**Year 10 English examination 2012 page 1**

**Year 10 English Examination**

**November 2012**

* You have **two hours** to complete this examination.
* You must write your answers on this paper and ask for extra paper if necessary.
* Use blue or black pen. Do not use twink.
* Attempt **ALL** questions.
* **You are advised to answer your essay responses FIRST.**

**Name:** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Form Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**English Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
|  |  | **Time to take** | **Marks** | **Grade** |
| **A** | **Literature Essay** | **40 mins** | **Achieved / Merit / Excellence** |  |
| **B** | **Film**  **Essay** | **40 mins** | **Achieved / Merit / Excellence** |  |
| **C** | **Prose**  **Comprehension** | **15 mins** | **Achieved / Merit / Excellence** |  |
| **D** | **Poetry Comprehension** | **15 mins** | **Achieved / Merit / Excellence** |  |
| **E** | **Static Image**  **Comprehension** | **10 mins** | **Achieved / Merit / Excellence** |  |
|  | **Total** | **120 mins** | **OVERALL COMPREHENSION GRADE:** |  |

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**Section A LITERATURE ESSAY**

Instructions

Write about ONE OR more written texts that you have **studied IN CLASS**.

If you choose to write about more than one text, the texts you write about could be the same type (eg, two poems) OR different text types (eg, a poem and a short story). You may have the same or different authors. You may compare or contrast the texts if you wish.

The text(s) can be any of the following:

novel

non-fiction

short story

poetry / song lyric

drama / play

OR a combination of the above (inter-textual studies).

Choose **ONE** of the topics below (1–6) and complete the planning box at the top of page 3.

|  |
| --- |
| Make sure you understand and can write about **BOTH** parts of the topic before you start writing.  Make sure your chosen topic suits the text(s). Write an essay of **AT LEAST 200 words**.  Support you points with specific details from the text(s). |

|  |  |
| --- | --- |
| **TOPICS (Choose ONE question)** | |
| 1. | Describe a **choice** made by a **character or individual** in the text(s).  Explain **how** this choice **brought about a change** in that character or individual. |
| 2. | Describe at least ONE **inspiring idea** in the text you have studied.  Explain why this idea inspired you. |
| 3. | Describe a **memorable setting** in the text(s).  Explain **how** this setting helped you **understand an important idea(s)** in the text(s).  *Note: Setting = time or place that the events of the text occur* |
| 4. | Describe at least **TWO** **language features** that helped make the writers **idea(s)** **clear** to you.  Explain **why** the language features made the **idea(s) clear** to you.  *Note: Language feature(s) could include imagery, style, vocabulary, or symbolism.* |
| 5. | Describe at least ONE **situation or** **event** that shocked or surprised you in the text(s).  Explain how this situation or event helped you understand an idea(s) in the text(s). |
| 6. | Describe at least ONE **significant relationship** in the text(s).  Explain why this relationship was significant in the text(s). |

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QUESTION: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TEXT(S): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

AUTHOR(S): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Planning Box**

Begin your essay response here.

