Year 8 ENGLISH EXAMINATION
Semester 1, 2016
Exam Booklet

STUDENT NAME:

TEACHER NAME:

DATE:

TIME ALLOWED FOR THIS PAPER:

Reading time before commencing work: 10 minutes
Working time for this paper: 1 hour & 40 minutes

MATERIAL REQUIRED / RECOMMENDED FOR THIS PAPER:

To be provided by the supervisor
- Exam Booklet

To be provided by the candidate
- Pens, pencils, eraser and / or correction fluid

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.

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

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<th>Section</th>
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<th>Suggested working time (minutes)</th>
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<td>Section one: Writing</td>
<td>2</td>
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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 space provided.
   
   a. Section 1: **Write** answers on lined pages in this booklet
   
   b. Section 2: **Circle** the appropriate letter next to each question.

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 turn the page until you are asked to do so.
SECTION ONE: WRITING

Allow 50 mins for this section (60 marks)

You have **50 minutes** to complete the task. You can write **up to 600 words**, although you may not need this many. You should leave yourself enough time to edit your work thoroughly. You can make as many changes as you would like to.

You will be marked on the following:

- the relationship you develop with your audience
- the organization and planning of your writing
- the selection of words and language
- the cohesiveness of your writing
- demonstration of correct grammar, punctuation and spelling

Write an essay on **one** the following:

- **We only remember the novel where we have bonded with one or more characters. Discuss this in relation to your novel.**

  **OR**

- **A good story depends on realistic conflicts or real world situations. Do you agree with reference to your novel?**

Helpful hints:

- Thesis statement or paraphrase of the topic.
- Use of key ideas to create an essay
- Relevant quotes and examples used
- Use of PEEL
- Fluent, accurate expression and control of language
- Evidence of planning
Read ‘Maginot Line’ and answer questions 1 - 10.

**Maginot Line**

The Maginot Line was one of the largest military structures ever built, second only to the Great Wall of China. It was a series of bunkers, forts, turrets, and obstacles that spanned more than 450 miles of France's border with Germany. Built between 1930 and 1940, it was one of the world's most impressive forts, yet it proved to be almost useless.

The Maginot Line was named after the man who argued for its construction, French Minister of War André Maginot. André Maginot had fought with the French against the Germans in the First World War. Much of this conflict took place along the Western Front, which was a line of trenches across which the two sides faced one another. Both sides dug in deep and each lost many men over little ground. Conditions were horrid for all and there was a **stalemate** for many years as neither side was able to move the other.

Maginot never forgot these awful conditions. He wanted to build a line of defences that would give the French an advantage in a similar conflict. He feared, rightfully so, that the Germans would attack France again. Germany's population nearly doubled France's. The line of defences that Maginot pictured would allow a smaller French army to hold off a larger German force. In 1929, Maginot convinced the French Parliament to fund his vision.

Though calling it a line makes it seem thin, the Maginot Line was in fact quite deep. It was fifteen miles wide at some points and varied in structure. There were outposts disguised as houses. These were manned by troops and rigged with explosives. There were antitank rails and obstacles. These were planted in the ground to prevent tanks and trucks from passing. There were bunkers armed with mounted machine guns and anti-tank guns. These were for pushing back attackers. And there were many large and small fortresses along the line. Each had mess halls, lots of supplies, and air conditioning. The Maginot line would give the French a supreme edge in the case of a head-on invasion by the Germans.

Unfortunately for the French, the Germans did not attack head-on. They positioned a decoy army in front of the line to distract the French. While the French waited, the Germans snuck a larger force through Belgium. Belgium is France's north eastern neighbour. The French did have some defences along their border with Belgium, but this part of the Maginot line was weak. The Germans made quick work of these defences. Within five days of their initial attack they were well into France.

Once they were in France, the Germans attempted to seize the main forts along the Maginot Line. They were not successful. The forts had proved to be strong, but they failed to hold back the Germans. The Germans had taken Paris, France's capital city. Soon after the French commander ordered his men to stand down. He commanded the French defenders to leave their bases along the Maginot Line. These soldiers were then taken to POW camps.

While the Maginot Line did not work in the way that the French had hoped, they did benefit by having built it. Belgium and England were strong allies. England had pledged to protect Belgium. Belgium declared itself a neutral country, one which wanted to stay out of wars. When Germany invaded Belgium to bypass the Maginot Line, they violated Belgium's neutrality. This led to England entering the war sooner.
Though the Maginot Line is no longer used militarily, many of the buildings remain. Some of the forts are now wine cellars or mushroom farms. One was turned into a disco club. Today the Maginot Line is often used as a metaphor. People may refer to a failed project in which someone placed a lot of hope as a Maginot Line. Also, the Maginot Line lives on as the best-known symbol of the common saying that "generals always fight the last war."

