

**BOARD OF STUDIES**  
NEW SOUTH WALES

## 2009 HSC English (ESL) Listening Paper Marking Guidelines

### Question 1

*Outcomes assessed: H6*

#### MARKING GUIDELINES

Criteria	Marks
• Provides the correct answer	1

### Question 2

*Outcomes assessed: H6*

#### MARKING GUIDELINES

Criteria	Marks
• Provides two correct reasons	2
• Provides one correct reasons	1

### Question 3

*Outcomes assessed: H4, H6*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies or makes reference to both the physical AND psychological symptoms of phobias presented by the speaker	2
• Identifies physical OR psychological symptoms	1

### Question 4

*Outcomes assessed: H6*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>Provides an explanation of at least <b>THREE</b> steps in the process</li> </ul> OR <ul style="list-style-type: none"> <li>Provides a synthesised explanation demonstrating an understanding of the purpose and process</li> </ul>	3
<ul style="list-style-type: none"> <li>Provides an explanation of <b>TWO</b> steps in the process</li> </ul> OR <ul style="list-style-type: none"> <li>Identifies at least <b>THREE</b> steps in the process with no explanation</li> </ul> OR <ul style="list-style-type: none"> <li>Provides a generalised statement about the process</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides an explanation of <b>ONE</b> step in the process</li> </ul> OR <ul style="list-style-type: none"> <li>Identifies <b>TWO</b> steps in the process</li> </ul> OR <ul style="list-style-type: none"> <li>Provides a brief statement about the process or purpose</li> </ul>	1

**Question 5**

*Outcomes assessed: H6*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>Provides the correct option</li> </ul>	1

**Question 6**

*Outcomes assessed: H1, H3, H4*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>Identifies a feature of spoken language</li> </ul> AND <ul style="list-style-type: none"> <li>Provides an explanation of the effect</li> </ul>	2
<ul style="list-style-type: none"> <li>Identifies a feature of spoken language</li> </ul> OR <ul style="list-style-type: none"> <li>Describes her feelings about her experience with spiders</li> </ul>	1

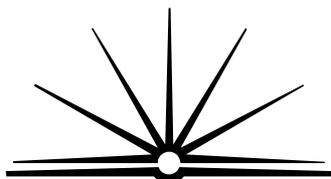
**Question 7***Outcomes assessed: H1, H5, H9***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Provides an effective evaluation of the presenter with reference to at least TWO different aspects of her role</li></ul>	4
<ul style="list-style-type: none"><li>Provides a general evaluation of the presenter with reference to at least TWO different aspects of her role</li></ul>	3
<ul style="list-style-type: none"><li>Discusses the presenter role with reference to at least ONE aspect of her role</li></ul> OR	2
<ul style="list-style-type: none"><li>Describes ONE aspect of the role and provides examples</li></ul>	
<ul style="list-style-type: none"><li>Makes general statements about the role or the presenter</li></ul>	1

# English (ESL) Listening Paper

## 2009 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Listening Paper</b>			
1	1	Listening skills	H6
2	2	Listening skills	H6
3	2	Listening skills	H4, H6
4	3	Listening skills	H6
5	1	Listening skills	H6
6	2	Listening skills	H1, H3, H4
7	4	Listening skills	H1, H5, H9



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

## **2009 HSC English (ESL) Paper 1 Marking Guidelines**

### **Section I**

#### **Question 1 (a) (i)**

*Outcomes assessed: H3, H6*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies ONE idea about belonging communicated in Text one	1

#### **Question 1 (a) (ii)**

*Outcomes assessed: H1, H3, H6, H7*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies an element or feature of the photograph and explains the effect	2
• Identifies an element of the photograph OR • Comments on the ideas in the photograph	1

**Question 1 (b)***Outcomes assessed: H6, H9***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides TWO correct reasons	2
• Provides ONE correct reason	1