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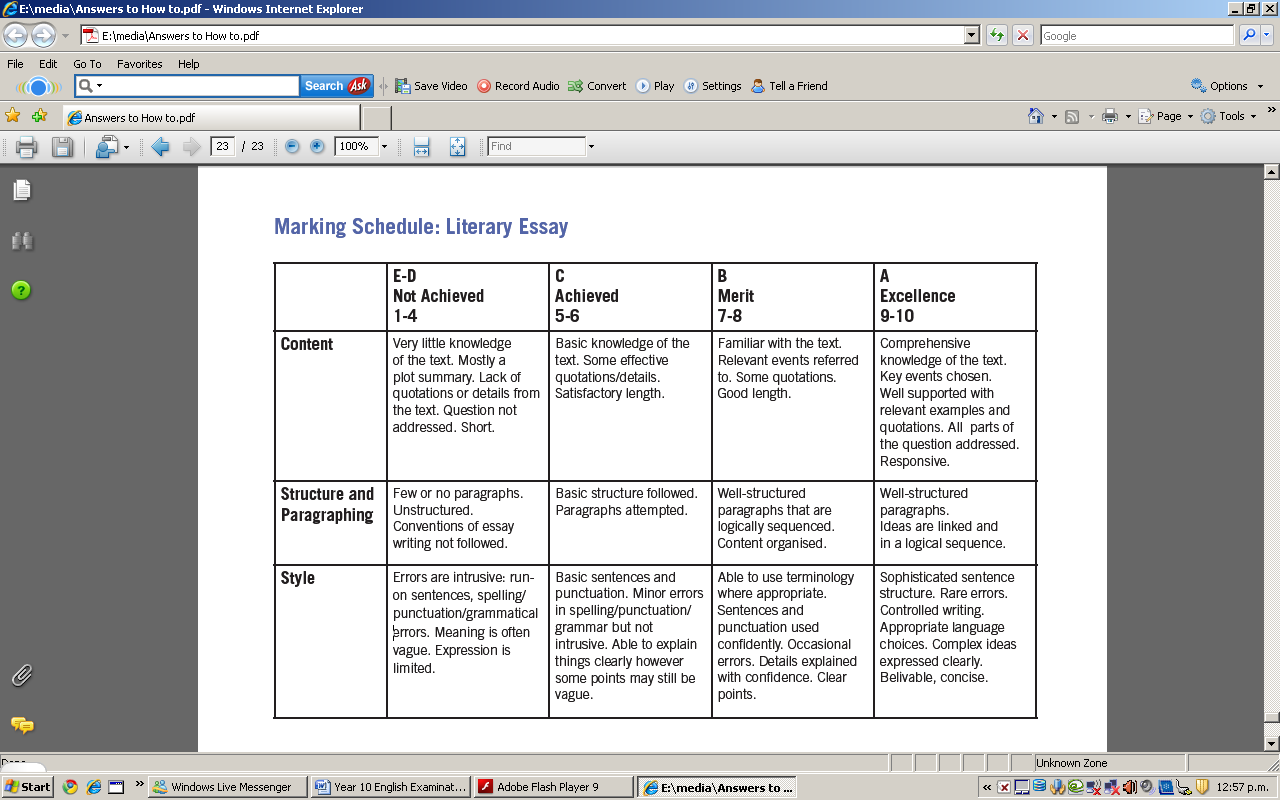
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**Section B FILM ESSAY**

Instructions

Write about ONE OR more **visual** texts that you have **studied IN CLASS**.

If you choose to write about more than one text you may compare or contrast the texts.

Choose **ONE** of the topics below (1–6) and complete the planning box at the top of page 9.

|  |
| --- |
| Make sure you understand and can write about **BOTH** parts of the topic before you start writing.  Make sure your chosen topic suits the text(s). Write an essay of **AT LEAST 200 words**.  Support you points with specific details from the text(s). You **MUST** discuss **film techniques**. |

**TOPICS: (Choose ONE question)**

|  |  |
| --- | --- |
| 1. | Describe a **choice** made by a **character or individual** in the text(s).  Explain **how** visual and or oral language features helped show a **change** in that character or individual as a result of this choice. |
| 2. | Describe at least ONE **inspiring idea** in the text(s) you have studied.  Explain how visual and or oral language features helped you understand this idea. |
| 3. | Describe a **memorable setting** in the text(s).  Explain **how** this setting helped you **understand an important idea(s)** in the text(s). Discuss visual and or oral language features in your response |
| 4. | Describe at least TWO **production features** that helped make the directors idea(s) clear to you.  Explain **why** the production feature(s) made the idea(s) clear to you.  *Note: productions features could include cinematography, props, lighting, sound, editing* |
| 5. | Describe at least ONE **situation or** **event** that shocked or surprised you in the text(s).  Explain how visual and/or oral features were used to make you feel shocked or surprised. |
| 6. | Describe at least ONE **significant relationship** in the text(s).  Explain how visual and/or oral features were used to help you understand this relationship. |
|  |

|  |  |  |
| --- | --- | --- |
| ***Visual / oral text features could include:*** | | |
| * *lighting* * *costumes*  */*  *props* * *camera shots / angles* | * *camera movement* * *music* * *sound effects* | * *voiceover narration* * *dialogue* * *diegetic / ambient sound* |

**Year 10 examination 2012 page 9**

QUESTION: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TEXT(S): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

AUTHOR(S): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Planning Box**

Begin your essay response here.

