

STUDENT NAME:

DO NOT OPEN THE EXAMINATION PAPER UNTIL YOU ARE TOLD BY THE SUPERVISOR TO BEGIN

WESTERN SCHOOL DISTRICT

English 3201

Common Mid-Year Examination

January 2012

Value: 100 marks

Time: 3 hours

GENERAL INSTRUCTIONS

- 1.) Students must complete **ALL** items in **ALL** sections.
- 2.) This examination has **SIX** (6) sections:

▪ Visual	11%
▪ Prose	20%
▪ Poetic	19%
▪ Connections	10%
▪ Comparative Study	25%
▪ Personal Response	15%

Total	100%
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- 3.) The Selected response items are to be answered on the machine-scorable answer sheets provided. Do NOT use pen!
- 4.) The Constructed response items are to be answered on the exam paper in the space provided.

REGULATIONS FOR CANDIDATES

Candidates are expected to be thoroughly familiar with all regulations pertaining to their conduct during examinations. Candidates should ensure that they understand and comply with all requirements governing examinations.

STUDENT CHECKLIST

- Write your name on the top of this page.
- Check this exam to see that there are no missing pages.
- Ensure you answered all questions.

SECTION A-SIGHT PASSAGES (60%)

Suggested Time: 90 minutes

PART I-VISUAL

(Value-11%)

In this part of the examination, there are five selected response questions, each with a value of one mark, and one constructed response question with a value of 6 marks. Examine the visual and answer the questions that follow. For each selected response question, shade the appropriate response on the bubble sheet. For the constructed response question, write your answer in the space provided.



Plastic Surgery – not a game!

Selected Response (5%)

Shade the letter of the correct or best response on the machine-scorable answer sheet.

Selected Response: (1% each)

1. What form best describes the visual?
 - (A) cartoon
 - (B) painting
 - (C) photograph
 - (D) poster

2. Who is the target audience of the visual?
 - (A) adults
 - (B) celebrities
 - (C) doctors
 - (D) youth

3. What is the focal point of the visual?
 - (A) game
 - (B) hands
 - (C) knives
 - (D) text

4. What word best describes the mood associated with the visual?
 - (A) delight
 - (B) desire
 - (C) disillusioned
 - (D) disturbed

5. What is the purpose of the colour red in the visual?
 - (A) emphasize the desire to look attractive
 - (B) emphasize the games that interest teenagers
 - (C) symbolize the forms of youth experimentation
 - (D) symbolize the dangers involved in plastic surgery

Constructed Response

Write your answer in the space provided.

6. Explain how any two visual elements contribute to the overall message of the visual. For each element provide one specific reference. (6%)

In this part of the examination, there are eight selected response questions, each with a value of one mark, and two constructed response questions with a value of six marks each. Read the essay and answer the questions that follow. For each selected response question, shade the appropriate response on the bubble sheet. For the constructed response question, write your answer in the space provided.

The Man Behind the Mask: Male Body Image Dissatisfaction **By Steven Gregor**

1 Historically, body image has been seen by many to be a female concern; few would have considered these issues as being relevant to males. Certainly, these are very serious issues having affected the psychological wellbeing of many women for a very long time and the reported statistics are alarming. Figures collated by the Eating Disorders Association of South Australia conclude that:
2 anorexia is the third most common disease in Australian females aged 15 – 24 years and mortality rates after 20 years are between 15 – 20 per cent; the incidence of bulimia within the same age group is five in every 100; at least two studies have indicated that only about one tenth of bulimia cases are detected; and women who diet frequently (more than five times) are 75 per cent more likely to experience depression.

3 Traditionally, a male's role in society has been clearly defined; the "ideal" man offered strength through security. Today, this male function is no longer as valid; today, it would seem, men feel the need to display strength, and indeed masculinity, through physical appearance. "It used to be that
4 men were defined by their jobs; in a sense that has changed and it has been argued that their body is one of the few remaining ways in which they can differentiate themselves from women", says Helen Fawkner, a PhD psychology student at the University of Melbourne.

5 It is believed that men's body image dissatisfaction has tripled in the previous 25 years, from 15 per cent to 45 per cent (of all western men). Figures released on www.betterhealth.vic.gov.au reveal:
6 approximately 17 per cent of men are dieting at any given time; one in 10 people with anorexia are male; four per cent of men purge after eating; three per cent binge eat; and an estimated three per cent of adolescent boys use muscle enhancing drugs (including steroids) to help achieve the "ideal" body.

7 Quite simply, recent research has shown that body dissatisfaction is a serious and growing concern for males, and their psychological and physical wellbeing is being adversely affected.

The weight of the media

8 Body image is big business; the men's cosmetic and grooming industry boasted a 37 per cent jump in sales between 1991 and 1996. Also in 1996, men accounted for 30 per cent of all Australian
9 cosmetic surgery procedures. These evolving cultural trends, arguably the result of the mass media and skilled global advertising campaigns, have given birth to the new "metrosexual" man – an urban heterosexual man who is image conscious and spends accordingly – and the pressure to conform to this image appears to be mounting.

