

**YEAR 9 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

Section	Number of questions available	Number of questions to be attempted	Suggested working time (minutes)	Marks available
Section one: Writing	1	1	60	60
Section two: Reading	40	40	40	40
			Total Marks	100

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.

Note: Do not turn the page until you are asked to do so.

SECTION ONE: WRITING

Allow 60 mins for this section (60 marks)

You have **60 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.

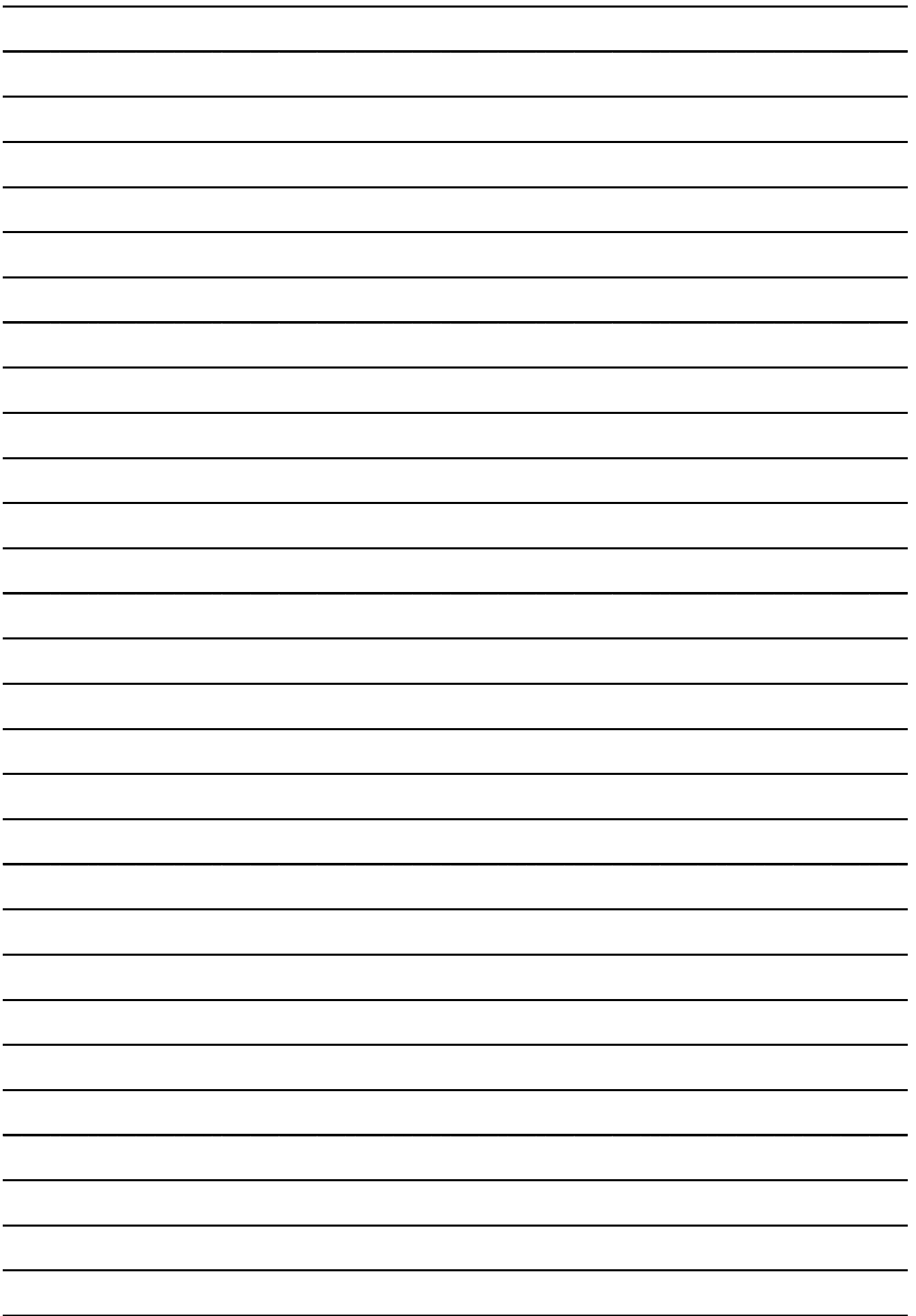
You will be marked on the following:

