

**YEAR 10 ENGLISH EXAMINATION
SEMESTER ONE 2017
QUESTION AND ANSWER BOOK**



**KINROSS
COLLEGE**
Believe · Act · Achieve

STUDENT NAME:
TEACHER NAME:
DATE:

TIME ALLOWED FOR THIS PAPER

Reading time before commencing work: Ten minutes
Working time for paper: Two hours

MATERIALS REQUIRED/RECOMMENDED FOR THIS PAPER

TO BE PROVIDED BY THE SUPERVISOR

This Question Paper
Standard Answer Book

TO BE PROVIDED BY THE CANDIDATE

Standard items: pens, pencils, eraser or correction fluid, ruler, highlighter
Special items: nil

IMPORTANT NOTE TO CANDIDATES

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

Structure of this paper

Section	Number of questions available	Number of questions to be attempted	Suggested working time (minutes)	Marks available
Section One: Reading	1	1	60	50
Section Two: Writing	4	1	60	50
Total Marks				100

Instructions to candidates

1. Make sure you write the number of the question being answered.
2. Write your answers to each section in the appropriate Answer Book.
3. You must be careful to confine your responses to the specific questions asked and to follow any instructions that are specific to a particular question. If you fail to comply you will be penalised.

SECTION ONE: READING

Allow 60 minutes for this section (50 marks)

There is only one question and one text in this section.

Read the text “A Mother’s Fondness” by Marion Stewart and answer the question, with close reference to the text.

1 Discuss the ways that narrative conventions have shaped your response to the issues, conflicts and / or characters in the text.

(Narrative conventions are devices such as characterisation, point of view, setting, language, the plot, symbolism)

In your response, you may wish to consider:

- The issues, conflicts and characters explored in the story
- Your reaction to those issues, conflicts and / or characters
- How particular narrative conventions shaped those responses or reactions. For example, how did the narrative point of view affect the way you responded to each character?

(See next page for text.)

A Mother's Fondness – Marion Rachel Stewart.

A Mother's Fondness takes us through the relationship of a mother and a teenage daughter.

The first account 'The Mother' I placed myself in the dominant reading position (Moon, 2010, p.129). I saw the mother as a concerned parent who cared dearly about her daughter's safety, but lacked a connection with her, as she did not show her any emotion or concern once she found her. This is due to a great lack in communication.

I saw the daughter to be a very selfish, angry and rude young girl. She did not bother to call her mother to tell her where she was or even apologise. This is evident in that 'she was very quiet and looked at me (mother) coldly'.

The second account 'The Daughter' my reading position changed to the resistant position. My view on the daughter changed, I saw her as lonely, fearful and a thoughtful child. She was so lonely that she confided in a person she hardly knew, rather than her mother. She was fearful of her mother, as all they seemed to do was have a 'row', even though she was careless in not being conscientious of the time, she was thoughtful in being concerned about her mother's feeling as to where she was, "Mum'll go daft".

My view on the mother changed also. She appeared to be a 'worry wart' (overly concerned) in having pessimistic thoughts. She justified everything by saying 'It was my fault she was as she was... I had brought it on myself.' The communication between the two still remains poor.

When looking at the text as one, you can see both characters are headstrong and lack emotional connection, through their lack of communication.

Examining why I have viewed the characters in this way I have to look at my own personal beliefs and values. I feel a connection with the daughter in the second passage as my own relationship with my mother lacks emotional connection. She over reacts in an exaggerated manner and doesn't listen, which results in a breakdown in communication. All things that cause tensions are dismissed and ignored.

Culturally I see the mother and daughter in the discourse as white middle-class women. My partner's family, who are of an Asian background, would not dismiss the issues that were raised in this story. Issues of any manner would not be dismissed, and they would be settled on the spot. In the workshop we were asked the effects of having the two texts juxtaposed, not integrated. Looking at this in detail I saw it outlines the relationship of the mother and daughter.

