

This document shows the layout of the examination and provides some sample questions for each of the sections.

English as an Additional Language or Dialect (EAL/D)

Paper 2

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- General Instructions**
- Reading time – 5 minutes
 - Working time – 1 hour
 - Write using black pen

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- Total marks: 40**
- Section I – 20 marks** (page 3–4)
Attempt Question 1
- Allow about 30 minutes for this section
- Section II – 20 marks** (page 5–6)
Attempt Question 2
- Allow about 30 minutes for this section

The first HSC examination for the new English EAL/D Stage 6 syllabus will be held in 2019.

The first HSC examination for the new English EAL/D syllabus Stage 6 will be held in 2019.

The English EAL/D examination specifications can be found in the *Assessment and Reporting in English EAL/D Stage 6* document.

Questions require candidates to demonstrate knowledge, understanding and skills developed through studying the course. The Year 11 course is assumed knowledge for the Year 12 course.

There is no expectation that all of the Year 12 content will be examined each year. The examination will test a representative sample of the Year 12 content in any given year.

The following sample questions provide examples of some questions that may be found in HSC examinations for English EAL/D Paper 2. Each question has been mapped to show how the sample question relates to syllabus outcomes and content.

Marking guidelines for Section I and Section II are provided. The marking guidelines indicate the criteria associated with each mark range. In the examination, students will write their answers to Section I and Section II in separate writing booklets.

The sample questions, annotations and marking guidelines provide teachers and students with guidance as to the types of questions to expect and how they may be marked. They are not intended to be prescriptive.

Note:

- Comments in coloured boxes are annotations for the purpose of providing guidance for future examinations.

Section I — Module B: Language, Identity and Culture

20 marks

Attempt Question 1

Allow about 30 minutes for this section

There will be one question which will require a sustained response based on the candidate's prescribed text.

Your answers will be assessed on how well you:

- demonstrate understanding of how language is used to express cultural identity
- organise, develop and express ideas using language appropriate to audience, purpose and form

Example A (20 marks)

How does your prescribed text invite you to question cultural assumptions?

In your response, make close reference to your prescribed text.

This is a generic question for all prescribed texts.

Example B (20 marks)

In the opening voice-over to the film *Ten Canoes*, the Storyteller explains:

‘It’s not your story. It’s my story. A story like you’ve never seen before. But you want a proper story, huh? Then I must tell you something of my people and my land. Then you can see the story and know it.’

Stimulus material may include quotes, statements and extracts from texts.

Analyse how the film informs and influences people. In your response, refer to TWO key scenes from the film.

The question will inform students of the level of textual reference and detail required.

Example B is specific to a prescribed text.

The prescribed texts for Section I are:

- **Prose Fiction** – Tara June Winch, *Swallow the Air*
- **Drama** – Ray Lawler, *Summer of the Seventeenth Doll*

or

- Alana Valentine, *Shafana and Aunt Sarrinah*
- **Poetry** – Adam Aitken; Boey Kim Cheng and Michelle Cahill (eds), *Contemporary Asian Australian Poets*

The prescribed poems are:

- * Merlinda Bobis, *This is where it begins*
- * Eileen Chong, *My Hakka Grandmother*
- * Ee Tiang Hong, *Some New Perspectives*
- * Ouyang Yu, *The Double Man*
- * Jaya Savige, *Circular Breathing*
- * Maureen Ten (Ten Ch'in Ü), *Translucent Jade*

or

- Langston Hughes

The prescribed poems are:

- * *The Negro Speaks of Rivers*
- * *Aunt Sue's Stories*
- * *A Song to a Negro Wash-woman*
- * *I, Too*
- * *The Weary Blues*
- * *Theme for English B*
- * *Night Funeral in Harlem*

- **Nonfiction** – Lily Chan, *Toyo*
- **Film** – Rolf de Heer, *Ten Canoes*
- **Media** – Janet Merewether, *Reindeer in my Saami Heart*

Section II — Module C: Close Study of Texts

20 marks

Attempt Question 2

Allow 30 minutes for this section

There will be one question which will require a sustained response based on the candidate's prescribed text.

Your answer will be assessed on how well you:

- demonstrate understanding of a text's distinctive qualities and how these shape meaning
- organise, develop and express ideas using language appropriate to audience, purpose and form

Example A (20 marks)

To what extent does Jhumpa Lahiri use narrative voice to develop a deeper understanding of the importance of the past in *The Namesake*?