**Question 1 (c)***Outcomes assessed: H6, H9***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies TWO ways and explains how they communicate a sense of ‘not belonging’	4
• Identifies TWO ways and explains how ONE communicates a sense of ‘not belonging’	3
• Identifies ONE way and explains how it communicates a sense of ‘not belonging’ OR • Identifies TWO ways	2
• Identifies or explains ONE way OR • Makes a generalised comment about the girl ‘not belonging’	1

**Question 1 (d)***Outcomes assessed: H6***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides TWO correct reasons	2
• Provides ONE correct reason	1

**Question 1 (e)***Outcomes assessed: H5, H6***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Explains the idea of encouraging individual action and gives an example of an action</li></ul>	2
<ul style="list-style-type: none"><li>Explains the idea of encouraging individual action</li></ul> OR <ul style="list-style-type: none"><li>Gives an example of an action</li></ul>	1

**Question 1 (f)***Outcomes assessed: H1, H4, H5, H8***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Identifies TWO persuasive techniques and explains their effects</li></ul>	4
<ul style="list-style-type: none"><li>Identifies TWO persuasive techniques and explains ONE effect</li></ul>	3
<ul style="list-style-type: none"><li>Identifies ONE persuasive technique and explains ONE effect</li></ul> OR <ul style="list-style-type: none"><li>Gives TWO persuasive techniques</li></ul>	2
<ul style="list-style-type: none"><li>Identifies ONE persuasive technique</li></ul> OR <ul style="list-style-type: none"><li>Refers to ONE effect</li></ul>	1

**Question 1 (g)***Outcomes assessed: H2, H4, H9, H11, H12***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Composes an effective description demonstrating a highly developed ability to communicate a sense of belonging</li><li>• Makes insightful connections between their own experience and the ideas in at least ONE text</li><li>• Sustains appropriate register</li></ul>	7–8
<ul style="list-style-type: none"><li>• Composes a sound description demonstrating a well-developed ability to communicate a sense of belonging</li><li>• Makes sound connections between their own experience and the ideas in at least ONE text</li><li>• Generally sustains register</li></ul>	5–6
<ul style="list-style-type: none"><li>• Composes a description demonstrating some ability to communicate a sense of belonging</li><li>• Makes simple connections between their own experience and the ideas in at least ONE text</li><li>• Demonstrates variable control of register</li></ul>	3–4
<ul style="list-style-type: none"><li>• Composes a simple, undeveloped response</li></ul> OR <ul style="list-style-type: none"><li>• Provides an incomplete response</li></ul>	1–2

## Section II

### Question 2

*Outcomes assessed: H1, H2, H3, H4, H5, H6, H9, H11*

#### MARKING GUIDELINES

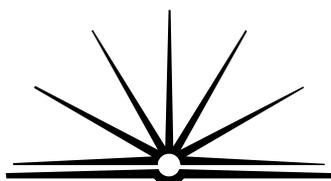
Criteria	Marks
<ul style="list-style-type: none"> <li>• Composes a highly effective response which fully addresses the question and demonstrates insightful understanding of ideas about and experiences of belonging</li> <li>• Demonstrates comprehensive knowledge of the texts and highly developed skills in interpretation of texts</li> <li>• Shows incisive 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 accurately 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 good understanding of ideas about and experiences of belonging</li> <li>• Demonstrates detailed knowledge of the texts and well developed skills in interpretation of texts</li> <li>• Shows intelligent 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 effectively and demonstrates some 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 understanding of ideas about and/or experiences of 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> </ul>	5–8

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates variable control of expression</li><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

# English (ESL) Paper 1

## 2009 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Paper 1, Section I</b>			
1 (a)(i)	1	Language Study within an Area of Study	H3, H6
1 (a)(ii)	2	Language Study within an Area of Study	H1, H3, H6, H7
1 (b)	2	Language Study within an Area of Study	H6, H9
1 (c)	4	Language Study within an Area of Study	H6, H9
1 (d)	2	Language Study within an Area of Study	H6
1 (e)	2	Language Study within an Area of Study	H5, H6
1 (f)	4	Language Study within an Area of Study	H1, H4, H5, H8
1 (g)	8	Language Study within an Area of Study	H2, H4, H9, H11, H12
<b>Paper 1, Section II</b>			
2	20	Language Study within an Area of Study	H1, H2, H3, H4, H5, H6, H9, H11