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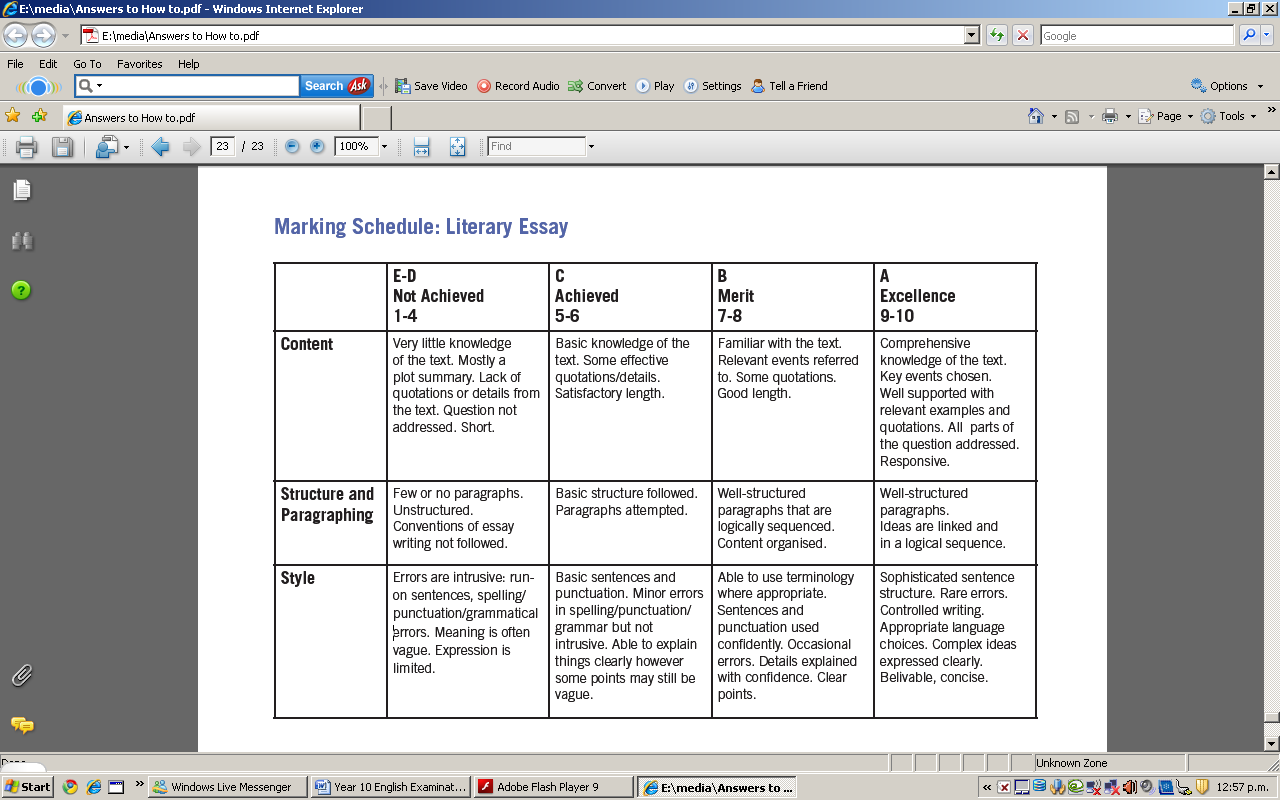
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**Marking Schedule: Film Essay**



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**Section C** **Comprehension – Prose**

**Extract from the novel *WONDER* – R.J Palacio**

1

I know I’m not an ordinary ten-year-old kid. I mean, sure, I do ordinary things. I eat ice cream. I ride my bike. I play ball. I have an Xbox. Stuff like that makes me ordinary. I guess. And I feel ordinary. Inside. But I know ordinary kids don’t make other ordinary kids run away screaming in playgrounds. I know ordinary kids don’t get stared at wherever they go.