10 Elaine Hosie, a registered psychologist and the Director of Counseling for an organization working with adolescent males, acknowledges the power of the media. "The media promotes a certain
11 idealized image of what it means to be a male. In regard to the body image debate, the media plays a large role in the idealized notion of what it is to grow from a child, to an adolescent, to an adult male."

12 Research over the years has shown that body image dissatisfaction among females has concentrated on weight and, more to the point, wanting to lose it. Research into men and body
13 image dissatisfaction shows the same weight preoccupation; however, it would appear that there are as many men wanting to increase their weight (with muscle mass) as those who want to lose it. "We have found that a very large percentage of men, as many as 85 per cent, are dissatisfied in terms of weight; around half want to lose weight and half want to gain weight. They are looking for the "ideal"

– minimal body fat and a large amount of muscle”, says Ms Fawkner.

8 So, what does the “ideal” man look like? He is muscular, athletic, without body hair, trim to the point of being devoid of fat, his skin is flawless, and comes packaged neatly in a classic “V” shaped 190 cm frame. The danger with this, despite the characteristics describing what would appear to be a healthy man, is that the “average” male has little or no hope of achieving the “ideal” without deploying extreme measures; excessive gym visits, eating disorders, taking supplements to increase muscle mass, and drug abuse (including steroids) appear to be on the rise. In fact, Ms Fawkner’s research has discovered that 68 per cent of steroid users contributed their usage to its enhancement of body image and other appearance related issues.

9 These issues are not new; women and adolescent girls have had to deal with them for many years. What is new, however, is that men and adolescent boys are now under the exact same pressure; what is most worrying, subsequently, is the possibility that men and boys may be less equipped, or willing, to address such traditionally female concerns.

The mask of wellbeing

10 Body image dissatisfaction in males is the same as in females – it can directly affect self-esteem and behavior. These feelings are most often coupled with a determination to change the body through excessive exercise. Alarming, though, is that many of these behaviors are seen as culturally acceptable in males – quite simply, these behaviors are seen as manly. As a result, the dissatisfaction often goes unnoticed by family and friends; in fact, the behaviors could very well be encouraged. Being a member of a gym and actually using that membership is healthy; however, excessive exercise and working-out to mask the feelings and inadequacies associated with body image dissatisfaction is, without question, unhealthy.

11 So, when does exercising stop being healthy? Ms Fawkner has identified two warning signs. “Exercising when you’re ill or injured (and the body needs to rest in order to heal) is one warning sign. The other is when there is no longer a balance between work, social life, and exercise – when exercise, in a sense, becomes the single most important focus in someone’s life.” Ms Fawkner acknowledges that it is different for a professional athlete, but, even then, she believes a balance is required.

12 Body image dissatisfaction in males has paved the way for what has been described as a secret phenomenon, muscle dysmorphia (or “bigorexia” as it has been dubbed). The opposite of anorexia, those with muscle dysmorphia want to increase their size with muscle mass. Even if a person has above average muscle mass, a patient with muscle dysmorphia can believe they are chronically underdeveloped to the point of being frail. An adjunct of body dysmorphic disorder (BDD), the associated misconception and shame of muscle dysmorphia can severely impair a patient’s ability to function socially and professionally; the patient becomes exercise dependent and steroid abuse is likely.

Eating disorders and males

13 The reported figures pertaining to males and eating disorders, as significant as they are, are believed by many to be on the conservative side of accurate; if male body dissatisfaction is unlikely to be reported due to it being perceived as a female concern, a male acknowledging an eating disorder must find it a real challenge to his masculinity. It would appear then that an awareness campaign is required to inform men that it is understandable and “normal” for them to succumb to the pressures that so often trigger eating disorders (regardless of gender). Traditionally, awareness campaigns working to combat such issues have had a distinct female bias; of equal importance now though, it would seem, is the promotion of understanding among males of the relevance of such issues to them.

14 It is important to realize that psychologists need to help men elaborate on the ideal and establish realistic and healthy goals. Body image is an important issue for today’s male, but Ms Fawkner concludes: “It is only one of many areas in men’s health that really needs attention.”

Selected Response: (8%)

Shade the letter of the correct or best response on the machine-scorable answer sheet.

7. Which best describes the author's type of language?
- (A) colloquial
 - (B) descriptive
 - (C) formal
 - (D) informal
8. What method of development does the author primarily use in paragraph 9?
- (A) cause and effect
 - (B) classification and division
 - (C) compare and contrast
 - (D) example and illustration
9. What literary device is evident in the section heading "The weight of the media"?
- (A) hyperbole
 - (B) irony
 - (C) oxymoron
 - (D) pun
10. What is the meaning of "chronically" as used in paragraph 12?
- (A) consistently
 - (B) infrequently
 - (C) predictably
 - (D) sporadically
11. Which line best conveys the author's theme?
- (A) "...body dissatisfaction is a serious and growing concern for males..."
 - (B) "...body image is big business..."
 - (C) "...body image has been seen by many to be a female concern;"
 - (D) "...body image dissatisfaction in males is the same as in females..."
12. What literary device is, "...the media plays a large role in the idealized notion of what it is to grow from a child, to an adolescent, to an adult male."(par. 6)?
- (A) parallel structure
 - (B) compound sentence
 - (C) process analysis
 - (D) simple sentence
13. What is achieved by the section headings?
- (A) clarification
 - (B) emphasis
 - (C) transition
 - (D) unity
14. Which method does the author use to conclude the essay?
- (A) call to action
 - (B) closing by return
 - (C) summary
 - (D) thesis restatement

PART III-POETIC TEXT

(Value-19%)

In this part of the examination, there are seven selected response questions, each with a value of one mark, and two constructed response question with a value of six marks each. Read the poem and answer the questions that follow. For each selected response question, shade the appropriate response on the bubble sheet. For the constructed response question, write your answer in the space provided.

