

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

English (EAL/D)

Listening Paper

**General
Instructions**

- Working time – 30 minutes including reading time and listening time
- Write using black pen

**Total marks:
15**

- Attempt Questions 1–xx

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

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

Questions will 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 the English EAL/D Listening paper. Each question has been mapped to show how the sample question relates to syllabus outcomes and content.

Marking guidelines and sample answers for the short-answer questions are provided. The marking guidelines indicate the criteria associated with each mark or mark range. In the examination, students will record their answers in the spaces provided on the examination paper.

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.

Listening Paper

Total marks – 15

There will be four to six questions. Questions may require an objective or short-answer response.

Listening material will relate to content explored in Module A and/or Module B. In this case it is Module A.

These questions are examples of the types of questions that may be asked in the Listening Paper. This is NOT a sample paper and therefore the marks do not aggregate to 15.

Answer the questions in the spaces provided. These spaces provide guidance for the expected length of response.

Your answers will be assessed on how well you:

- demonstrate understanding of the relationship between language, text, audience and purpose
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The Listening Task

You are about to hear extracts from an audio clip from *YouTube* called ‘Find a Youth’. The speaker, Ben Groom, was selected as the Australian representative to the United Nations Youth Assembly (UNYA) in 2007. In these extracts Ben talks about his role and a speech he made to the United Nations General Assembly in New York.

Before you hear the recording, you will have two minutes to read the questions printed in this paper.

As you are listening to the recording, follow the questions. You may write notes if you wish in the Candidate’s Notes spaces provided. Anything you write in the Candidate’s Notes spaces will NOT be marked.

You will hear the recording, then the questions will be read aloud. You will hear the recording a SECOND time, and then you will be given time to write your answers.

You now have two minutes to read the questions.

Question 1 (2 marks)

What is ONE reason that Ben gives for why the United Nations is relevant today? **2**

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CANDIDATE’S NOTES: *These notes will NOT be marked.*

Question 2 (1 mark)

What is the purpose of the United Nations Youth Assembly (UNYA)? **1**

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Question 3 (2 marks)

What was Ben’s motivation for moving to Geneva, the European headquarters of the United Nations? **2**

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Question 4 (3 marks)

Describe the features of Ben’s listening tour. **3**

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CANDIDATE’S NOTES: *These notes will NOT be marked.*

Question 5 (3 marks)

Identify ONE international and ONE local message that Ben sent to the United Nations on behalf of Australian youth. **3**

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Question 6 (2 marks)

What was the purpose of the leather-bound book Ben carried with him? **2**

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Question 7 (1 mark)

What did the book that Ben carried with him symbolise? **1**

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CANDIDATE'S NOTES: *These notes will NOT be marked.*

Question 8 (3 marks)

Explain how TWO features of Ben’s speech to the UN made it personal. **3**

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Question 9 (3 marks)

Explain what Ben means when he says that young people have ‘unwavering optimism’. **3**

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CANDIDATE’S NOTES: *These notes will NOT be marked.*

Question 10 (2 marks)

What is ONE significant reason that is given to encourage young people to participate in the United Nations?

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End of sample questions

CANDIDATE'S NOTES: *These notes will NOT be marked.*

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

Question 1

Criteria	Marks
<ul style="list-style-type: none"> Correctly identifies the reason that Ben gives for why the United Nations is relevant today 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

There are many global difficulties and challenges, such as climate change, that countries need to work together to address, and the United Nations is the only organisation in the world that brings global representation into one room.

Question 2

Criteria	Marks
<ul style="list-style-type: none"> Correctly identifies the purpose of UNYA 	1

Sample answer:

UNYA is dedicated to raising youth awareness of the United Nations.

Question 3

Criteria	Marks
• Provides an explanation of Ben’s motivation for moving to Geneva	2
• Provides some relevant information	1

Sample answer:

Ben wasn’t very interested in his university studies and he had a strong curiosity about the world we live in and an interest in the United Nations. He was enthusiastic to work with UN officials in Geneva.

Question 4

Criteria	Marks
• Provides a description of the listening tour	3
• Identifies some features of the tour	2
• Makes a relevant statement about the tour	1

Sample answer:

Ben travelled around Australia for several months. He crossed the country, travelling thousands of kilometres and visiting many cities, country towns and remote communities so that he could talk to a wide range of young people. He listened to diverse youth voices so that he could understand the thoughts and concerns of young people.

Question 5

Criteria	Marks
• Correctly identifies ONE international and ONE local message that Ben communicated to the UN	3
• Identifies international or local message that Ben communicated to the UN	2
• Provides some relevant information	1

Sample answer:

There are many issues that young people are concerned about. Internationally they are mostly concerned about climate change. Locally young people want to have their ideas heard and for the communication between young people and their leaders to improve.

Question 6

Criteria	Marks
• Demonstrates an understanding of the purpose of the book	2
• Provides some relevant information	1

Sample answer:

Ben carried the book with him so that he had an accurate record of the stories that he heard. The people that he met could write their stories or draw pictures about their life and the issues they cared about in their own way.

Question 7

Criteria	Marks
• Correctly identifies the symbolism of the book	1

Sample answer:

The book symbolised the commitment that Ben made to make sure that different voices would be heard on the world stage.

Question 8

Criteria	Marks
• Provides an explanation of TWO features that made the speech personal	3
• Demonstrates some understanding of the features that made the speech personal	2
• Makes a relevant statement about the speech	1

Sample answer:

Ben’s speech was much more personal than speeches that would normally be delivered in the UN because it wasn’t political and it didn’t use policy language. Ben’s speech was passionate and emotional. He told real stories from real people from all over Australia. He included a very personal story about a young Aboriginal boy and two trees that is a metaphor for hardship and hope to explain that young people are positive.

Question 9

Criteria	Marks
• Provides an explanation about Ben’s use of the term ‘unwavering optimism’	3
• Provides some information about Ben’s use of the term ‘unwavering optimism’	2
• Provides some relevant information	1

Sample answer:

Ben heard many stories about hardships, sadness and challenges around Australia but he still believes that most young people are very positive about the future. He uses the story of the young Aboriginal boy as an example of the spirit and energy of young people.

Question 10

Criteria	Marks
• Correctly identifies a reason that is given to encourage young people to participate in the United Nations	2
• Provides some relevant information	1

Sample answer:

Ben encourages all young people to take an interest in global issues and to have their ideas and opinions heard in international debate. He believes that young people have a lot to contribute to discussions that are relevant in their world.

HSC English as an Additional Language or Dialect (EAL/D) — Listening Paper Sample Questions Mapping Grid

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
1	2	Listening Skills	EAL 12-1B	2–3
2	1	Listening Skills	EAL 12-1B	2–3
3	2	Listening Skills	EAL 12-1B	2–4
4	3	Listening Skills	EAL 12-1B	2–4
5	3	Listening Skills	EAL 12-1B	2–4
6	2	Listening Skills	EAL 12-1B	2–4
7	1	Listening Skills	EAL 12-1B	4–5
8	3	Listening Skills	EAL 12-1B	3–6
9	3	Listening Skills	EAL 12-1B	3–6
10	2	Listening Skills	EAL 12-1B	2–4