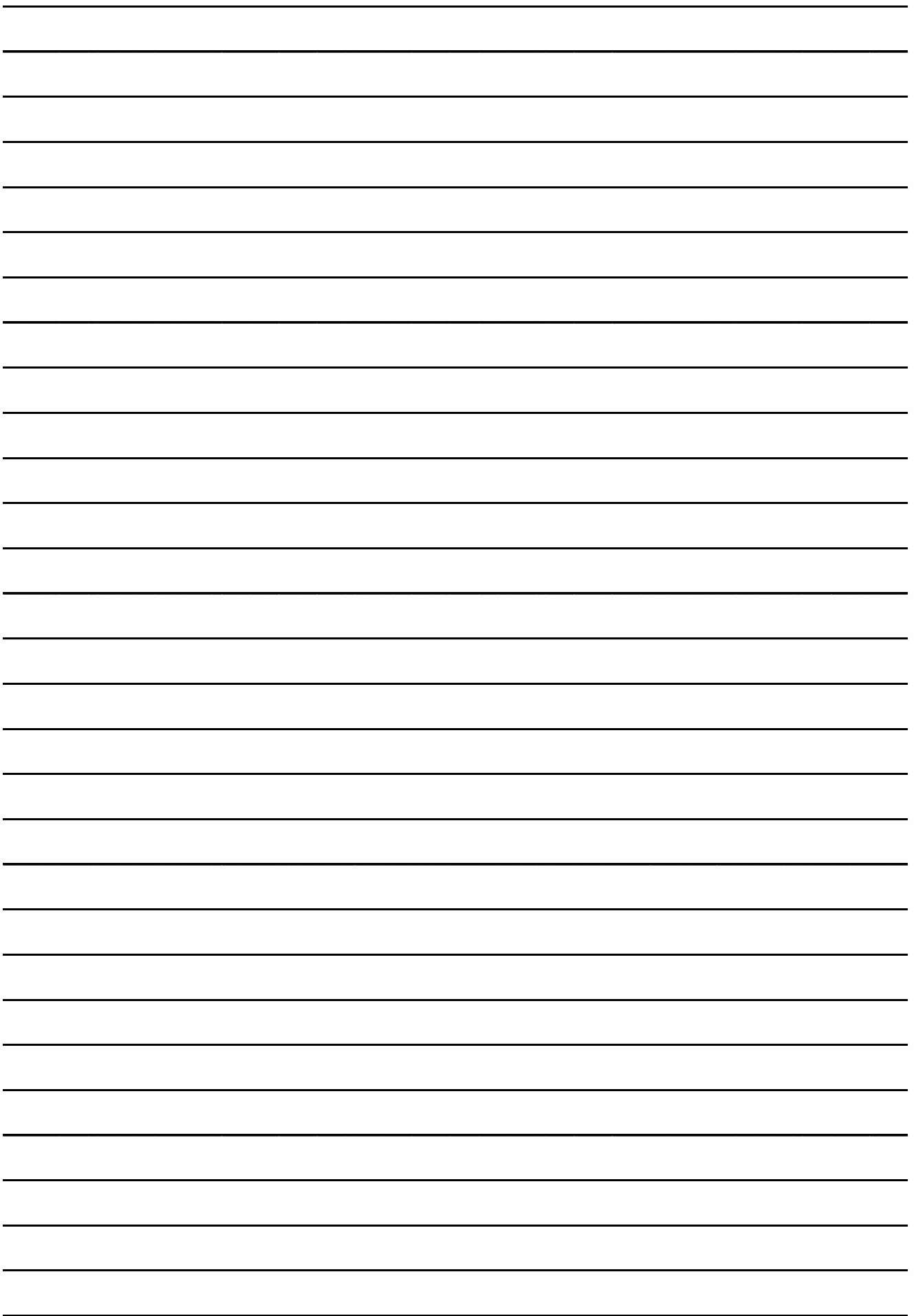
- the relationship you develop with your audience
- the organisation of your writing
- the selection of words and language
- the cohesiveness of your writing
- your demonstration of correct grammar, punctuation and spelling

