

Time: 3 Hours

**A Grammar: 60 Marks**

1. Fill in the blanks in the following text with articles (a/an/the) as necessary. Some of the blanks may not require an article. Put a cross (x) in those blanks. .5×10=5  
 Life is full of (a) — unfavourable circumstance. (b) — great men in (c) — world bravely faced (d) — adverse situations. These situations bring out (e) — man's latent qualities. (f) — people in such circumstances learn many virtues like fortitude and bravery. Only (g) — virtuous and brave men can conquer (h) — obstacles of life. (i) — adverse situations have glorified (j) — mind and character of great men.
2. Complete the text with suitable preposition. .5×10=5  
 Vidyasagar came (a) — a very poor family. He could not collect the small amount (b) — money to buy oil (c) — his lamp. (d) — night he sat down (e) — a lamp post beside the road (f) — reading. As the economic condition (g) — his father was not sound, he had to acquire learning (h) — great hardship. He is one (i) — the most blazing examples in scholarship and knowledge of the poor (j) — the society.
3. Complete the sentences with suitable phrase/words given in the box. .5×10=5

had better	as soon as	was born
have to	as if	there
would rather	what's it like	let alone
what does ... look like		

- (a) — jumping from plane with a parachute? It must be thrilling.
- (b) Your father is ill. You — take him to hospital.
- (c) The boy cannot remember my name, — my phone number. He saw me long ago.
- (d) — is a hue and cry on the road. Something must have happened.
- (e) Florence Nightingale — in a rich family. But she chose to be a nurse to serve the ill.
- 
- (f) He — study English than Law. He has interest in literature.
- (g) I stopped — I met my friend, Rafiq. It is many years since I saw him last.
- (h) — does the device — ? Is it easily portable?
- (i) The boy speaks — he did the work. Nobody likes him for this.
- (j) You — walk fast. Otherwise, you will miss the class.
4. Complete the sentences using suitable clauses/phrases. .5×10=5
- (a) Perseverance is the constant effort —
- (b) In other words it is the continuation of a difficult and tiring work until —
- (c) It is very important —
- (d) Virtually nothing is impossible for us —
- (e) Those — cannot be successful in life.
- (f) In every sphere of our life — is great.
- (g) The great men reached the peak of success as —
- (h) We should follow their footprints —
- (i) Perseverance always — we become useful to both ourselves and the nation.
- (j) So, we must develop a mentality of perseverance in order to —
5. Read the text and fill the gaps with the correct form of verbs as per subject and context. .5×10=5  
 By the year 2016 we (a) — (take) our final board exam. Day by day our tension (b) — (grow) higher and higher as the exam is approaching. It is high time we (c) — (prepare) ourselves for the final test. Had we been a bit careful, we (d) — (finish) our syllabus fairly well. However, when our parents want to (e) — (know) how our preparation is we answered as though we (f) — (learn) all the chapters of all books just to convince them. Now, time (g) — (come) to give up our bad habits. We will awake, raise and not stop until we get (h) — (admit) into a university, a good result is (i) — (achieve) and our success is not (j) — (accomplish).

# Hsc Model Questions 2014 English 2nd Paper

**Mark Steyvers**



## **Hsc Model Questions 2014 English 2nd Paper:**

**HSC Golden Guide to English** Wafa Khan, 2017-02-05 HSC Golden Guide to English Advanced is a textbook designed to teach students how to craft Band 6 level responses in English. The textbook is modelled on the highly successful educational method of example based learning. Each piece of guidance provided in the textbook is supported by Band 6 examples using prescribed texts from the 2018 Year 12 Advanced English syllabus so that students may see and learn for themselves how to improve their writing. The strategic philosophy of the textbook allows students to independently master HSC English without having to rely on tutoring or copious amounts of memorisation. The 250 pages textbooks are divided into three sections: Practical Skills including guides to essay preparation, essay writing, adapting to exam questions, writing in different formats such as speech and supporting workbook exercises; Discovery including syllabus deconstruction and clarification, creative writing, responding to short answer questions; 2018 Discovery texts, adapting to Discovery exam questions and supporting workbook exercises; Modules A B C including syllabus deconstruction and clarification; 2018 Modules texts, adapting to Modules exam questions and supporting workbook exercises.

**Cambridge Checkpoints HSC Standard English 2017**

Mel Dixon, Kate Murphy, Amy Hughes, 2016-06-28 *Cambridge Checkpoints HSC Advanced English 2017* Melpomene

Dixon, Kate Murphy, Amy Hughes, 2016-06-28 *Charting an Asian Trajectory for Literacy Education* Su Li

Chong, 2021-03-14 Weaving outwards from a centripetal force of biographical stances, this book presents the collective perspectives of literacy researchers from Brunei, China, Hong Kong, Malaysia, Singapore, the Philippines, and Taiwan. It represents the first all-Asian initiative to showcase the region's post-colonial multilingual and multicultural narratives of literacy education. This book provides a much-needed platform that initiates important conversations about literacy as a sociocultural practice in a region that is both challenged and shaped by sociocultural influence unique to Asia's historical and geopolitical trajectory. Driven by the authors' lived experiences of becoming literate, as well as their empirical research work in later years, each chapter brings decades of biographical narratives and collective empirical research findings to bear. Within the book are negotiations about literacy across and within home and school contexts, transactions of literature, text and reader, and considerations of the literacy policy practice nexus. These trajectories, while divergent in their issues, come together as shared lived experience located in local contexts, considered through global perspectives. As Asia looks set to become the 21st century's new economic and labour force, the need to understand the sociocultural milieu of this region cannot be understated. This book on literacy education in Asia contributes to the larger narrative.