1. Which of the following statements is true?
   a. The Maginot Line provided absolutely no benefit to the French.
   b. The Maginot Line is still used by the French army today.
   c. Maginot's experiences during WWI led to his support for the line.
   d. The French were betrayed by the Belgians during World War II.

2. Which best expresses the author’s purpose in writing the fourth paragraph?
   a. To persuade readers that the Maginot Line was not at all thin.
   b. To inform readers of the types of defences along the Maginot Line.
   c. To describe what the inside of the Maginot Line looked like.
   d. To compare and contrast defences along the Maginot Line.

3. Which best describes the weakness of the Maginot Line?
   a. It was built from cheap material and could not resist attack.
   b. Poor screening let spies take control of the forts from within.
   c. The line was not fortified along France's border with Belgium.
   d. The French underestimated the power of newer German tanks.

4. Which of the following is a false statement?
   a. André Maginot fought against the French in the First World War.
   b. André Maginot served as the Minister of War for France.
   c. The Maginot Line is named after André Maginot.
   d. After WWI, André Maginot believed that Germany would attack France again.

5. Which best explains why André Maginot wanted to build up France's defence rather than their offense?
   a. After WWI, France and Germany became history's greatest allies.
   b. France needed protection from the Germans and the hostile Belgians.
   c. Maginot feared that French commanders might invade Germany if they had the power.
   d. France had far fewer people than Germany and needed to save manpower.
6. Which best defines the meaning of the word *stalemate* as it is used in the second paragraph?
   a. When troops lose morale because they miss their families
   b. When two sides are locked in a draw
   c. When breathing is made difficult by foul odours
   d. When one side has a large advantage over the other

7. Which best expresses the main idea of the last paragraph of this text?
   a. It describes how the Maginot Line is still used today.
   b. It restates the main points of the text.
   c. It discusses how the French used the Maginot Line during World War II.
   d. It explains how the Maginot Line is used as a symbol.

8. How did the French lose control of the Maginot Line?
   a. The Germans overtook the fortresses with military power.
   b. The Germans tunnelled into the fortresses using new technology.
   c. The French were starved out of the fortresses by German siege.
   d. The French surrendered the fortresses.

9. Which was *not* part of Germany's strategy to invade France in World War II?
   a. Position a decoy force in front of the Maginot Line
   b. Sneak troops into France by tunnelling underneath the Maginot Line
   c. Bring a large army through Belgium
   d. Move very quickly

10. Which title best expresses the main idea of this text?
    a. *Undefeatable: How the Maginot Line Became the World’s Strongest Fortress*
    b. *André Maginot: France’s Greatest Patriot*
    c. *Strong as the Weakest Link: The Mighty Maginot Wall and Its Shortcomings*
    d. *Blood Feud: The History of War Between France and Germany*
A force is an influence which produces motion or a change of motion, such as a push, a pull or a twist. A force can change the speed, direction or shape of an object. For example, when a racquet strikes a tennis ball, it can force the ball to change speed and direction.

There are names given to the many types of forces that are around us. Contact forces act between two objects that are in contact with (touching) each other. Familiar examples of contact force include the force of your hand pulling your shoelaces, the force of your friend’s hand on a bottle top as he unscrews it, and the force of your backpack pulling down on your shoulders.

Friction is a contact force between two surfaces that are sliding, or attempting to slide, over one another. For example, there is friction between the tyres of your bike and the ground when you pedal. Without friction, the tyre would just slip and you would not move forward.

You cannot walk on water, but … water does provide an upward force on you when you step in. This upward force is called buoyancy. It is the force that enables you, and ships, to float. Divers in the water need to wear a heavy belt to be able to sink to the bottom, otherwise they would keep bobbing up to the surface.

Forces can occur even between two objects that are not touching each other. These forces are called non-contact forces. Like all other forces, non-contact forces can affect the motion of an object — they can get the object moving, slow it down or stop it altogether.

Gravity is a non-contact force. We can see the effects of the force of gravity acting between an apple and the Earth when the apple drops from a tree. The force of gravity acting on us is often called our weight.

Magnetic forces are also non-contact forces. These forces can act at a distance, such as between two or more magnets and some substances, such as iron. Magnets have two ends or poles. When two magnets are brought together, they either attract (pull) each other or repel (push), depending on the position of the poles of the magnets.