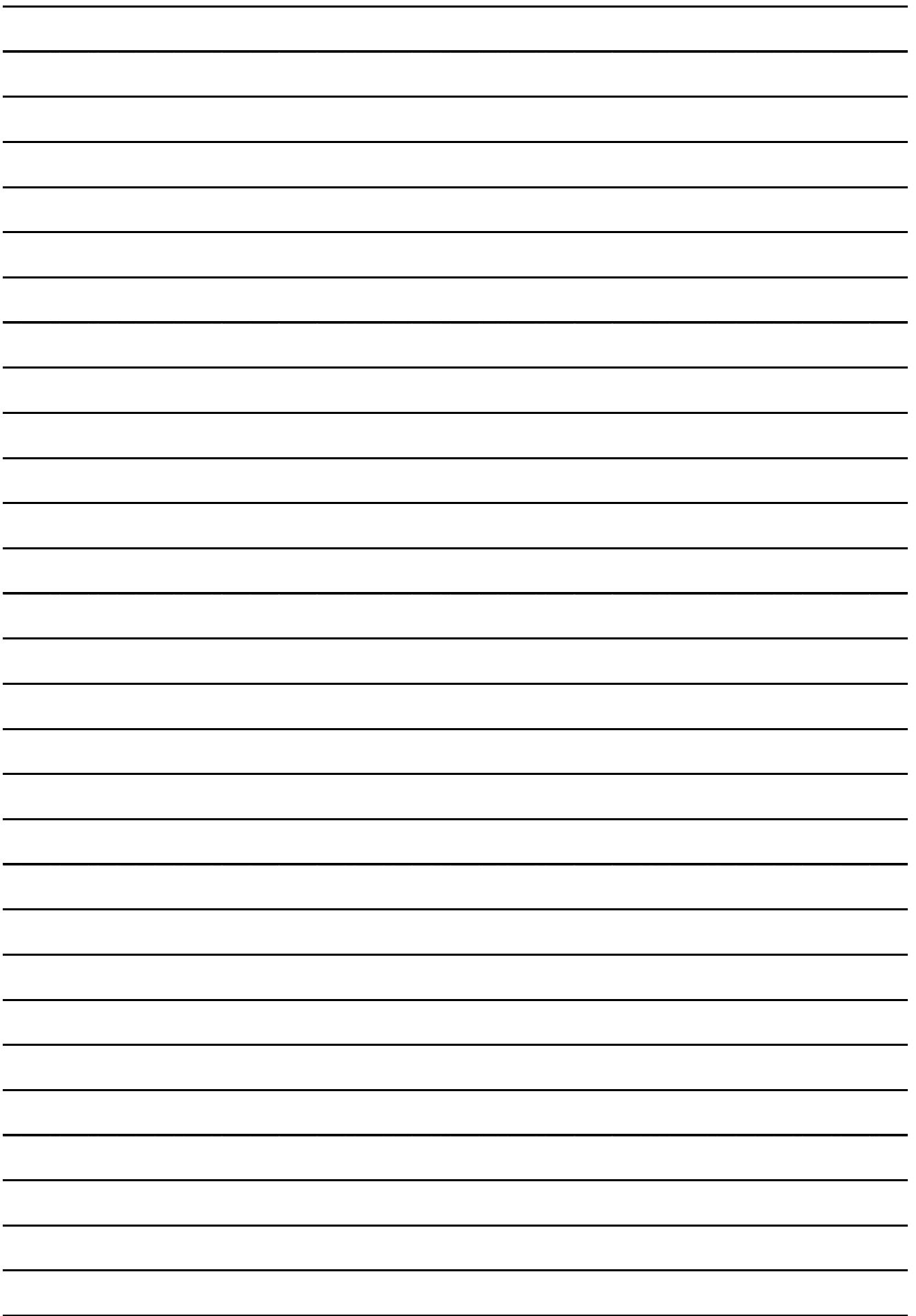
Write a short story referring to the image or the story starter or a combination of both.



Story Starter: Jenny bent down to look through the tiny door at the back of the room. She couldn't believe what she saw! What happens next?







SECTION TWO: READING

Allow 40 mins for this section (40marks)

Read the following text and answer questions 1 - 10.

First introduced in 1927, The Hardy Boys Mystery Stories are a series of books about the adventures of brothers Frank and Joe Hardy, teenaged detectives who solve one baffling mystery after another. The Hardy Boys were so popular among young boys that in 1930 a similar series was created for girls featuring a sixteen-year-old detective named Nancy Drew. The cover of each volume of The Hardy Boys states that the author of the series is Franklin W. Dixon; the Nancy Drew Mystery Stories are supposedly written by Carolyn Keene. Over the years, though, many fans of both series have been surprised to find out that Franklin W. Dixon and Carolyn Keene are not real people. If Franklin W. Dixon and Carolyn Keene never existed, then who wrote The Hardy Boys and Nancy Drew mysteries?

