TIME ALLOWED FOR THIS PAPER:

Reading time before commencing work: 10 minutes
Working time for this paper: 1 hour & 30 minutes

MATERIAL REQUIRED / RECOMMENDED FOR THIS PAPER:

To be provided by the supervisor
- Question booklet
- Answer booklet

To be provided by the candidate
- Pens, pencils, eraser and / or correction fluid
- Quote page with no additional writing

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. All iPads and mobile phones must be turned off and in your bag along with any other devices and notes. Bags are to be closed and placed under the desk.

INSTRUCTION TO CANDIDATES:

1. Read through the paper to familiarise yourself with all of the questions.
2. Use a blue or black ballpoint / ink pen. Do NOT answer in pencil.
3. Write your answers in the answer booklet. DO NOT write in this booklet.

AT THE END OF THE EXAMINATION:

- Any planning sheets or other pieces of paper MUST be handed in with this booklet.
- At the end of the examination make sure that your name is on your booklet and any other pieces of paper used.
Structure of this paper

<table>
<thead>
<tr>
<th>Section</th>
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<th>Marks available</th>
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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.
   a. Section 1: Answer book
   b. Section 2: Circle the appropriate letter.

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.

DO NOT WRITE IN THIS BOOKLET
Note: Do not turn this page until you are asked to do so.
SECTION ONE: WRITING

Allow 60 mins for this section (81 marks)

There is one question for each novel, choose the question for the novel you studied.

With reference to your class novel, answer the question.

1. The novel “Chinese Cinderella” has a main idea of perseverance. The clear theme stemming from this idea is that a “single positive dream is more important than a thousand negative realities.” In an essay format discuss how this theme is shown in the novel.

2. The novel “Camel Rider” has a main idea of overcoming barriers. The clear theme stemming from this is that “not giving up and thinking outside the box can help you overcome an obstacle”. In an essay format discuss how this theme is shown in the novel.

Your discussion needs to be in the following structure:
Don’t forget PEEL!

Introduction
Introduce the title and author of the novel.
Give a brief overview of the story.
Introduce the theme in the novel.
What 3 points are you going to make?

Paragraph 1
What is the first point you are going to discuss?
Give an example from the novel of this point.
Explain the example.
Link to the next point.

Paragraph 2
What is the second point you are going to discuss?
Give an example from the novel of this point.
Explain the example.
Link to the next point.

Paragraph 3
What is the third point you are going to discuss?
Give an example from the novel of this point.
Explain the example.
Link to the next point.

Conclusion
Summarise your points.
<table>
<thead>
<tr>
<th>Quotes from “Chinese Cinderella” by Adeline Yen Mah</th>
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<tr>
<td>‘If you had not been born, Mama would still be alive. She died because of you. You are bad luck.’ (page 3)</td>
</tr>
<tr>
<td>‘Continue studying hard and bringing honour to the Yen family name so we can be proud of you.’ (page 11)</td>
</tr>
<tr>
<td>‘I was winning the medal every week and wearing it constantly... it was the only way to make father take notice and be proud of me.’ (page 16)</td>
</tr>
<tr>
<td>‘To her we are not separate people. Over here, we have become one single unit known as all of you’. (page 28)</td>
</tr>
<tr>
<td>‘One by one they were greeted and led away by anxious mothers. Nobody came for me.’ (page 30)</td>
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<tr>
<td>‘They didn’t know that, in front of them, I was desperate to keep up the pretence that I came from a normal, loving family.’ (page 63)</td>
</tr>
<tr>
<td>‘It all stems from mama dying when you were born...things were much nicer when she was alive. You made her go away’. (page 74)</td>
</tr>
<tr>
<td>‘I took the duckling to my heart...it comforted me to know I was needed.’ (page 84)</td>
</tr>
<tr>
<td>‘As soon as I heard Aunt Baba’s footsteps, I started feeling better immediately.’ (page 91)</td>
</tr>
<tr>
<td>‘For the first time she was nice to me and I felt very close to her.’ (page 104)</td>
</tr>
<tr>
<td>‘Nothing will ever come of you...you don’t belong in this house.’ (page 113)</td>
</tr>
<tr>
<td>‘Now they knew the pathetic truth! Unwanted and unloved by my parents! How long did take for a person to die of shame?’ (page 129)</td>
</tr>
<tr>
<td>‘...does he truly hate me or is he just going along with her because he loves her more and wants a peaceful life?’ (page 133)</td>
</tr>
<tr>
<td>‘I was such a no-body that he didn’t remember my name.’ (page 3)</td>
</tr>
<tr>
<td>‘They made me feel like I was their third child.’ (page 160)</td>
</tr>
<tr>
<td>‘I felt I was part of the Schilling family and no longer the unwanted daughter who always came last.’ (page 161)</td>
</tr>
<tr>
<td>‘I was overjoyed! Not only had Niang finally acknowledged me, she had given me a task to perform!’ (page 169)</td>
</tr>
<tr>
<td>‘Together, we watched the car drive off. I was overwhelmed by his chivalry, but could find no words sufficient to express my gratitude.’ (page 177)</td>
</tr>
<tr>
<td>‘There is a God after all.’ (page 183)</td>
</tr>
<tr>
<td>‘No way will I ever allow myself to be the object of anyone’s charity or pity.’ (page 194)</td>
</tr>
<tr>
<td>‘Into her lips, I injected my loneliness, isolation and feelings of being unwanted. To my heroine, I gave everything of myself.’ (page 210)</td>
</tr>
<tr>
<td>‘I was looking uglier and uglier as I grew older and taller.’ (page 213)</td>
</tr>
<tr>
<td>‘I wondered why he was being so nice.’ (page 218)</td>
</tr>
<tr>
<td>‘For once, he was proud of me...My whole being vibrated with all the joy in the world.’ (page 220)</td>
</tr>
</tbody>
</table>
Quotes from “Camel Rider” by Prue Mason