BOARD OF STUDIES  
NEW SOUTH WALES

## 2009 HSC English (ESL) Paper 2 Marking Guidelines

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

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

*Outcomes assessed: H1, H3, H4, H5, H9, H11, H13*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Composes a highly effective explanation of how the composer and/or editor creates Australian voices</li><li>• Demonstrates insightful understanding of the ways meaning is shaped through the text form</li><li>• Demonstrates insightful understanding of the prescribed text</li><li>• Uses language appropriate to audience, purpose and 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 composer and/or editor creates Australian voices</li><li>• Demonstrates thorough understanding of the ways meaning is shaped through the text form</li><li>• Demonstrates thorough understanding of the prescribed text</li><li>• Uses language appropriate to audience, purpose and form with clarity, fluency and good control of expression</li></ul>	13–16
<ul style="list-style-type: none"><li>• Composes a satisfactory explanation of how the composer and/or editor creates Australian voices</li><li>• Demonstrates sound understanding of the ways meaning is shaped through the text form</li><li>• Demonstrates sound understanding of the prescribed text</li><li>• Uses language appropriate to audience, purpose and form with satisfactory control of expression</li></ul>	9–12

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Composes a response that attempts to explain how the composer and/or editor creates Australian voices</li><li>• Demonstrates generalised knowledge of the ways meaning is shaped through the text form</li><li>• Demonstrates some understanding of the prescribed text</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 the creation of Australian voices</li><li>• Demonstrates elementary knowledge of the text form</li><li>• Demonstrates limited understanding of the prescribed text</li><li>• Demonstrates limited control of language</li></ul>	1–4

**Question 2 — Elective 2: Australian Visions***Outcomes assessed: H1, H3, H4, H5, H9, H11, H13***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Composes a highly effective explanation of how the composer creates Australian visions</li><li>• Demonstrates insightful understanding of the ways meaning is shaped through the text form</li><li>• Demonstrates insightful understanding of the prescribed text</li><li>• Uses language appropriate to audience, purpose and 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 composer creates Australian visions</li><li>• Demonstrates thorough understanding of the ways meaning is shaped through the text form</li><li>• Demonstrates thorough understanding of the prescribed text</li><li>• Uses language appropriate to audience, purpose and form with clarity, fluency and good control of expression</li></ul>	13–16
<ul style="list-style-type: none"><li>• Composes a satisfactory explanation of how the composer creates Australian visions</li><li>• Demonstrates sound understanding of the ways meaning is shaped through the text form</li><li>• Demonstrates sound understanding of the prescribed text</li><li>• Uses language appropriate to audience, purpose and 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 composer creates Australian visions</li><li>• Demonstrates generalised knowledge of the ways meaning is shaped through the text form</li><li>• Demonstrates some understanding of the prescribed text</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 the creation of Australian visions</li><li>• Demonstrates elementary knowledge of the text form</li><li>• Demonstrates limited understanding of the prescribed text</li><li>• Demonstrates limited control of language</li></ul>	1–4

## Section II — Module B: Texts and Society

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

*Outcomes assessed: H1, H3, H4, H5, H8, H11, H12*

#### MARKING GUIDELINES

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

### Question 4 — Elective 2: Academic English

*Outcomes assessed: H1, H3, H4, H5, H8, H11, H12*

#### MARKING GUIDELINES

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

# English (ESL) Paper 2

## 2009 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Paper 2, Section I — Module A: Experience Through Language</b>			
1	20	Experience Through Language — Australian Voices	H1, H3, H4, H5, H9, H11, H13
2	20	Experience Through Language — Australian Visions	H1, H3, H4, H5, H9, H11, H13
<b>Paper 2, Section II — Module B: Texts and Society</b>			
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