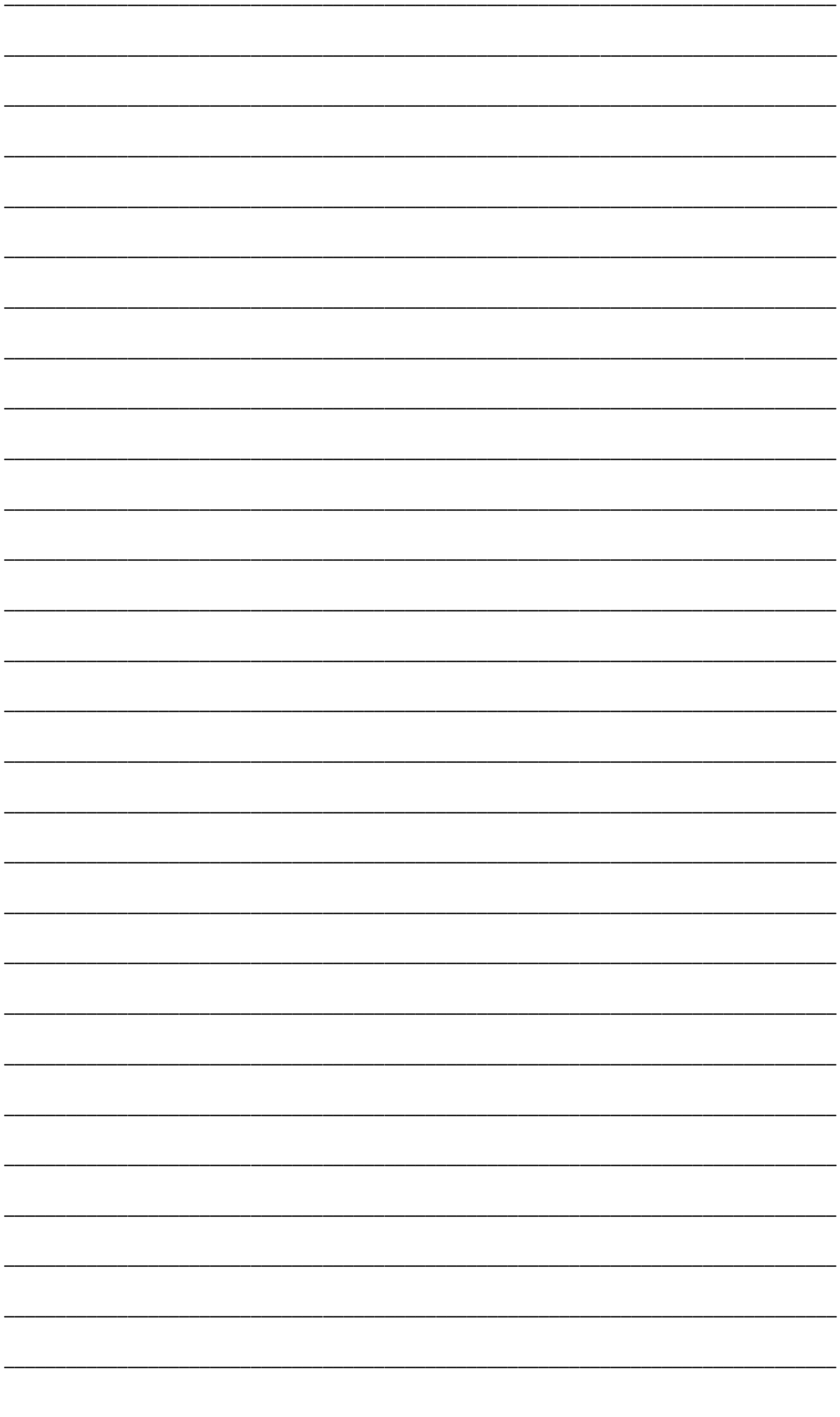
They have a conflicting relationship which the use of juxtaposing the two, shows how separated they are from one another. It also makes parallels of how alike they are, as they both want to be shown love, through the emotions of caring and concern for one another.