The goat sniffs my hand and then, slowly, I put my other hand out to rub behind its ears like I do to Tara. Just then I realise Walid’s sneaking up with the rope he was tied up with. ... Walid screeches one of his dumb prayers as he leaps at the goat like he’s in a rodeo and drags it down, holding it by the neck. (Mason, 2004, p66)

She only looks up and bleats a bit as Walid grabs her by the tail and I hold her around the neck. Between us we manoeuvre her out of the water and get her down on her side. (Mason, 2004, p74)

Walid smiles at me. I feel so relieved. “Come on, I’ll show you how to do a proper hi-five.” Walid’s a quick learner and soon we’re laughing and slapping our hands together like we’re old mates. (Mason, 2004, p78)

I point to the sky and sort of mime lying down and closing my eyes. Walid nods his head. I think he understands. (Mason, 2004, p 81)

“This is our big chance. We’ll take the car.”...But I’ve seen how fanatical he is about his prayers, and I can’t take the risk of letting him start so I grab him around the waist and we half slide down the steep slope, then I half carry him down off the rocks. (Mason, 2004, p99)

“Walid, you’ve got to help me. Between us we can corner them.”...‘Ad-am, do not run. You must call to them – softly, in this way – Ahh Krrrr Krrr, tall ones. All is well. Kirrip! Kirrip!’ The camels stop and look at Walid. (Mason, 2004, p119)

No wonder Walid was fidgeting so much. He’s managed to get the knife out of his pocket, open it up and cut the ropes. What a kid! Walid just doesn’t know how to give up. Thank God. (Mason, 2004, p141 -142)

Walid jerks backwards, but he still hangs on to the backpack. He’s one tough nut, this kid. “Let him go!” I scream at the men, and I feel so angry... I start to run back towards the truck – to help Walid. (Mason, 2004, p144)

‘It seems,’ he says, that if two such boys for different cultures can learn to live together and survive such a perilous journey, then there is something her for we adults.” (Mason 2004, p167)

“The truth is, I’d never have got back here without Walid – I mean, Emir.’ ... ‘I mean, we both had to stick together to get here. Sure I did have one or two good ideas, but, like, when I was ready to give up he just wouldn’t. And he actually saved my life a couple of times.” (Mason, 2004, p169)

I hold out my hand. I wish I knew the Arabic word for ‘help me up.’ But surely he must understand what I want. Maybe he’s a sandwich short of a picnic or something and I’m stuck up this slope with a dumbo. (Mason, 2004, p51)
Now I see this one is not a devil after all he is a foreign boy. I am thinking for sure he is going to kill me, but there is a softness in his eyes. Old Goat says all foreigners with their pink skin are soft and weak cowards. Like girls. (Mason, 2004, p52)

Walid: Ah Allah! Never have I seen so much money. With such richness, Mama and I could go home to our country and live like sheikhs.