Electric forces are non-contact forces that hold all of the material around us together. Electric forces even hold together the material we are made from. They are responsible for the plastic wrap sealing your sandwich and for your hair standing on end when you hold on to a Van de Graaff generator.

All forces act between two or more objects, whether they are in contact or not. You never see something being forced forwards by itself. Every force has an action on one object and a reaction on the other. The force on either object can be called the action, making the other the reaction.

11. The main idea of this text is that of:
   a. gravity
   b. forces
   c. friction
   d. action and reaction
12. The two main types of forces are:
   a. gravity and buoyancy
   b. friction and magnetic forces
   c. contact and non-contact forces
   d. push and pull forces

13. The force of friction allows us to:
   a. walk on water
   b. ride a bike
   c. seal our sandwiches with plastic wrap
   d. throw a ball

14. Forces can:
   a. get an object moving
   b. slow an object down
   c. stop an object moving
   d. all of these

15. What are non-contact forces?
   a. Forces between two objects that are not touching each other
   b. Forces that attract each other
   c. Forces that repel each other
   d. Forces between two objects that touch each other

16. Which of these sentences are not supported by the text?
   a. Buoyancy is an upward force.
   b. Humans are composed of material held together by electric forces.
   c. Forces always act in pairs.
   d. Magnetic forces acting on us give us weight.

17. The word that means ‘push away’ is:
   a. attract
   b. slide
   c. change
   d. repel
18. Which of the following ideas is suggested in this text?

a. Divers face many risks in the water.

b. You should not wear a heavy backpack.

c. Forces have only a small effect on our physical world.

d. Without the force of gravity, we would be weightless.
19. What was Ruby doing when Mary arrived with the message?

a. She was under the trees sheltering from the heat.
b. She was saying her prayers

c. She was feeding the chickens
d. She was talking to Mary
20. Ruby was ‘engrossed’. What other word could replace ‘engrossed’ in the passage?
   a. Happy
   b. Absorbed
   c. Uninvolved
   d. Reluctant

21. Why did the girls want to be outdoors rather than indoors?
   a. The slight breeze relieved the heat
   b. The chickens needed feeding
   c. There were no trees for shade
   d. Sister Gabriel was indoors

22. Which word in the passage means ‘great fear’?
   a. Relief
   b. Comfort
   c. Dread
   d. Warmth

23. Which of the following facts best suggests Sister Gabriel is in charge?
   a. Sister Gabriel sent Mary to fetch Ruby.
   b. Sister Gabriel had an office.
   c. Sister Gabriel had given Ruby a tiny silver cross.
   d. Sister Gabriel had been responsible for every aspect of Ruby’s life for a long time.

24. Why would Ruby be feeling upset?
   a. She had forgotten to feed the chickens.
   b. She has lost her silver cross.
   c. She knows she is going to be sent away.
   d. She knows she has upset Sister Gabriel.

25. Where do you think Ruby is going?
   a. To become a nun
   b. To be a servant for Mr Reed
   c. Back to her family
   d. To be sold into slavery
26. Mary is:
   a. older than Ruby.
   b. younger than Ruby.
   c. the same age as Ruby.
   d. one of the nuns.

27. Ruby has been educated in religion at the orphanage. Is this statement most likely to be true or false?
   a. TRUE
   b. FALSE

28. How do we know the man who had come to collect Ruby was aware of the formality of the situation?
   a. He was tall and fair skinned.
   b. He curtsied to Sister Gabriel.
   c. He was wearing a suit.
   d. He was wearing a hat.

29. Why was Ruby expecting this event?
   a. The man had previously written to the nuns.
   b. Sister Luke had prepared her.
   c. It had happened to other girls at the orphanage.
   d. She had dreamed about it.

30. If Ruby goes with Mr Reed, she will be most likely to:
   a. rebel against his authority.
   b. run away as soon as she can.
   c. behave with respect
   d. become his friend.
The Aztecs — found and lost

Some 500 years ago, the Spanish conquistador Hernando Cortés began building Mexico City on the ruins of the Aztec city he had destroyed — Tenochtitlán. He claimed it and the surrounding area for Spain. New territories such as this gave Spain great wealth. However, it often meant the premature end of civilisations that had existed for hundreds of years.

The Aztecs had settled in Central America in the 1200s. Tenochtitlán, then one of the best-planned cities in the world, was built in the middle of a lake, on five swampy islands. Three long causeways connected these to land around the lake’s edge.