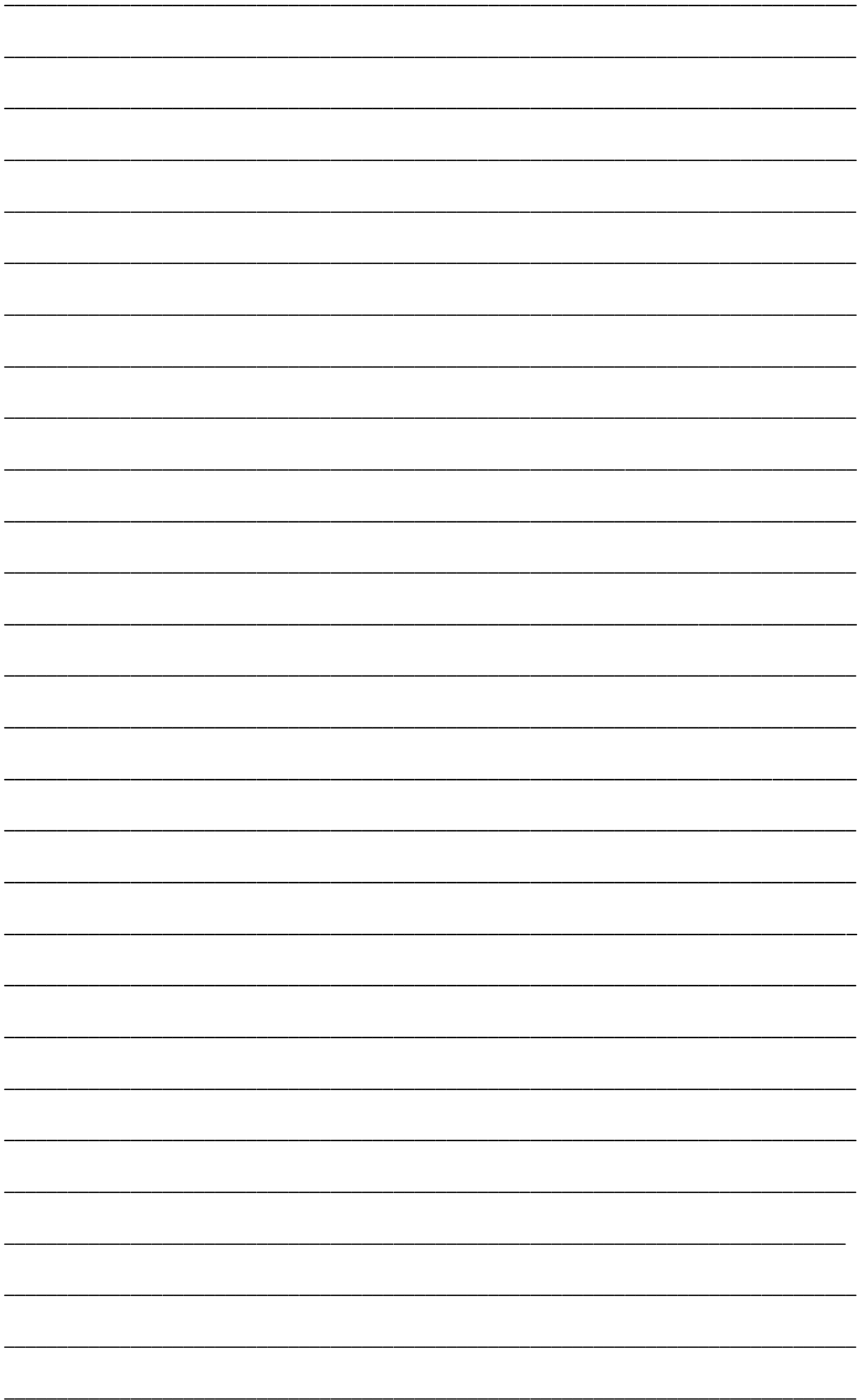
'A Mother's Fondness' caused my reading positions to change from dominant to resistant, which is what the author's purpose was in juxtaposing not integrating the two accounts.

The use of identifying this is a useful teaching tool. Using these tool students can make the connection between the differences and the similarities of the characters, in turn allowing students to challenge or clarify their original reading positions.

References

Moon, B. (2001) *Literary Terms: A Practice Glossary*. Cottesloe, W.A: Chalkface Press. Stewart, M.R. A Mother's Fondness. In B.Mellor, M. O'Neil & A. Patterson (Eds.) *Reading Stories* (p. 4-10). Scarborough: Chalkface Press.





SECTION TWO: WRITING

Allow 60 minutes to complete this section (50 marks)

You must select and answer **one** question only.

1 The more technology progresses, the more disconnected people become from each other.

Write an article which might appear in a popular magazine in response to this question.

2. Dystopian protagonists typically undergo a journey of realisation over the course of the novel, in which they become aware of the injustices of their community and begin to openly rebel. Discuss the ways in which the protagonist of a text you have studied goes through a transformation and explain what realisations contribute to this change.

3. Use one of the sentences below as a stimulus for a piece of creative writing (e.g. short story, journal extract)

Seeing it for the first time sent a shiver down my spine...

As I approached the door, I wondered what I would find on the other side...

Time stood still...

END OF EXAM (Working sheets attached)