*Local Research and Glocal Perspectives in English Language Teaching* Rubina Khan, Ahmed Bashir, Bijoy Lal Basu, Md. Elias Uddin, 2023-01-01

This book provides an overview of recent trends and developments in the field of English language education. It showcases research endeavors from a heterogeneous group of scholars from different parts of the world and brings together perspectives from both experienced and emerging scholars. This book provides a platform for established as well as emerging practitioners.

and scholars in the field of English Language Teaching to share their research It synthesizes local expertise and culture with innovative ideas from other contexts and brings theory and practice together in one volume

**Handbook of Human and Social Conditions in Assessment** Gavin T. L. Brown, Lois R. Harris, 2016-06-23 The Handbook of Human and Social Conditions in Assessment is the first book to explore assessment issues and opportunities occurring due to the real world of human cultural historical and societal influences upon assessment practices policies and statistical modeling With chapters written by experts in the field this book engages with numerous forms of assessment from classroom level formative assessment practices to national accountability and international comparative testing practices all of which are significantly influenced by social and cultural conditions A unique and timely contribution to the field of Educational Psychology the Handbook of Human and Social Conditions in Assessment is written for researchers educators and policy makers interested in how social and human complexity affect assessment at all levels of learning Organized into four sections this volume examines assessment in relation to teachers students classroom conditions and cultural factors Each section is comprised of a series of chapters followed by a discussant chapter that synthesizes key ideas and offers directions for future research Taken together the chapters in this volume demonstrate that teachers test creators and policy makers must account for the human and social conditions that shape assessment if they are to implement successful assessment practices which accomplish their intended outcomes

**Knowledge-building** Karl Maton, Susan Hood, Suellen Shay, 2015-10-08 Education and knowledge have never been more important to society yet research is segmented by approach methodology or topic Legitimation Code Theory or LCT extends and integrates insights from Pierre Bourdieu and Basil Bernstein to offer a framework for research and practice that overcomes segmentalism This book shows how LCT can be used to build knowledge about education and society Comprising original papers by an international and multidisciplinary group of scholars Knowledge building offers the first primer in this fast growing approach Through case studies of major research projects Part I provides practical insights into how LCT can be used to build knowledge by enabling dialogue between theory and data in qualitative research bringing together quantitative and qualitative methodologies in mixed methods research relating theory and practice in praxis conducting interdisciplinary studies with systemic functional linguistics Part II offers a series of studies of pressing issues facing knowledge building in education and beyond encompassing diverse subject areas including physics English cultural studies music and design educational sites schooling vocational education and higher education practices of research curriculum pedagogy and assessment both education and informal learning contexts such as museums and masonic lodges Carefully sequenced and interrelated these chapters form a coherent collection that gives a unique insight into one of the most thought provoking and innovative ways of building knowledge about knowledge building in education and society to have emerged this century This book is essential reading for all serious students and scholars of education sociology and linguistics

*Sustainable Buildings and Structures* Jun Xia, 2015-10-07 Sustainable Buildings and Structures collects the

contributions presented at the 1st International Conference on Sustainable Buildings and Structures Suzhou China 29  
October 1 November 2016 The book aims to share thoughts and ideas on sustainable approaches to urban planning  
engineering design and construction The topics discussed include **Metals Abstracts** ,1993 English (Advanced).  
SHORE - Sydney Church of England Grammar School,2000

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web principle of work and energy the work energy principle says states that the change in kinetic energy of a body is equivalent to the net work done on the body this information is referred to as the work energy principle and is derivable from the law conservation of energy here  $k_e f$  is the final kinetic energy and  $k_e i$  is the initial

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web the work energy theorem also supports this conclusion and it states that the work done by the net force on a body is equal to the change in kinetic energy this happens because as work is done on an object potential energy is be stored in that object

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web work is a force applied over a distance so for example pushing a box with 10 newtons of force for 15 meters is work but memorizing the equation for work isn t actual work in physics work

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web the work energy theorem states that the net total work done on a system is equal to its increase in kinetic energy you will determine the work done on a nearly frictionless cart and show that the work done is equal to the increase in kinetic energy of the cart

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question 1 the step by step procedure to solve any problem is called algorithm question 2 flowcharts are the pictorial representation of a program question 3 the process of drawing a flowchart for an algorithm is known as flowcharting question 4 an algorithm should involve finite number of steps to reach a solution question 5

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question 1 the first symbol in a flowchart is the start symbol question 2 a flowchart is a pictorial representation of a sequence of instructions that are required to solve a problem question 3 flow lines are used to connect different boxes question 4 the decision box is used for making decisions as well as comparisons question 5

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oct 2 2023 1 macro flowchart is also called as simple detailed flowchart less detail flowchart more detail flowchart none 2 gui stands for graphical user interface graphical input unit graph under instruction none 3 terminal symbol in a flowchart indicates end processing input and output decision 4 continue statement

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