The Hardy Boys and the Nancy Drew books were written through a process called ghostwriting. A ghostwriter writes a book according to a specific formula. While ghostwriters are paid for writing the books, their authorship is not acknowledged, and their names do not appear on the published books. Ghostwriters can write books for children or adults, the content of which is unspecific. Sometimes they work on book series with a lot of individual titles, such as The Hardy Boys and the Nancy Drew series.

The initial idea for both The Hardy Boys and the Nancy Drew series was developed by a man named Edward Stratemeyer, who owned a publishing company that specialized in children's books. Stratemeyer noticed the increasing popularity of mysteries among adults, and *surmised* that children would enjoy reading mysteries about younger detectives with whom they could identify. Stratemeyer first developed each book with an outline describing the plot and setting. Once he completed the outline, Stratemeyer then hired a ghostwriter to convert it into a book of slightly over 200 pages. After the ghostwriter had written a draft of a book, he or she would send it back to Stratemeyer, who would make a list of corrections and mail it back to the ghostwriter. The ghostwriter would revise the book according to Stratemeyer's instructions and then return it to him. Once Stratemeyer approved the book, it was ready for publication.

Because each series ran for so many years, Nancy Drew and The Hardy Boys both had a number of different ghostwriters producing books; however, the first ghostwriter for each series proved to be the most influential. The initial ghostwriter for The Hardy Boys was a Canadian journalist named Leslie McFarlane. A few years later, Mildred A. Wirt, a young writer from Iowa, began writing the Nancy Drew books. Although they were using prepared outlines as guides, both McFarlane and Wirt developed the characters themselves. The personalities of Frank and Joe Hardy and Nancy Drew arose directly from McFarlane's and Wirt's imaginations. For example, Mildred Wirt had been a star college athlete and gave Nancy similar athletic abilities. The ghostwriters were also responsible for numerous plot and setting details. Leslie McFarlane used elements of his small Canadian town to create Bayport, the Hardy Boys' fictional hometown.

Although The Hardy Boys and Nancy Drew books were very popular with children, not everyone approved of them. Critics thought their plots were unrealistic and even far-fetched, since most teenagers did not experience the adventures Frank and Joe Hardy or Nancy Drew did. The way the books were written also attracted criticism. Many teachers and librarians objected to the ghostwriting process, claiming it was designed to produce books quickly rather than create quality literature. Some libraries—including the New York Public Library—even refused to include the books in their children’s collections. Ironically, this decision actually helped sales of the books, because children simply purchased them when they were unavailable in local libraries.

Regardless of the debates about their literary merit, each series of books has exerted an undeniable influence on American and even global culture. Most Americans have never heard of Edward Stratemeyer, Leslie McFarlane, or Mildred Wirt, but people throughout the world are familiar with Nancy Drew and Frank and Joe Hardy.

1. According to the passage, the Nancy Drew mystery series was introduced in
 - a. 1925
 - b. 1927
 - c. 1929
 - d. 1930

2. Which of the following would be the **best** title for this passage?
 - a. Ghostwriting: A Way of Life
 - b. Who Were Leslie McFarlane and Mildred A. Wirt?
 - c. The Hardy Boys and Nancy Drew: Ghostwriting a Series
 - d. The Dubious yet Profitable Practice of Ghostwriting

3. According to the passage, which of the following people was a real writer?
 - a. Carolyn Keene
 - b. Franklin W. Dixon
 - c. Leslie McFarlane
 - d. Tom Hardy

4. According to the passage, a ghostwriter is someone who
- I. writes about mysterious or strange events
 - II. does not receive credit as the author
 - III. bases his or her books on predetermined guidelines
- a. I only
 - b. I and II only
 - c. II and III only
 - d. I, II, and III
5. As used in paragraph 3, which is the best definition for *surmised*?
- a. guessed
 - b. questioned
 - c. knew
 - d. proved
6. According to the passage, The Hardy Boys and Nancy Drew books were created based on the idea that
- I. mystery books for adults are popular
 - II. children enjoy reading about characters they can relate to
 - III. girls and boys are not interested in the same things
- a. I only
 - b. I and II only
 - c. II and III only
 - d. I, II, and III
7. Based on information in the passage, it can be inferred that Leslie McFarlane and Mildred Wirt
- a. disliked writing according to a specific formula
 - b. respected the art of ghostwriting
 - c. were unsuccessful in their previous occupations
 - d. found it helpful to write from personal experience