5

If I found a magic lamp and I could have one wish, I would wish that I had a normal face that no one ever noticed at all. I would wish that I could walk down the street without people seeing me and then doing that look-away thing. Here’s what I think: the only reason I’m not ordinary is that no one else sees me that way. Mom and Dad don’t see me as ordinary, either. They see me as extraordinary. I think the only person in the world who realises how ordinary I am is me. My name is August, by the way. I won’t describe what I look like. Whatever you’re thinking, it’s probably worse.

10

Next week I start fifth grade. Since I’ve never been to a real school before I’m pretty much totally and completely petrified. People think I haven’t gone to school before because of the way I look, but it’s not that. It’s because of all the surgeries I’ve had. Twenty-seven since I was born. The bigger ones happened before I was even four years old, so I don’t remember those. But I’ve had two or three surgeries every year since then (some big, some small), and because I’m little for my age, and I have had some other medical mysteries that doctors never really figured out, I used to get sick a lot. That’s why my parents decided it was better if I didn’t go to school. I’m much stronger now, though. The last surgery I had was eight months ago, and I probably won’t have to have any more for another couple of years.

20

15

I can’t say I always wanted to go to school because that wouldn’t be exactly true. What I wanted was to go to school, but only if I could be like every other kid going to school. Have lots of friends and hang out after school and stuff like that.

Okay, so I admit that the first day of school I was so nervous that the butterflies in my stomach were more like pigeons flying around my insides. Mom and Dad were probably a little nervous too, but they acted all excited for me, taking pictures of me and Via before we left the house since it was Via’s first day of school, too.

25

Even though Beecher Prep is just a few blocks from our house, I’ve only been on that block a couple times before. In general, I try to avoid blocks where there are lots of kids roaming around. On our block, everybody knows me and I know everybody. I know every brick and every tree trunk and every crack in the sidewalk. I know Mrs Grimaldi, the lady who’s always sitting by her window, and the old guy who walks up and down the street whistling like a bird.

30

**…**

As soon as Dad closed the door, Mom pulled out the book she’d been reading to me the last couple weeks. I was relieved because I really was afraid she’d want to “talk”, and I just didn’t feel like doing that. But Mom didn’t seem to want to talk either. She just flipped through the pages until she got to where we had left off. We were about halfway through *The Hobbit*. I’m not sure why, but all of a sudden I started to cry. Mom put the book down and wrapped her arms around me. She didn’t seem surprised that I was crying. “It’s okay”, she whispered in my ear. “It’ll be ok.” “Why do I have to be so ugly, Mommy?” I whispered. She kissed me all over my face, she kissed my eyes that came down too far. She kissed my cheeks that looked punched in. She kissed my tortoise mouth. She said soft words that I know were meant to help me, but words can’t change my face.

40

35

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**QUESTIONS SECTION C**

1. How old is August?

1. 27
2. 10
3. 13
4. 5 **N / A**

2. *“I have an Xbox”* (line 2) is an example of what type of sentence?

1. Complex
2. Minor
3. Simple
4. Compound **N / A**

3. Identify the underlined **parts of speech** in the sentence below:

“I know **Mrs Grimaldi**, the lady who’s always **sitting** by **her** window” (line 31)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **N / A**

4. Identify three reasons in lines 1-15 why August does not consider himself “ordinary”

a.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**N / A / M**

5. In lines 12-23 what impression is given as to how August feels about starting school?

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Identify a **figure of speech** used in lines 24-27 which helps portray these feelings. Explain the **effect** of using this figure of speech.

Example:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Figure of speech: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Explanation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**N / A / M / E**

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6. What does the writer help you understand about August’s life in lines 28-33. Explain **how** the writer helps you understand these ideas. Provide **examples** from the text to support your answer.