The Aztecs were a highly organised society, with an army and a network of traders. They grew crops such as maize and beans. They had a calendar and writing and counting systems, and had built impressive pyramids, temples, palaces and gardens. Their craftspeople made beautiful jewellery and headdresses. Their well-established religion required much human sacrifice. The Aztecs believed their gods remained strong only by being given copious amounts of blood and human hearts.

Cortés was a very ambitious man, who wanted the glory of conquering territory. However, he was also looking for gold. It was rumoured that the Aztecs, whose civilisation lay some 300 kilometres inland, had plenty of it. Cortés was astute enough to know that the march inland through steamy jungles would not be easy. In order to stop his men from deserting, he burned all their boats but one. He also offered inducements in the form of trinkets and small weapons to make allies of the local Indians. Since the Aztecs regularly took prisoners from these tribes as sacrifices, they were eager to see a reduction in Aztec power.

When Cortés and his men reached Tenochtitlán, the Aztec capital, they were stunned by its wealth and size. In turn, the Aztec emperor, Montezuma, believed Cortés was a descendant of an Aztec god. Thus, the Aztecs were very friendly and gave the Spaniards many gifts.

In time, though, the friendly atmosphere gave way to suspicion. So Cortés arrested Montezuma and imprisoned him. Thinking everything was now under control, Cortés left Tenochtitlán and returned to the coast to fight soldiers he heard had been sent to capture him.

When Cortés returned to Tenochtitlán the next year, the city was in an uproar. His men had killed some Aztecs during a religious ceremony. As a result, the people had rebelled. Cortés released Montezuma, hoping this might ease the tension. But Montezuma was hit on the head with a rock and killed.

The savage battle that ensued lasted two months. Cortés could not have won it without the support of the local Indian tribes he had befriended. He reduced Tenochtitlán to rubble and his men looted its treasures. On 13 August 1521, he claimed the city for Spain.

Within two years the Spaniards had effectively destroyed the indigenous civilisation of the Aztecs. Many Aztecs died at the hands of the conquistadors. Others died from European diseases such as smallpox. Those who survived lost their dignity. Their wealth was stolen, and their temples and pyramids destroyed. Because the Spaniards believed it was their duty to make the Aztecs Christians, the Aztecs also lost their religion and culture.

The excitement created in Europe by the discovery of new lands gave way to a period of greedy empire building. Over the next 200 to 300 years, many territories became colonies of seafaring nations such as Spain, France, Britain, Holland and Portugal. As a consequence, many indigenous cultures were destroyed in the same way as the Aztec culture.
31. Cortes was:
   a. An Aztec chief.
   b. A Spanish king.
   c. A Spanish conquistador.
   d. Chief of a local Indian tribe.

32. Which word in the passage means ‘a desire for wealth or fame’?
   a. Impressive
   b. Eager
   c. Ambitious
   d. Astute

33. The main idea of the third paragraph is that:
   a. The Aztecs were very religious.
   b. The Aztecs had a primitive civilisation.
   c. The Aztecs were in need of new influences.
   d. The Aztecs had a rich culture and civilisation.

34. Cortes’s treatment of the local Indians meant that:
   a. He had their support against the Aztecs.
   b. They rebelled against him.
   c. They burned his boats.
   d. They gave him trinkets and small weapons.

35. What does *indigenous* mean?
   a. Uncivilised
   b. Religious
   c. Native to a particular area or country
   d. Highly civilised

36. Which of the following statements is a statement of cause and effect?
   a. Cortes arrested Montezuma.
   b. The Introduction of European diseases killed many Aztecs.
   c. Cortes claimed Tenochtitlan for Spain.
   d. Montezuma was killed.
37. The city that is now on the site where Tenochtitlan once stood is:
   a. Mexico City.
   b. Spain.
   c. Portugal.
   d. Central America.

38. Why did Aztecs lose their religion?
   a. The Spanish saw it as their duty to make them Christian
   b. They ran out of human sacrifices
   c. They died from smallpox
   d. Cortes stole their wealth

39. In the sentence ‘A savage battle ensued’, which word could best replace ensued?
   a. Occurred
   b. Followed
   c. Halted
   d. Began

40. The local Indian tribes were prepared to help Cortes against the Aztecs because:
   a. They wanted to share in the wealth.
   b. They believed Cortes was descended from a god.
   c. The Aztecs took human sacrifices from their tribe.
   d. Their temples and pyramids had been destroyed by the Aztecs.

--- END OF EXAM ---