TIME ALLOWED FOR THIS PAPER:

Reading time before commencing work: 10 minutes
Working time for this paper: 1 hour & 50 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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<tr>
<th>Section</th>
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<th>Number of questions to be attempted</th>
<th>Suggested working time (minutes)</th>
<th>Marks available</th>
<th>Score</th>
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<td>Section Two: Text Analysis</td>
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<td>Section Three: Writing</td>
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<td><strong>Total</strong></td>
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<td><strong>15</strong></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 3: **Write** answers on lined pages in this booklet
   
   b. **Circle** the appropriate letter next to each question. **Cross out** any corrections or changed answer.

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.

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**Note:** Do not turn the page until you are asked to do so.
Section One: Reading (10 marks)
Read the non-fiction text below and answer the questions on the next page.

Through the Eyes of Ruby Bridges

When Ruby Bridges was four years old, her family lived in New Orleans where they lived in a small apartment. She had a sister and two younger brothers. While there, she went to kindergarten at an all-black school. At this time, the schools in New Orleans were segregated, which meant that black students went to different schools than white students.

Ruby was a bright girl, and passed a test, which allowed her to attend a white school. Many people were against this, but her mother wanted her to have the opportunity to have a better education. Even though some people were trying to stop her from going to the all-white school, Ruby attended her first day at the all-white William Frantz School near her home in November of 1960.

When Ruby arrived at the school, there were lots of people protesting and threatening Ruby and her family. Ruby didn't fully understand what was going on, but she knew her parents were scared. Some white men in suits arrived (Federal Marshals) that morning. They drove Ruby to school and surrounded her on the way in. The first day of school was strange for Ruby.

Ruby was the only black child to attend William Frantz School. Even though the school was integrated, the classrooms were not. She was in a classroom all by herself. She had a white teacher named Mrs. Henry whom she became good friends with. The rest of the year it was just Ruby and Mrs. Henry. There were only a few white students at the school. Many white parents took their kids out of the school because they were scared of the protesters. The ones who left their kids at school were often attacked and threatened by people who were against integration. Ruby was very brave to stay at school despite the threats.

Many people of all races supported Ruby and her family. People in her neighborhood supported the family by helping to babysit and even guarding the car as it drove to school.

After the first grade, Ruby walked to school without the Federal Marshals and attended a full classroom that had both white and black students. Ruby attended integrated schools all the way through high school. She had an enormous impact on stopping segregation in schools world-wide.
After reading the text ‘Through the eyes of Ruby Bridge’ answer the following questions by circling the correct statement.

1) What evidence from the text supports the author’s point that people did not want black and white students going to the same school?
   a) Ruby attended an all-white school near her home.
   b) The first day of school was strange for Ruby.
   c) Parents of white kids were coming throughout the day taking their kids out of school.

2) Read this sentence from the passage: “They drove Ruby to school and surrounded her on the way in.” What point does this evidence support?
   a) Many people believed that blacks and whites should receive a good education together despite the protestors’ threats or attacks.
   b) Only black people believed that blacks and whites should receive a good education together despite the protestors’ threats or attacks.
   c) Ruby was scared to go to school so she needed protection.

3) Which sentence best shows the meaning of the word, segregation?
   a) Black students went to the same schools as white students.
   b) Black students went to different schools to white students.
   c) Ruby needed to take a test to allow her to go to a white school.

4) Which sentence best shows the meaning of the word, integration?
   a) Black students and white students were taught together.
   b) Black students were taught separately from white students.
   c) Black students were taught alone.

5) What evidence from the passage best supports the author’s point that “Ruby had an enormous impact on stopping segregation in schools world-wide”?
   a) Many people of all races supported Ruby and her family.
   b) Many white parents took their kids out of the school.
   c) After first grade, Ruby attended a full classroom that had both black and white students.

6) The author provides details about Ruby’s actions going to an integrated school to support the point that:
   a) Ruby had no choice to do what she did.
   b) Segregation hurt both blacks and white people in history.
   c) Ruby was an important person to stop segregation in history.
7) Which of the following points from the passage best establishes the idea that black schools were of poorer quality than the white schools?
   a) Many white parents took their kids out of the school.
   b) Ruby passed a test that allowed her to attend a white school.
   c) Ruby's mother wanted her to have the opportunity to have a better education.

