

- (e) The phrase 'well-known' is a/an——
☒ adjective phrase (ii) adverbial phrase
☐ noun phrase (iv) prepositional phrase
- (f) 'Tutelage' in the text could be best replaced by——
 (i) tuition (ii) tutor (iii) address ☒ Guardianship
- (g) Road no. 32 is a ——
 (i) road only (ii) residence
☒ part of the history of Bangladesh (iv) President house
- (h) The play 'Kabar' is written by——
 (i) Ustad Ful Mohammad (ii) Dhaka Theatre
☐ Sponson Shilpi Gosthi ☒ Shaheed Munir Chowdhury
- (i) A playwright is a person who——
 (i) acts on the stage (ii) stages a play
☒ writes a drama (iv) makes a cinema
- (j) Sheikh Kamal started his day by——
 (i) playing cricket ☒ practicing the sitar
 (iii) rehearsing a play (iv) playing basketball

B. Answer the following questions :

3×5=15

- (a) What do you know about the parentage and birth place of Sheikh Kamal?
- (b) Sheikh Kamal was both a sports lover and a good organizer. Do you agree? Give reasons for your answer.
- (c) What do you know about Sheikh Kamal's participation in cultural activities?
- (d) What type of life did Sheikh Kamal lead?
- (e) How did Sheikh Kamal spend his childhood?

2. Read the following text and make a flow chart showing Jerry's extraordinary character in each of the boxes. (No.1 has been done for you.)

1×5=5

At daylight I was half-awakened by the sound of chopping. Again it was so even in texture that I went back to sleep. When I left my bed in the cool morning, the boy had come and gone, and a stack of kindling was neat against the cabin wall. He came after school in the afternoon and worked until time to return to the orphanage. His name was Jerry he had been at the orphanage since he was four. I could picture him at four, with the same grave gray-blue eyes and the same—independence. No, the word that comes to me is 'integrity' It is bedded on courage, but it is more than brave. It is honest, but it is more than honesty. The axe handle broke one day. Jerry said the woodshop at the orphanage would repair it. I brought money to pay for the job and he refused it. "I'll pay for it," he said. "I broke it. I brought the axe down careless." "But no one hits accurately every time." I told him. "The fault was in the wood of the handle. I'll see the man from whom I bought it." It was only then that he would take the money. He was standing back of his own carelessness. He was a free-will agent and he chose to do careful work, and if he failed, he took the responsibility without subterfuge.

1. A boy of integrity → 2. → 3. → 4. → 5. → 6.

1. A boy of integrity

2. A boy of courage

3. An icon of bravery

4. An example of honesty

5. A free will agent

6. A boy of responsibility

Hsc 2013 English Question Paper

Greg Powers



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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 **Engaging Curriculum** Bill Green, 2017-09-18 Explicitly linking curriculum inquiry to English education via recurring themes of representation democracy and knowledge this book is a call for both researchers and practitioners to engage with curriculum explicitly and deliberatively as both a concept and a question The approach is broadly conceptual and constitutes an exercise in theoretical and philosophical inquiry While deeply informed by North American debates and developments this book offers a distinctive counterpoint and a strategically ex centric perspective being equally informed by the curriculum scene in Australia as well as the UK and elsewhere Divided into two sections this book first addresses matters of general curriculum inquiry while the second turns more specifically to English teaching and to associated questions of language literacy and literature in L1 education Green brings the two together through a critical examination of the Australian national curriculum especially in its implications and challenges for English teaching and with due regard for the project of transnational curriculum inquiry **Cambridge HSC Mathematics General 2** Greg Powers, 2013-06-19 Designed to cater fo a wide range of learning styles and abilities this student friendly text prepares every student for their HSC exams and reinforces the skills you need to manage your personal fianances and to effectively participate in an increasingly complex society

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 **Reforming**

Literature Education in Malaysia 1957 - 2020 Jia Wei Lim, 2024-08-12 Lim traces the complexities in construction and implementation of a school subject namely Literature in English in Malaysia through a focused and grounded narrative where tensions regarding identity reader response and conceptualisations about literature play out in a postcolonial context The book demonstrates the need to think about school subjects as abstract concepts negotiated at various levels be it during curriculum construction or in the classroom These conceptualisations of the subject are further influenced by contemporary concerns and sociopolitical changes over time As such the scope of this book ranges from pre independence Malaysia then Malaya from the 1950s till the current phase of the subject s development in the 21st century The volume illustrates the complex interplay of historical cultural and social influences on the conceptualisation of English literature as a school subject in Malaysia Lim traces examines and interprets its development as an elective subject in the context of post secondary Malaysian education and engages with current trends in education such as internationalization and standardized assessment Lim also highlights the importance of teacher and student lived experiences to argue that personal conceptualisations of the school subject are actualized and negotiated in classroom discourse Offering unique insights into studying Literature in English in a postcolonial context the book will appeal to researchers students and practitioners in the fields of history of education curriculum reform and literature education International Perspectives on the Teaching of Literature in Schools