Adam: Now that he knows I’ve got money he’s likely to bash my head in when I’m asleep and rob me. ... Hey! I’ll just give it all to him. (Mason, 2004, p62)

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End of Section One

Proceed to Section Two
At the Audition

Kayley and Allison are sisters who have been pushed into show business by their aggressive mother. Kayley loves the business but Allison is fed up with her mother telling her how to live her life.

As the scene begins, Kayley is in the middle of doing a vocal warm-up and looking through her sheet music. Allison stands frozen, staring in the direction of the audition room.

KAYLEY: I'm totally nervous. But I'm totally excited too. I think we have a good chance of getting into this show. Think how excited Mum will be when we tell her we got a national tour! (Pauses. Looks around at the competition.) Our voices are as good as any of these other girls.

ALLISON: Your voice maybe – but not mine. I can't believe I let you talk me into this. This isn't some dumb little community theatre show. This is big time.

KAYLEY: I know. Mum thinks we're ready. I think we're ready. And you'll do great. I love the way you sing. You have to do this. The world needs to see how talented you are.

ALLISON: Gimme a break!

KAYLEY: I'm serious.

ALLISON: You're out of your mind. (Pause.) Look – I don't think I can do this.

KAYLEY: Sure you can.

ALLISON: Let me rephrase: I don't want to do this!

KAYLEY: You're just nervous. So am I – it's normal.

ALLISON: No, I'm not. I mean, yes, I'm nervous – of course I am. But I also know that I got talked into doing this. Mum has been pushing me my whole life, even when I've showed no interest. I'm sick of having her try to live her life through me. Through us. This is her dream, not mine.

KAYLEY: Well ... what do you want to do?

ALLISON: I don't know. The only thing I do know is that I don't want to be an actor or singer. That's the one thing I am really clear on.
1. In the introduction to the scene, the girls' mother is described as 'aggressive'. This means she is
   (A) hostile.
   (B) nervous.
   (C) forceful.
   (D) excitable.

2. Allison says 'Gimme a break!' because she
   (A) feels exhausted.
   (B) does not trust her sister.
   (C) is not prepared for the audition.
   (D) wants her sister to stop speaking.

3. What does the word 'this' refer to when Allison says 'I don't think I can do this'?
   (A) join a community theatre
   (B) participate in the audition
   (C) talk to her mother
   (D) speak to her sister

4. In this scene, **bold print** is used to direct the actor to speak
   (A) emphatically.
   (B) anxiously.
   (C) hesitantly.
   (D) hurriedly.

5. As the scene progresses, Kayley's reaction to Allison moves from encouragement to
   (A) despair.
   (B) frustration.
   (C) indifference.
   (D) competitiveness.

6. In Allison's final lines, the director would tell her to appear
   (A) detached.
   (B) distressed.
   (C) determined.
   (D) discouraged.

7. Which of the following sentences is **not** grammatically complete?
   (A) 'Through us.'
   (B) 'I'm serious.'
   (C) 'No, I'm not.'
   (D) 'This is big time.'
Ice Spikes

What are ice spikes?
Ice spikes are unusual structures that occasionally grow out of the ice cube trays in your freezer. They look like the limestone stalagmites that are sometimes found in caves.

How do ice spikes form?
Ice spikes grow as the water in an ice cube tray turns to ice. Beginning on the top of each cube, the water freezes inwards until only a small hole is left unfrozen in the centre. At the same time as the surface solidifies, ice also starts to form under it, at the sides and on the bottom of the cube. Since water expands as it freezes, the ice forming below the hardened surface starts to push some water up through the hole. This water begins to form the ice spike’s tubular shape. As water continues to be pushed out, it travels up the tube, freezing around the rim and adding to its length. The spike will continue growing until all the water in the cube becomes frozen or until the mouth of the tube ices over. Ice spikes have been known to grow to a length of 56 mm.