***(Note: HOW implies that you should refer to language features in your answer)***

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**N / A / M / E**

7. What impression is given in lines 34-43 as to August’s first experience of school?

Explain **how** the author has created this understanding. Provide **examples** from the text to support your answer

***(Note: HOW implies that you should refer to language features in your answer)***

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**N / A / M / E**

**Year 10 English examination 2012 page 17**

**Section D Comprehension - Poetry**

**Manchester Street 26 February 2011**

No birdcalls, no voices, no engines.  
 The buildings silent all around.  
 The heartbeat of a once vibrant city.  
 Now on life support.

5 Mountains of bricks and rubble!  
 The thought goes unspoken.  
 How many died here?  
 How many were injured?

Broken facades like giant dolls houses.  
 10 Chairs, tables, curtains, pictures.  
 Revealed for all to see.  
 But there is no one to see them.

Only two engineers and myself,  
 walking up Manchester Street.  
 15 Subconsciously quiet.  
 As if any noise will disturb the silence.

The scuffing of boots sounds strangely loud.  
 The radio bursts into life.  
 A warning about more road closures!  
 20 Then itself returns to silence.

Ahead of us, looking north,  
 the piles of rubble only get bigger.  
 The Hotel Grand Chancellor,  
 leans over all, brooding silently.

25 We are not quite alone!  
 In the distance, another team.  
 Responder and engineers.  
 On the same task as ourselves.

We walk quietly, subdued.  
 30 Awed by the power of nature.  
 Keen to return to base.  
 To await the next tasking!

**Pete Seager**

*(NB:* ***Manchester Street*** *is one of the main streets in Christchurch, South Island, New Zealand)*

**Year 10 English examination 2012 page 18**

**QUESTIONS SECTION D:**

1. What **‘power of nature’** is being described in the poem?

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**N / A**

2. In this poem why is the narrator on Manchester Street? What is the **narrator’s** job?

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**N / A**

3. In stanza 2, (lines 5-8) the narrator asks *“How many died here? How many were injured?”.* Identify the language feature used in this example and explain the effect.

Language Feature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Explanation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**N / A / M**

4. Identify the underlined **figure of speech** used in *“The Scuffing of boots sounds strangely loud”* (line 17). Explain the **effect** of using this figure of speech.

Figure of speech: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Explanation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**N / A / M**

5. Identify **an example of personification** used in lines 17-24. Explain the **effect** of using this figure of speech.

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Explanation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**N / A / M**

**Year 10 English examination 2012 page 19**

6. What image of Manchester Street is created in Stanzas 1-3 (lines 1-12). Explain **how** the poet has helped you imagine what Manchester Street looks like. Support your answer with **evidence** from the text.

***(Note: HOW implies that you should refer to language features in your answer)***

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**N / A / M / E**

7. Explain **how** the idea of **silence** or **sound** is developed throughout the poem. Support with **evidence** from the text. Link your ideas to the **purpose** of the poem.

***(Note: How implies that you should refer to language features in your answer)***

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**N / A / M / E**

**Year 10 English examination 2012 page 20**

****Section E Comprehension - Static Image**

Red

Blue

Red

Background is black and grey

Blue

**(Animals around the world are losing their habitats due to climate change. By recycling glass, plastic, cardboard and paper, you can help prevent this. Take action right now.)**

**QUESTIONS SECTION E:**

1. What is the main **purpose** or **message** of this static image?

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**N / A**

2. Who is the **target audience** of the static image? Be specific.

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**N / A**

3. Identify a **verbal language feature** used to provide the target audience with a **solution** to this issue. Support your answer with **evidence** from the text.

Language Feature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**N / A / M**

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4. Identify how **verbal language features** are used in this static image to try and **persuade** people to support this cause. Provide examples from the text.

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**N / A / M / E**

5. Identify how **visual language features** are used in this static image to try and **persuade** people to support this cause. Provide examples from the text.

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