Andrew Goodwyn, Cal Durrant, Louann Reid, Lisa Scherff, 2017-08-31 Literature teaching remains central to the teaching of English around the world This edited text brings together expert global figures under the banner of the International Federation for the Teaching of English IFTE The book captures a state of the art snapshot of leading trends in current literature teaching as well as detailing predicted trends for the future The expert scholar and leading teacher contributors coming from a wide range of countries with fascinatingly diverse approaches to literature teaching cover a range of central and fundamental topics literature and diversity digital literatures pedagogy and reader response mother tongues the business of reading publishers adolescent fiction and censorship assessing responses to literature the changing definitions of literature and multimodal texts The collection reviews the consistently important place of literature in the education of young people and provides international evidence of its enduring value and contribution to education resisting the functionalist and narrowly nationalist perspectives of misguided government authorities International Perspectives on the Teaching of Literature in Schools will be of value to researchers PhD students literature scholars practitioners teacher educators teachers and all those in the extensive academic community interested in English and literacy around the world A

Holistic Home-School-Community Model for Learning Chinese Language Tse Shek Kam, Laing Victor, 2021-09-28 This book contains the compilation of studies from a 5 year project aimed at improving the Chinese teaching and learning as a second language for non Chinese speaking preschoolers in Hong Kong In this project a home school community model was used in an attempt to address the teaching and learning of Chinese for non Chinese speaking preschoolers moving from a traditional

school centred teaching approach to a holistic approach This allows them to learn in the same space and environment on the same topics creating an inclusive classroom that does not compromise the teaching and learning of Chinese for both local and non Chinese speaking preschoolers Issues such as medium of instruction language progression silent period multicultural teaching assistants multilingual learning facilitators parent changes and effective teaching are studied and discussed *Making Sense of Mass Education* Gordon Tait, Nerida Spina, Jenna Gillett-Swan, Peter O'Brien, 2023-01-10

Making Sense of Mass Education provides a contemporary analysis of the ideas and issues that have traditionally dominated education research challenging outdated preconceptions with fundamental theory and discussion It takes a demythologising approach in assessing these issues and their relevance to schooling and education in Australia This text examines the cultural context of education and the influence of external media and new technologies and highlights the many forms of discrimination in education including social class race and gender It looks at alternative approaches to education including the repercussions of gathering data to measure school performance and considers the intersection of ethics and philosophy in classroom teaching The fourth edition expands on these issues with three new chapters on sexuality children's rights and neoliberalism and the marketisation of education Each chapter challenges and breaks down common myths surrounding these topics encouraging pre service teachers to think critically and reflect on their own beliefs **Biomedical English**

Isabel Verdager, Natalia Judith Laso, Danica Salazar, 2013-06-15 The corpus based studies in this volume explore biomedical research writing in English from a variety of perspectives The articles in this collection delve into the lexicographic issues involved in building an electronic database of collocations and lexical bundles offer insight on the teaching and learning of prototypical multiword units of meaning in biomedical discourse and view written scientific English through the lens of such diverse fields as phraseology metaphor gender and discourse analysis The research presented in this book forms the theoretical and methodological foundation of SciE Lex a lexical database of collocations and prefabricated expressions designed to help scientists write scientific papers in English accurately The concluding chapter on FrameNet addresses frame semantics whose application to the cross linguistic study of scientific language will open new and promising avenues of research in the study of specialized languages **Culture and Economy in the Age of Social Media** Christian

Fuchs, 2015-01-09 Understanding social media requires us to engage with the individual and collective meanings that diverse stakeholders and participants give to platforms It also requires us to analyse how social media companies try to make profits how and which labour creates this profit who creates social media ideologies and the conditions under which such ideologies emerge In short understanding social media means coming to grips with the relationship between culture and the economy In this thorough study Christian Fuchs one of the leading analysts of the Internet and social media delves deeply into the subject by applying the approach of cultural materialism to social media offering readers theoretical concepts contemporary examples and proposed opportunities for political intervention *Culture and Economy in the Age of Social Media* is the

ultimate resource for anyone who wants to understand culture and the economy in an era populated by social media platforms such as Twitter Facebook and Google in the West and Weibo Renren and Baidu in the East Updating the analysis of thinkers such as Raymond Williams Karl Marx Ferruccio Rossi Landi and Dallas W Smythe for the 21st century Fuchs presents a version of Marxist cultural theory and cultural materialism that allows us to critically understand social media s influence on culture and the economy

Poetry Remastered Blair Mahoney,2013-01-02 From the author of Poetry Reloaded comes a text for senior students that will enhance their appreciation and understanding of poetry while preparing them to master English exams and other assessment tasks Through close readings of a wide variety of poems Poetry Remastered offers new ways for students to investigate poetry through the key areas of imagery sound devices form and structure mood and theme and historical and authorial context uncover the different meanings embedded in poems by exploring them through a variety of critical reading frameworks develop sophisticated ways of comparing and contrasting poetic styles by looking closely at the structure and features specific to this literary form understand what teachers and examiners are looking for in a written response by providing annotated sample essays as models for their own writing develop and justify their own interpretations and evaluations of poetry by refining key essay writing skills

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