8. According to the passage, some teachers and librarians objected to ghostwritten books such as *The Hardy Boys* and *Nancy Drew Mystery Stories* because they
- a. disapproved of mystery stories
 - b. thought the books were too expensive
 - c. believed the books were not quality literature
 - d. disliked Edward Stratemeyer's questionable business practices
9. Which of the following **best** describes the author's attitude toward *The Hardy Boys* and *Nancy Drew* book series?
- a. balanced and respectful
 - b. doubtful and critical
 - c. hostile but forgiving
 - d. overwhelmingly praising
10. Which of the following **best** describes the structure of this passage?
- a. introduction, explanation, history, controversy, conclusion
 - b. introduction, history, controversy, explanation, conclusion
 - c. history, explanation, summary, conclusion, controversy
 - d. history, controversy, explanation, summary, conclusion

Read the following text and answer questions 11 - 18.

Philadelphia is a city known for many things. It is where the Declaration of Independence was signed in 1776, and it was also the first capital of the United States. But one fact about Philadelphia is not so well-known: it is home to nearly 3,000 murals painted on the sides of homes and buildings around the city. In fact, **it is said** that Philadelphia has more murals than any other city in the world, **with the exception of Rome**. How did this come to be?

More than 20 years ago, a New Jersey artist named Jane Golden started a program pairing troubled youth with artists to paint murals on a few buildings around the city. From this small project, something magical happened. The young people involved helped to create magnificent pieces of art, but there were other, perhaps more important benefits. The young people learned to collaborate and get along with many different kinds of people during the various steps required to paint and design a mural. They learned to be responsible, because they needed to follow a schedule to make sure the murals were completed. They also learned to take pride in their community. It is hard for any resident to see the spectacular designs and not feel proud to be a part of Philadelphia.

Take a walk around some of the poorest neighborhoods in Philadelphia, neighborhoods full of broken windows and littered front steps, and you will find beautiful works of art on the sides and fronts of buildings. Of course the murals are not just in poor neighborhoods, but more **affluent** ones as well. Special buses take tourists to different parts of the city to see the various murals, which range from huge portraits of historical heroes, to cityscapes, to scenes depicting the diverse ethnic groups that call Philadelphia home.

As a result of its success, the mural program created by Jane Golden has now become the nation's largest public art program and a model for other cities throughout the country seeking to help troubled youth.

- 11.** The main focus of the passage is
- a. an art program designed to help troubled youth
 - b. the many tourists who come to Philadelphia to see murals
 - c. the reasons why Philadelphia is a unique city
 - d. how Jane Golden came up with the idea to start a mural program
- 12.** As used in paragraph 1, the phrase "*it is said*" suggests that the author is
- a. knowingly misleading the reader
 - b. using a quote from someone else
 - c. referring to something that is widely believed, but may be untrue
 - d. referring to something that he or she does not personally believe

- 13.** As used in paragraph 1, the phrase “*with the exception of Rome*” means that
- Rome has fewer murals than Philadelphia
 - Philadelphia has fewer murals than Rome
 - Rome has the most beautiful murals of all
 - Rome and Philadelphia are the only cities with murals
- 14.** According to the passage, the murals in Philadelphia
- draw tourists who want to see them
 - instil responsibility and pride in the people who paint them
 - are solely designed by the youth who paint them
- I only
 - I and II only
 - II and III only
 - I, II, and III
- 15.** As used in paragraph 3, which is the best definition of *affluent*?
- popular
 - clean
 - well-known
 - wealthy
- 16.** Based on information in the passage, the author most likely believes that
- there are too many murals in Philadelphia
 - the mural program was an inspirational idea
 - all troubled youth should learn how to paint
 - every city in the country should adopt the mural program
- 17.** Based on information in the passage, it can be inferred that the author believes the two best reasons for other cities to adopt the mural program are to
- beautify their city and draw tourists
 - help troubled youth and beautify their city
 - have as many murals as Philadelphia and help troubled youth
 - draw tourists and surpass Philadelphia in terms of number of murals

18. In order to make this passage more engaging to readers, the author could have included

- I. a brief history of Philadelphia
- II. pictures of some of the murals
- III. an interview with a program muralist

- a. I only
- b. I and II only
- c. II and III only
- d. I, II, and III

Read 'Tigers' and answer questions 19 - 30.

