



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

## **2012 HSC English (ESL) Paper 2 Marking Guidelines**

### **Section I — Module A: Experience Through Language**

#### **Question 1 — Elective 1: Australian Voices**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Composes a highly effective explanation of how the text uses Australian voices to explore the idea ‘Many voices, one country’</li><li>• Demonstrates comprehensive knowledge of the text and highly developed skills in interpretation and analysis</li><li>• Uses language appropriate to audience, purpose and interview form with clarity, fluency and sustained control of expression</li></ul>	17–20
<ul style="list-style-type: none"><li>• Composes an effective explanation of how the text uses Australian voices to explore the idea ‘Many voices, one country’</li><li>• Demonstrates detailed knowledge of the text and well-developed skills in interpretation and analysis</li><li>• Uses language appropriate to audience, purpose and interview form with clarity, fluency and effective control of expression</li></ul>	13–16
<ul style="list-style-type: none"><li>• Composes a satisfactory explanation of how the text uses Australian voices to explore the idea ‘Many voices, one country’</li><li>• Demonstrates sound knowledge of the text and satisfactory skills in interpretation and analysis</li><li>• Uses language appropriate to audience, purpose and interview form with satisfactory control of expression</li></ul>	9–12
<ul style="list-style-type: none"><li>• Composes a response that attempts to explain how the text uses Australian voices to explore the idea ‘Many voices, one country’</li><li>• Demonstrates some knowledge of the text and some skills in interpretation and/or analysis</li><li>• Displays developing control of language forms, features and structures and variable control of expression</li></ul>	5–8

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Composes an undeveloped response with limited reference to how the text uses Australian voices to explore the idea ‘Many voices, one country’</li><li>• Demonstrates limited knowledge of the text and limited skills in interpretation and/or analysis</li><li>• Demonstrates minimal control of language</li></ul>	1–4

**Question 2 — Elective 2: Australian Visions**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Composes a highly effective explanation of how the text uses Australian visions to explore the idea ‘Many visions, one country’</li> <li>• Demonstrates comprehensive knowledge of the text and highly developed skills in interpretation and analysis</li> <li>• Uses language appropriate to audience, purpose and interview form with clarity, fluency and sustained control of expression</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Composes an effective explanation of how the text uses Australian visions to explore the idea ‘Many visions, one country’</li> <li>• Demonstrates detailed knowledge of the text and well-developed skills in interpretation and analysis</li> <li>• Uses language appropriate to audience, purpose and interview form with clarity, fluency and effective control of expression</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Composes a satisfactory explanation of how the text uses Australian visions to explore the idea ‘Many visions, one country’</li> <li>• Demonstrates sound knowledge of the text and satisfactory skills in interpretation and analysis</li> <li>• Uses language appropriate to audience, purpose and interview form with satisfactory control of expression</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Composes a response that attempts to explain how the text uses Australian visions to explore the idea ‘Many visions, one country’</li> <li>• Demonstrates some knowledge of the text and some skills in interpretation and/or analysis</li> <li>• Displays developing control of language forms, features and structures and variable control of expression</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Composes an undeveloped response with limited reference to how the text uses Australian visions to explore the idea ‘Many visions, one country’</li> <li>• Demonstrates limited knowledge of the text and limited skills in interpretation and/or analysis</li> <li>• Demonstrates minimal control of language</li> </ul>	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"><li>Composes a highly effective text which demonstrates insightful understanding of information, ideas and attitudes communicated in and through community texts</li><li>Demonstrates highly developed ability to select language forms and features appropriate to the context, purpose and audience</li><li>Uses language with clarity, fluency and sustained control of expression</li></ul>	17–20
<ul style="list-style-type: none"><li>Composes an effective text which demonstrates well-developed understanding of information, ideas and attitudes communicated in and through community texts</li><li>Demonstrates well-developed ability to select language forms and features appropriate to the context, purpose and audience</li><li>Uses language with effective control of expression</li></ul>	13–16
<ul style="list-style-type: none"><li>Composes a satisfactory text which demonstrates sound understanding of information, ideas and attitudes communicated in and through community texts</li><li>Demonstrates satisfactory ability to select language forms and features appropriate to the context, purpose and audience</li><li>Uses language with satisfactory control of expression</li></ul>	9–12
<ul style="list-style-type: none"><li>Composes a text which demonstrates some understanding of information, ideas and/or attitudes communicated in and through community texts</li><li>Demonstrates developing ability to select language forms and features appropriate to the context, purpose and audience</li><li>Uses language with developing control of expression</li></ul>	5–8
<ul style="list-style-type: none"><li>Composes an undeveloped response which demonstrates elementary understanding of information and/or ideas and/or attitudes</li><li>Demonstrates limited ability to select language forms and features appropriate to the context, purpose and audience</li><li>Uses language with minimal control of expression</li></ul>	1–4

**Question 4 — Elective 2: Academic English**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Composes a highly effective text which demonstrates insightful understanding of information, ideas and attitudes communicated in and through academic learning situations</li> <li>• Demonstrates highly developed ability to select language forms and features appropriate to the context, purpose and audience</li> <li>• Uses language with clarity, fluency and sustained control of expression</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Composes an effective text which demonstrates well-developed understanding of information, ideas and attitudes communicated in and through academic learning situations</li> <li>• Demonstrates well-developed ability to select language forms and features appropriate to the context, purpose and audience</li> <li>• Uses language with effective control of expression</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Composes a satisfactory text which demonstrates sound understanding of information, ideas and attitudes communicated in and through academic learning situations</li> <li>• Demonstrates satisfactory ability to select language forms and features appropriate to the context, purpose and audience</li> <li>• Uses language with satisfactory control of expression</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Composes a text which demonstrates some understanding of information, ideas and/or attitudes communicated in and through academic learning situations</li> <li>• Demonstrates developing ability to select language forms and features appropriate to the context, purpose and audience</li> <li>• Uses language with developing control of expression</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Composes an undeveloped response which demonstrates elementary understanding of information and/or ideas and/or attitudes</li> <li>• Demonstrates limited ability to select language forms and features appropriate to the context, purpose and audience</li> <li>• Uses language with minimal control of expression</li> </ul>	1–4

# English (ESL) Paper 2

## 2012 HSC Examination Mapping Grid

### Paper 2, Section I — Module A: Experience Through Language

Question	Marks	Content	Syllabus outcomes
1	20	Experience Through Language Elective 1: Australian Voices	H1, H3, H4, H5, H9, H11, H12
2	20	Experience Through Language Elective 2: Australian Visions	H1, H3, H4, H5, H9, H11, H12

### Paper 2, Section II — Module B: Texts and Society

Question	Marks	Content	Syllabus outcomes
3	20	Texts and Society Elective 1: Living and Working in the Community	H1, H4, H5, H8, H11, H12
4	20	Texts and Society Elective 2: Academic English	H1, H4, H5, H8, H11, H12, H13