Example A is specific to a prescribed text and language concept.

Example B (20 marks)

Explain how your prescribed text invites us to reflect on ourselves and our world.

Example B is generic to all prescribed texts.

Example C (20 marks)

'*Away* highlights the fragility of human life and the brutal loneliness of grief.'

Stimulus material may include quotes, statements and extracts from texts.

To what extent do you agree with this statement?

In your response, refer to TWO key acts from the play.

This informs students of the level of textual reference and detail required.

Example C is specific to the prescribed text.

Section II continues on page 6

Section II (continued)

The prescribed texts are:

- **Prose Fiction** – Ray Bradbury, *Fahrenheit 451*

or

– Jhumpa Lahiri, *The Namesake*

- **Drama** – Michael Gow, *Away*

or

– Scott Rankin, *Namatjira* from *Namatjira & Ngapartji Ngapartji* –
Two plays by Scott Rankin

- **Poetry** – Emma Jones, *The Striped World*

The prescribed poems are:

* *Waking*

* *Farming*

* *Tiger in the Menagerie*

* *Window*

* *Equator*

* *Hush*

* *Painted Tigers*

- **Nonfiction** – Raymond Gaita, *Romulus, My Father*

- **Film** – Peter Weir, *The Truman Show*

- **Media** – Lucy Walker, *Waste Land*

End of sample questions

English as an Additional Language or Dialect (EAL/D) — Paper 2 Sample Questions Marking Guidelines

Section I

Example A

Criteria	Marks
<ul style="list-style-type: none"> • Skilfully explains the cultural assumptions explored in and through the text • Provides highly detailed analysis of how language forms, features and structures invite the reader to engage with ideas • Skilfully uses language features and structures of an analytical response 	17–20
<ul style="list-style-type: none"> • Explains the cultural assumptions explored in and through the text • Provides detailed analysis of how language forms, features and structures invite the reader to engage with ideas • Uses language features and structures of an analytical response effectively 	13–16
<ul style="list-style-type: none"> • Describes the cultural assumptions explored in and through the text • Provides sound analysis of how language forms, features and structures invite the reader to engage with ideas • Uses language features and structures of an analytical response adequately 	9–12
<ul style="list-style-type: none"> • Identifies a cultural assumption that is explored in and through the text • Provides some details and/or examples from the text • Attempts to use language structures and features of an analytical response 	5–8
<ul style="list-style-type: none"> • Presents an undeveloped response • Refers to the text in an elementary way; may rely on recount • Demonstrates minimal control of language and expression 	1–4

Example B

Criteria	Marks
<ul style="list-style-type: none"> • Skilfully explains how film techniques and language structures and features inform and influence the audience’s perceptions • Provides details and examples from the text in a discerning way • Skilfully uses language structures and features of an analytical response 	17–20
<ul style="list-style-type: none"> • Effectively explains how film techniques and language structures and features inform and influence the audience’s perceptions • Provides details and examples from the text in an effective way • Effectively uses language structures and features of an analytical response 	13–16
<ul style="list-style-type: none"> • Soundly explains how film techniques and language structures and features inform and/or influence the audience’s perceptions • Provides details and/or examples from the text in a sound way • Uses language structures and features of an analytical response 	9–12
<ul style="list-style-type: none"> • Identifies or describes film techniques and/or language structures and features • Provides some details and/or examples from the text • Attempts to use language structures and features of an analytical response 	5–8
<ul style="list-style-type: none"> • Presents an undeveloped response • Demonstrates minimal understanding of language, identity and culture • Refers to the film in an elementary way; may rely heavily on retelling the story • Demonstrates minimal control of language and expression 	1–4