TIGERS

Who would win in a fight, a lion or a tiger? Well, if size has anything to do with the matter, the tiger would win. That's because tigers are the largest of all cat species. They grow up to eleven feet long and weigh as much as 670 lbs. This makes tigers the third largest land carnivore. The only larger land carnivores are polar bears and brown bears. Tigers are not only large, they are also fast. They can sprint as fast as 40 miles per hour for short distances and leap as far as 30 feet horizontally. This makes for an extremely dangerous pounce. You might not think that such large, fast, and ferocious creatures need help to survive, but they do. The tiger is an endangered species.



Despite all of the tiger's strengths, the future of the species is uncertain. Tigers face a very high risk of extinction. It is estimated that at the start of the 20th century, there were over 100,000 tigers living in the wild. By the turn of the century, the number of tigers outside of captivity dwindled to just over 3,000. Interestingly, the most serious threats that tigers face come from a much smaller species, one with an average weight of around 140 lbs. That species is *Homo sapiens*, better known as humans. Humans threaten tigers in primarily two ways: hunting and destroying habitat.

Tigers are hunted for many reasons. People have long valued the famous striped skins. Though trading tiger skins is now illegal in most parts of the world, tiger pelts are worth around \$10,000 on the black-market. Though the fur would be incentive enough for most poachers, other parts of the tiger can also fetch a pretty penny. Some people in China and other Asian cultures believe that various tiger parts have healing properties. Traditional Chinese medicine calls for the use of tiger bones, amongst other parts, in some prescriptions.

Tigers have also been hunted as game. In other words people hunted tigers solely for the thrill and achievement of killing them. Such killings took place in large scale during the 19th and early 20th centuries, when a single maharaja or English hunter might claim to kill over a hundred tigers in their hunting career. Though this practice is much less popular today than it was in the past, it has not ceased entirely.

Humans have done considerable damage to the world's tiger population through hunting, but perhaps more damage has been caused through the destruction of habitat. Tigers once ranged widely across Asia, all the way from Turkey to the eastern coast of Russia. But over the past 100 years, tigers have lost 93% of their historic range. Instead of spanning all the way across Asia, the tiger population is now isolated in small pockets in south and south-eastern Asia. This is because humans have drastically changed the environments. Humans have built towns and cities. Road and transit systems were created to connect these towns and cities. To feed the people living in these areas, forests and fields have been cleared to create farmland. Large tracts of land have been strip-mined to yield metals and other materials used in manufacturing. All of these activities have consumed habitats that at one time supported tigers.

A major obstacle to preserving tigers is the enormous amount of territory that each tiger requires. Each wild tiger demands between 200 and 300 square miles. Tigers are also both territorial and solitary animals. This means that they are protective of the areas that they claim and they generally do not share with other tigers. Because tigers need so much territory, it is difficult for conservationists to acquire land enough to support a large population of tigers. Even when such these considerable spaces are allocated, it is even more difficult to patrol such large areas to prevent poaching. There is no easy way to preserve the wild tiger population without making large sacrifices.

Though tiger population faces many threats and obstacles to recovery, there have been some successes in conservation and preservation efforts. For example, Save China's Tigers, an organization working to restore the wild tiger population, successfully rewilded a small number of South China tigers. These tigers were born into concrete cages from parents who were also captive and unable to sustain in the wild.

This organization brought these tigers to South Africa and helped them learn the necessary skills for a predator to survive in the wild. Current evidence indicates that the project was been successful. While this is just a small step, it shows that restoring the world's tiger population is possible.