"AT SEVENTEEN"

By Janis Ian

5 I learned the truth at seventeen
That love was meant for beauty queens
And high school girls with clear skinned smiles
Who married young and then retired
The valentines I never knew
The Friday night charades of youth
Were spent on one more beautiful
At seventeen I learned the truth...

10 And those of us with ravaged faces
Lacking in the social graces
Desperately remained at home
Inventing lovers on the phone
Who called to say "come dance with me"
And murmured vague obscenities
15 It isn't all it seems at seventeen...

20 A brown eyed girl in hand me downs
Whose name I never could pronounce
Said: "Pity please the ones who serve
They only get what they deserve"
The rich related hometown queen
Marries into what she needs
With a guarantee of company
And haven for the elderly...

25 So remember those who win the game
Lose the love they sought to gain
In debitures of quality and dubious integrity
Their small-town eyes will gape at you
In dull surprise when payment due
Exceeds accounts received at seventeen...

30 To those of us who knew the pain
Of valentines that never came
And those whose names were never called
When choosing sides for basketball
It was long ago and far away
35 the world was younger than today
when dreams were all they gave for free
to ugly duckling girls like me...

40 We all play the game, and when we dare
We cheat ourselves at solitaire
Inventing lovers on the phone
Repenting other lives unknown
That call and say: "Come on, dance with me"
And murmur vague obscenities
At ugly girls like me, at seventeen...

Selected Response: (7%)

Shade the letter of the correct or best response on the machine-scorable answer sheet.

17. What best describes the form of this poem?

- (A) ballad
- (B) lyric
- (C) narrative
- (D) sonnet

18. What word best describes "ravaged" as it is used in line 9?

- (A) beautiful
- (B) expressionless
- (C) marred
- (D) plain

19. To whom does "we" refer in stanza 6?

- (A) adults
- (B) athletes
- (C) elderly
- (D) youth

20. What literary device is used in "win the game" (line 25)?

- (A) consonance
- (B) metaphor
- (C) personification
- (D) simile

21. In line 40, what literary device is used in "To ugly duckling girls like me"?

- (A) allusion
- (B) onomatopoeia
- (C) oxymoron
- (D) personification

22. What is the atmosphere of the poem?

- (A) acceptance
- (B) anger
- (C) indifference
- (D) tension

23. What does "To cheat ourselves at solitaire" (line 42) symbolize?

- (A) competition
- (B) denial
- (C) grief
- (D) vengeance

Constructed Response Questions

Write your answer in the space provided.

24. Identify the emotional state of the speaker in *At Seventeen*. Provide two references to support your answer. (6%)

25. Explain the effectiveness of repetition in the poem. Use two specific references to support your answer. (6%)

SECTION B-COMPARATIVE STUDY (25%)

(Suggested Time: 60 minutes)

Responses are marked on the basis of the arguments presented, the specific references to works (content), organization, sentence fluency, voice, word choice, and conventions. Students should use the provided space for written responses only as a rough guideline for the length.

27. In literary works characters meet with either success or failure. With reference to one major character from two of the longer works listed below, discuss which factors led to the success or failure of the character.

Longer Plays	Prescribed Texts
<i>Macbeth</i>	<i>Waiting for Time</i>
<i>Othello</i>	<i>The Stone Angel</i>
<i>The Theban Plays</i>	<i>Huckleberry Finn</i>
	<i>The Fellowship of the Ring</i>
	<i>Away</i>
	<i>A Separate Peace</i>
	<i>Catcher in the Rye</i>
	<i>In the Hands of the Living God</i>
	<i>A Matter of Honour</i>
	<i>Dracula</i>
	<i>Schindler's List</i>
	<i>Baltimore's Mansion</i>

PLANNING SPACE

For Planning and Organization Only - Will Not Be Evaluated

Lined writing area with 30 horizontal lines.

Lined writing area consisting of multiple horizontal lines for text entry.

SECTION C-PERSONAL RESPONSE WRITING (15%)
(Suggested Time: 30 minutes)

Responses are marked on the basis of the organization of ideas as well as conventions, voice, sentence fluency and word choice. Students should use the provided space for written responses only as a rough guideline for the length.

28. Media has a direct impact on how we see ourselves. Comment on this statement using one of the forms below:

Editorial
Letter to the Editor
Narrative (monologue, short story, or essay)
Narrative Essay
Expository Essay
Descriptive Essay