8) Which statement below best describes the meaning of the author’s point that: ‘Even though the school was integrated, the classrooms were not.’
   a) Within the school students were treated equally despite the protestors outside.
   b) Despite the decision to admit black students to the school, Ruby was treated differently.
   c) Many students had been pulled out of the school due to the integration policy.

9) Which of the following points, if included, would not support the author's argument?
   a) It was once illegal for black children to learn to read.
   b) William Frantz School's admission test was deliberately hard to keep black students out.
   c) Black schools are better suited to teach black students.

10) Read this sentence from the passage: “Ruby didn't fully understand what was going on, but she knew her parents were scared.” What were her parents scared of on Ruby's first day?
    a) That Ruby would become like white children.
    b) That Ruby would be attacked or hurt.
    c) That Ruby would not make friends.
11. List the eight elements of characterisation (4 marks)

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________

Read the following opening page of a short story and answer the questions on characterisation:

The Bad Deeds Gang
By Barry Breen

Mick read that if you put lights in a chook-house they’d think night was day and you’d get eggs twice in twenty-four hours. So we put a couple of kerosene lamps in the shed. The chook-shed burned down.

That was the end of our Good Deeds Gang. Nothing seemed to go right with any of our good deeds, and there certainly wasn’t any money in it. Anyway, it was holiday time and the cricket season was on, so we set up the stumps in the long backyard behind the pub, and the test series started.

It was a good place to play cricket. A long yard with the old sheds and stables along the one side and the (new) chook-shed and a high fence on the other. Down one end was a bridge over the town’s main drain and at the other was our main problem.

The yard narrowed into a lane beside a house whose back fence was right behind our wicket. A snicked drive or a mis-hit hook went straight over the fence into Old Grumpy’s backyard.

We used to nick over and get them, but then one day we made the mistake of knocking at his door and asking could we get our ball. Old Grumpy said No!

So the Good Deeds Gang turned into a Bad Deeds Gang and Old Grumpy was our first (and only) target.

First of all we bought some firecrackers and threw them onto Grumpy’s roof and his back door late one night. Grumpy came snarling and snorting out the back door in his singlet and underpants and judging by the language (we didn’t wait around to make sure), fell slap bang over the fruit box we’d left just outside his door.

First round to us. But Old Grumpy struck back. Next day when we got out to play cricket we saw four of our lost balls lined up on Grumpy’s back fence – all sliced neatly in half!
12. What is the narrator’s opinion about good deeds? (3 marks)

___________________________________________________________________________
___________________________________________________________________________

13. What connotations are attached to the name character ‘Old Grumpy’? How does naming the influence the way the reader perceives him? (5 marks)

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14. Which character is constructed negatively through characterisation? Find at least two examples of characterisation from the text that contribute to the negative portrayal. (8 marks)

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The below question will require you to focus on one of the following texts that you have studied in class:

- ‘The Curious Incident of the Dog in the Night-Time’ by Mark Haddon
- ‘Twelfth Night’ by William Shakespeare
- ‘Romeo and Juliet’ by William Shakespeare
- ‘Macbeth’ by William Shakespeare

Text: ________________________________________________________________

2. A Character’s Flaw (20 marks)

A character flaw can be defined as a limitation, imperfection, problem, fear, or deficiency present in a character who may otherwise be very functional. In some texts, these flaws can lead to a character’s downfall when it is manipulated or exploited by others; while in other texts it is something that the character has to overcome in order to achieve their goals.

In reference to your selected text, identify a key character’s main flaw and discuss whether their flaw leads to their downfall or is something they need to overcome in order to achieve their goals. Use evidence from the text to justify your response.

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Section Three: Writing (50 marks)

Select one essay question below and write your response on the space provided.
(Make sure you circle/highlight/underline the question being answered in the written section.)

1) Discuss how a play you have studied in class adheres to the conventions of a Shakespearean Comedy or a Shakespearean Tragedy.

2) Discuss how the theme of love is developed within the Shakespearean play you have viewed, with specific reference to character and plot.

3) Discuss how the theme of ‘truth and deception’ is explored within a text you have studied this semester, with specific reference to key characters and events within the novel/play.

4) Discuss the key events that unfold in *The Curious Incident of the Dog in the Night-Time* and evaluate their impact on Christopher’s relationships with other characters within the text.