19. Which of the following is **not** a reason in the article explaining why tigers are hunted?

- a. Because tiger skins are worth a lot of money
- b. Because tiger parts are used as medicines in some cultures
- c. Because some tigers attack local villages
- d. Because tigers are hunted for enjoyment by some people

20. Which animal does **not** grow larger than the tiger?

- a. Brown bear
- b. Lion
- c. Polar bear
- d. All of these animals grow larger than a tiger

21. Which number is closest to the estimation of the wild Tiger population in 2003?

- a. 3,000
- b. 100,000
- c. 140
- d. 30,000

22. Which of the following **best** describes the author's main purpose in writing this article?
- To provide readers with interesting information about the lifestyles of tigers
 - To persuade readers to help the world's tiger population and to offer ways to help
 - To entertain readers with stories about how tigers hunt and are hunted
 - To explain to readers why the world's tiger population is endangered
23. Information in the third paragraph is mainly organized using which text structure?
- Cause and effect
 - Compare and contrast
 - Chronological order
 - Spatial order
24. Which best explains why tigers have lost so much of their habitat according to the text?
- Because humans are afraid of tigers
 - Because tiger skins are extremely valuable
 - Because humans have changed the land
 - Because tigers need so much space to survive
25. Based on information in the text, which **best** explains why tigers are poached?
- Poachers hunt tigers to protect their families from dangerous animals.
 - Poachers hunt tigers for medicine to cure sick family members.
 - Poachers hunt tigers because they enjoy killing dangerous animals.
 - Poachers hunt tigers to earn large amounts money.
26. Which **best** explains why it is so difficult to preserve the wild tiger population?
- Tigers do not get along with most other animals.
 - Tigers must make their homes close to rivers and the world's rivers are evaporating.
 - Tigers require a lot of space.
 - Tigers hunt in large packs and there are too few tigers left to make these packs.
27. Which of the following is an opinion?
- Tigers can grow up to eleven feet long.
 - Saving the wild tiger population is important.
 - South China tigers were brought to live in South Africa.
 - Humans have endangered the world's wild tiger population.

28. Based on context, which best defines the term “**rewilded**” as used in the last paragraph?
- a. To preserve animals by keeping them in zoos
 - b. To teach animals to coexist with humans
 - c. To teach humans to coexist with animals
 - d. To bring animals born in zoos back to nature
29. What does this idiom mean: “*other parts of the tiger can also fetch a pretty penny*”?
- a. The fur is the only valuable part of the tiger.
 - b. Other parts of the tiger are worth a lot of money.
 - c. The tiger is a very beautiful animal.
 - d. Tigers can be trained to do tricks like in the circus.
30. Which of the following could be **best** supported by information from the text?
- a. Efforts to save tigers have had some success, but there are many obstacles to recovery.
 - b. Efforts to save tigers have failed in the past, but there is reason to continue trying.
 - c. Efforts to save tigers have been so successful that they saved tigers from endangerment.
 - d. Efforts to save tigers have failed completely.

Read 'Statue of Liberty' and answer questions 31 - 40.

STATUE OF LIBERTY

More than a million people immigrate to the United States to start new lives every year, and if they are arriving in New York, one of the first sights that they will see is the Statue of Liberty. The Statue of Liberty stands on Liberty Island, near Manhattan in New York. Though she is often thought to be resident of New York, Liberty Island is actually federal property, which means that the Statue of Liberty belongs to the whole country. The Statue of Liberty is not only the tallest statue in America, it is also one of the most recognizable American symbols.

The Statue of Liberty is huge. From the tip of the torch to the pedestal on which she stands, she is just over 151 feet tall. If you include the pedestal in your measurement, she stands more than 305 feet off of the ground. That's more than 30 basketball hoops or an entire football field. Her waist size is 35 feet, which would make it awfully tough to find pants, and the tablet she holds is 23 feet long. Don't worry though; she hasn't had any trouble holding that tablet yet with her 8 foot index finger. Talk about heavy handed...



Though America financed and built the pedestal on which the Statue of Liberty stands, the statue itself was a gift from France. In this way the complete work, much like the United States, is a product of both American and French contributions. At one time America was ruled by the British. The founding fathers of America chose to fight against Great Britain for the independence of their country. France supported America by providing money, men, and weapons of war. Had it not been for French contributions during the Revolutionary War, America would not exist in the way that it does today; therefore, it is quite fitting that the Statue of Liberty, which represents freedom, came to being by a joint American and French effort. On October 28th, 1886, just over one-hundred years after America declared its independence from Great Britain, the Statue of Liberty was completed and dedicated by its designer, Frédéric Auguste Bartholdi.

Perhaps no person did more to bring the statue into being than Bartholdi. Not only did Bartholdi gain both French and American approval for the project, he led the French fundraising efforts and designed the appearance of the statue. The appearance of the Statue of Liberty is somewhat derived from Libertas, the Roman goddess of freedom. The torch represents how liberty enlightens the world. The seven points or rays coming from the top of the crown represent the sun, the seven seas, the seven continents, and (as with the torch) how liberty enlightens the world. Though much of the statue was modelled after depictions of goddesses, Bartholdi modelled the face after his mother. Now that's a Mother's Day gift that's hard to top.