Section II

Example A

Criteria	Marks
<ul style="list-style-type: none"> • Composes a highly effective response which evaluates the extent to which Lahiri has used narrative voice to develop a deeper understanding of the importance of the past in <i>The Namesake</i> • Demonstrates detailed textual knowledge and highly developed skills in interpretation of the text • Uses language appropriate to audience, purpose and form with clarity, fluency and sustained control of expression 	17–20
<ul style="list-style-type: none"> • Composes an effective response which evaluates the extent to which Lahiri has used narrative voice to develop a deeper understanding of the importance of the past in <i>The Namesake</i> • Demonstrates detailed textual knowledge of the text and well-developed skills in interpretation of the text • Uses language appropriate to audience, purpose and form with clarity, fluency and effective control of expression 	13–16
<ul style="list-style-type: none"> • Composes a satisfactory response which partially evaluates the extent to which Lahiri has used narrative voice to develop a deeper understanding of the importance of the past in <i>The Namesake</i> • Demonstrates adequate textual knowledge and satisfactory skills in interpretation of the text • Uses language features satisfactorily and demonstrates some control of expression 	9–12
<ul style="list-style-type: none"> • Composes a response that attempts to evaluate the extent to which Lahiri has used narrative voice to develop a deeper understanding of the importance of the past in <i>The Namesake</i> • Demonstrates some textual knowledge and some skill in interpretation of the text • Displays limited control of language forms, features and structures and variable control of expression 	5–8
<ul style="list-style-type: none"> • Composes an undeveloped response with limited reference to the ways Lahiri has used narrative voice • Demonstrates limited textual knowledge and limited skills in interpretation of the text • Demonstrates minimal control of language 	1–4

Example B

Criteria	Marks
<ul style="list-style-type: none"> • Composes a highly effective explanation of how the text invites us to reflect on ourselves and our world • Demonstrates highly developed skills in interpretation of the text • Uses language appropriate to audience, purpose and form with clarity, fluency and sustained control of expression 	17–20
<ul style="list-style-type: none"> • Composes an effective explanation of how the text invites us to reflect on ourselves and our world • Demonstrates well-developed skills in interpretation of the text • Uses language appropriate to audience, purpose and form with clarity, fluency and effective control of expression 	13–16
<ul style="list-style-type: none"> • Composes an explanation of how the text invites us to reflect on ourselves and our world • Demonstrates satisfactory skills in interpretation of the text • Uses language forms and structures satisfactorily to communicate ideas and information 	9–12
<ul style="list-style-type: none"> • Composes a response that attempts to explain how the text invites us to reflect on ourselves and our world • Demonstrates some skills in interpretation of the text • Displays developing control of language forms, features and structures and variable control of expression 	5–8
<ul style="list-style-type: none"> • Composes an undeveloped response with limited reference to how the text invites us to reflect on the world we are living in • Demonstrates limited skills in interpretation of the text • Demonstrates minimal control of language 	1–4

Example C

Criteria	Marks
<ul style="list-style-type: none"> • Composes a highly effective response that skilfully answers the question and addresses the stimulus • Demonstrates insightful understanding of the ways in which meaning is shaped through the text’s forms and conventions • Uses language appropriate to audience, purpose and form with clarity, fluency and sustained control of expression 	17–20
<ul style="list-style-type: none"> • Composes an effective response which answers the question and addresses the stimulus • Demonstrates thorough understanding of the ways in which meaning is shaped through the text’s forms and conventions • Uses language appropriate to audience, purpose and form with clarity, fluency and effective control of expression 	13–16
<ul style="list-style-type: none"> • Composes a satisfactory response which generally answers the question and addresses the stimulus • Demonstrates adequate understanding of the ways in which meaning is shaped through the text’s forms and conventions • Uses language forms and structures satisfactorily to communicate ideas and information 	9–12
<ul style="list-style-type: none"> • Composes a response that attempts to answer the question and address the stimulus • Demonstrates generalised understanding of the ways in which meaning is shaped through the text’s forms and conventions • Displays developing control of language forms, features and structures and variable control of expression 	5–8
<ul style="list-style-type: none"> • Composes an undeveloped response with limited reference to the question and stimulus • Demonstrates elementary knowledge of the text’s forms and conventions • Demonstrates minimal control of language 	1–4

HSC English as an Additional Language or Dialect (EAL/D) — Paper 2

Sample Questions Mapping Grid

Section I

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
Example A	20	Module B: Language, Identity and Culture	EAL12-1A, EAL12-3, EAL12-4, EAL12-5, EAL12-7, EAL12-8	2–6
Example B	20	Module B: Language, Identity and Culture	EAL12-1A, EAL12-3, EAL12-4, EAL12-5, EAL12-7, EAL12-8	2–6

Section II

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
Example A	20	Module C: Close Study of Texts	EAL12-1A, EAL12-3, EAL12-4, EAL12-5, EAL12-7	2–6
Example B	20	Module C: Close Study of Texts	EAL12-1A, EAL12-3, EAL12-4, EAL12-5, EAL12-7	2–6
Example C	20	Module C: Close Study of Texts	EAL12-1A, EAL12-3, EAL12-4, EAL12-5, EAL12-7	2–6