a variety of action verbs eg rolling, pumping, to create excitement and immediacy	Uses relating verbs to describe her feelings and experiences
Uses repetition to create a sense of continuity in relation to her family's connection with the land eg repetition of my – my great uncle, my granddad, my dad	
Her use of terminology and collocations related to flying eg Cessna, hangar, navigating conveys authenticity	Use of Spanish to create authenticity and to emphasise her bilingual experience
Uses words with positive connotations eg feat, determination, to convey her admiration and explain her inspiration	Her choice of words with negative connotations conveys her initial loneliness and sense of isolation eg alien, lost, alone, disgusted