Though Bartholdi was responsible for the external appearance of the statue, the internal design can be largely credited to innovative designer, Gustave Eiffel. Though Mr. Eiffel is best known for his contributions to a tower in Paris that is named after him, he also engineered the internal structure that holds up the Statue of Liberty. Eiffel chose to use a flexible structure, so that changes in the temperature and strong winds from the ocean would not cause the statue to crack. Because of Eiffel's crafty design, the Statue of Liberty may sway as much as three inches on a windy day. If the

winds exceed 50 miles per hour, the torch may sway five inches. Eiffel is also responsible for including two spiralling staircases on the interior of the statue to help visitors reach the observation point in the crown.

While most people appreciate the Statue of Liberty today, during its construction in the 1870s, many Americans were critical of the project. Some took issue with the fact that Bartholdi was French. They believed that American monuments should be designed and constructed by Americans. Others felt that the statue wasn't much of a gift since it required Americans to foot the bill for the pedestal. After the Panic of 1873, America fell into a deep economic depression that lasted through much of the 1870s. (During an economic depression people spend less money and it is harder to find jobs.) Because the nation was going through a depression, many Americans thought that money should not be spent to support a giant French statue. I think most Americans would now agree that it was a good investment.

- 31.** Which is **not** represented by the seven points on the crown of the Statue of Liberty according to the text?
- a. The points represent how liberty enlightens the world.
 - b. The points represent the seven continents.
 - c. The points represent the sun.
 - d. The points represent the seven days of creation.
- 32.** Information in the second paragraph is mainly organized using which text structure?
- a. Spatial order
 - b. Order of importance
 - c. Chronological order
 - d. Cause and effect
- 33.** Which **best** expresses the main idea of the third paragraph?
- a. France assisted the United States in the Revolutionary War.
 - b. The statue was a joint effort between France and the U.S. just like U.S. independence.
 - c. The U.S. was once a colony of Great Britain.
 - d. The statue of liberty was dedicated 100 years after America declared its independence.
- 34.** Which is **not** a reason why people criticized the Statue of Liberty during its construction?
- a. Some people felt that the statue should have been bigger.
 - b. Some people felt that the statue should have been built by an American.
 - c. Some people felt that France should have paid for the statue and the pedestal.
 - d. Some people felt that America shouldn't spend money on a statue during a depression.

35. Which of the following statements is false?
- a. The tablet that the Statue of Liberty holds is 23 feet long.
 - b. The Statue of Liberty's waist size is 35 feet.
 - c. The pedestal underneath the Statue of Liberty is 305 tall.
 - d. The Statue of Liberty is over 151 feet tall.
36. Which **best** expresses the author's purpose in writing the last paragraph?
- a. To describe what a depression is
 - b. To show that some people did not think very highly of the French
 - c. To argue why the Statue of Liberty was a good investment
 - d. To explain why some people were against building the statue.
37. Which of the following is an opinion?
- a. The Statue of Liberty cost a tremendous amount of money to build.
 - b. The Statue of Liberty was sculpted by Frédéric Auguste Bartholdi.
 - c. The Statue of Liberty is over 151 feet tall.
 - d. The Statue of Liberty may sway 3 inches on a windy day.
38. Which of the following statements is false?
- a. The guy who built the Eiffel Tower also designed the inside of the Statue of Liberty.
 - b. The Eiffel Tower was a gift to the Americans from the people of France.
 - c. The Statue of Liberty is located on federal property.
 - d. Bartholdi got permission from both the French and the US to build the statue.
39. Which of the following is **not** one of the ways that Bartholdi contributed to the statue?
- a. He designed the interior of the statue.
 - b. He gained approval for the project from the U.S. and from France.
 - c. He sculpted the exterior of the statue.
 - d. He gained financing to complete the project from France.
40. Which **best** expresses the author's purpose in writing this text?
- a. To persuade people to visit the Statue of Liberty
 - b. To inform readers with interesting facts about the Statue of Liberty
 - c. To entertain readers with stories about the construction of the Statue of Liberty
 - d. To describe the appearance of the Statue of Liberty.

---END OF EXAM ---