What helps ice spikes grow?
Experiments show that spikes are more likely to form when distilled water is used in the trays and the temperature is just below freezing point (0°C Celsius). If the temperature is too low, the ice cube will freeze solid before the tube can begin to grow. Ice spikes will also form more often if a fan is installed in the freezer to circulate the air. This is because the moving air cools the top of the ice cube more rapidly. At the optimum temperature, and with air blowing over the ice tray, approximately half of the cubes should develop ice spikes.
8. According to the text, what causes the water to rise up through the hole in the ice cube?
   (A) Water in the tray expands as it freezes.
   (B) The tubular shape squeezes the water upwards.
   (C) The movement of the fan forces the water to rise.
   (D) Limestone residue in the water floats to the surface.

9. An ice spike will stop growing when
   (A) it reaches a length of 56 mm.
   (B) the mouth of the tube freezes over.
   (C) the water begins to form in a tubular shape.
   (D) a hole is left unfrozen in the centre of the cube.

10. Why has '0° Celsius' been placed in brackets?
    (A) to explain when the ice cube will freeze over
    (B) to show that this is the temperature at freezing point
    (C) to indicate the temperature at which a fan should be used
    (D) to provide an example of a temperature that is below freezing point

11. Which word from the last paragraph is a conjunction?
    (A) 'also'
    (B) 'more'
    (C) 'because'
    (D) 'approximately'

12. Which statement from the text is an example of cause and effect?
    (A) 'At the same time as the surface solidifies, ice also starts to form under it,'
    (B) 'They look like the limestone stalagmites that are sometimes found in caves.'
    (C) 'Ice spikes are unusual structures that occasionally grow out of the ice cube trays in your freezer.'
    (D) 'As water continues to be pushed out, it travels up the tube, freezing around the rim and adding to its length.'
Dream on Cedar

There's a long way between an idea and a real thing. Inside your mind there is a boundless view. You can imagine whatever you want.

For example, you can plan exactly how you would like your house to be. You close your eyes and picture spiral staircases with slippery banisters and blue wooden floors and stars stuck on the ceilings, and a grass carpet for rabbits in the rabbit room. Sometimes there might be a white cow on the couch or a herd of wild wandering albatrosses, wearing new hats and recently returned all the way from Russia to tell you tales, waiting in your bathtub which is as big as a bus and always perfectly warm with honey-scented bubbles.

And through the diamond shapes on the windows, all you can see is every kind of tree, even mountain ash, and some with swinging ropes and the warbling of lemon-bellied fly-catchers and laughing kookaburras and some festooned with rare spotted birds that sing like Stevie Wonder.

And then, just at the moment when you're in the trees swinging from a rope and going all Tarzan, your mum yells out and you have to open your eyes. 'Cedar! Dinner's ready.'

So you open them, and lo and behold, there you are just lying on your back facing the cracked ceiling above you.

That's how it really is. Real life is a bit like a used tea towel. And you can't get even one single albatross to wear a hat and tell you tales in the bath, no matter what you do. Some ideas just have to remain as ideas.
13. **The opening paragraph indicates that Cedar**

(A) likes to travel.  
(B) has a vivid imagination.  
(C) admires beautiful views.  
(D) wishes she could be somewhere else.

14. **Which literary technique is used in the line 'spiral staircases with slippery banisters'?**

(A) simile  
(B) metaphor  
(C) alliteration  
(D) personification

15. **The writer has included a reference to 'wild wandering albatrosses' in the story to**

(A) illustrate a Russian tale.  
(B) describe the birds' journey.  
(C) symbolise Cedar's wish for adventure.  
(D) give an example of an occupant of Cedar's house.

16. **The word closest in meaning to 'festooned', as it is used in the text, is**

(A) curved.  
(B) gathered.  
(C) engraved.  
(D) decorated.

17. **In the text, the phrase 'lo and behold' is an expression of**

(A) relief.  
(B) approval.  
(C) disappointment.  
(D) encouragement.

18. **The writer uses a number of long sentences to**

(A) link closely related ideas.  
(B) illustrate Cedar's clumsy actions.  
(C) indicate the slow passage of time.  
(D) emphasise Cedar's rambling thoughts.

19. **The last sentence suggests that Cedar feels**

(A) inspired to tell tales.  
(B) ready to try out new ideas.  
(C) fascinated by the albatross.  
(D) resigned to living in the real world.
END OF EXAMINATION