INFORMATION FOR STUDENTS

The Assessment Program will be held at three centres: Aberfoyle Park High School, Glenunga International High School, and The Heights School on the morning of **Saturday, 23 February, 2013**.

You will need to register at your venue by 8.30 a.m., ready to start the assessment at 9 a.m.

**Please bring:**
- your student identification number
- two HB or B pencils
- a good quality eraser
- a pencil sharpener
- two black or blue pens
- something to eat and drink between assessments.

No other materials or equipment will be needed. For example, you will not require a ruler or electronic calculator.

**Please note:** Students with special needs are asked to contact immediately the relevant school Ignite Coordinator:
- Aberfoyle Park High School: Lynda Simons - tel (08) 8270 4455
- Glenunga International High School: Julie Humphreys - tel (08) 8379 5629
- The Heights School: Rob Perkins - tel (08) 8263 6244

The Assessment Program will be:

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<th>Time</th>
<th>Assessment</th>
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<tr>
<td>9.00 am</td>
<td><strong>ASSESSMENT INSTRUCTIONS</strong> (15 min)</td>
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<td>9.15 am</td>
<td><strong>READING COMPREHENSION</strong> (45 min)</td>
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<td>10.10 am</td>
<td><strong>WRITTEN EXPRESSION</strong> (30 min)</td>
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<td>10.40 am</td>
<td>20 minute break</td>
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<td>11.00 am</td>
<td><strong>MATHEMATICAL REASONING</strong> (40 min)</td>
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<td>11.50 am</td>
<td><strong>ABSTRACT REASONING</strong> (40 min)</td>
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The assessment session will finish at approximately 12.45 p.m. to allow for short change-over breaks and any contingencies. Please arrange for parents or guardians to collect you at this time.

If you arrive late you will be admitted but will not be allowed additional time, unless there are exceptional circumstances.

**In the event of an emergency on the day of the assessment, contact:**
- Aberfoyle Park High School: Lynda Simons - mob 0412 678 060
- Glenunga International High School: Julie Humphreys - mob 0403 447 137
- The Heights School: Rob Perkins - mob 0409259569

**WRITING YOUR ANSWERS**

You will be given Optical Mark Read (OMR) answer sheets for the multiple-choice questions in **READING COMPREHENSION,** **MATHEMATICAL REASONING** and **ABSTRACT REASONING** and lined paper for the **WRITTEN EXPRESSION** assessment.

For each question, the OMR answer sheet has a number of circles (‘bubbles’), each of which represents a possible answer. One of them represents the correct answer.

Mark your answer by colouring in the ‘bubble’ containing the letter of your chosen answer with your **pencil.**

Example (Answer ‘B’ chosen)

If you wish to change an answer, carefully erase your first choice and mark your new answer.

Never choose more than one answer. You will not lose marks for a question where your choice is an incorrect answer.

Also, please do not
- fold or tear the OMR answer sheet
- make marks anywhere other than in the designated areas on the OMR answer sheet
- use ink, ball-point pen or felt pen on any part of your OMR answer sheet.

**WRITTEN EXPRESSION**

Lined paper will be provided. Use a black or blue pen for your writing.
PRACTICE QUESTIONS

READING COMPREHENSION

This assessment requires you to read text and to answer questions about it. The topics for the test are drawn from many areas of study but no special knowledge is needed. All the information you need to answer the questions is printed in the booklet you will be given.

Each question in READING COMPREHENSION has four alternative answers, marked A, B, C and D. Choose the answer that you think is correct and colour in the corresponding ‘bubble’ on your answer sheet. There is only one right answer to each question.

Here are some practice examples.

PASSAGE

This animal, being a stranger, appears to merit a particular description. The Wom-bat (or, as it is called by the natives of Port Jackson the Wombback) is a squat, thick, short-legged, and rather inactive quadruped, with great appearance of stumpy strength. Its figure and movements, if they do not exactly resemble those of the bear, at least strongly remind one of that animal. Its length, from the tip of the tail to the tip of the nose, is thirty-one inches. Its weight, by hand, is somewhat between twenty-five and thirty pounds . . . The neck is thick and short, and greatly restrains the motions of the head, which according to a common expression, looks as if it were stuck upon the shoulders . . .

The animal has not any claim to swiftness of foot, as most men could run it down. Its pace is hobbling, or shuffling, something like the awkward gait of a bear. In disposition it is mild and gentle; but it bites hard, and is furious, when provoked. Mr Bass chased one, and with his hands under the belly suddenly lifted him off the ground and laid him upon his back, along his arm, like a child. It made no noise, nor any effort to escape, not even a struggle. Its countenance was placid, and it seemed as contented as if it had been nursed by Mr Bass from its infancy.

Questions 1 – 4 refer to the passage.

1 The wombat described in this passage (line 2) is
   A heavy and lame.
   B ill-tempered and swift.
   C shy but alert.
   D slow but strong.

2 The fact that the writer likens the wombat to a bear (line 7) most probably suggests that he
   A expected his readers to be familiar with a bear’s appearance.
   B thought the wombat belonged to the bear family.
   C wanted his readers to know that the wombat was a large, vicious animal.
   D believed the wombat’s habits to be the same as a bear’s.

3 The wombat offered no resistance when it was caught. Which one of the following is the best explanation of this?
   A It was helpless to move, as it was on its back.
   B It was a nervous, cowardly creature.
   C It was exhausted after the long chase.
   D It was a calm, passive creature.

4 The passage can best be described as
   A a witty discussion.
   B an informative account.
   C a carefully planned argument.
   D a dramatic narrative.

Now read the verse and answer Questions 5 and 6

The peaceful and submissive wombat
Abhors the very thought of combat.
Shaped like a shaggy little pig,
His joy is but to dig and dig,
A ten foot tunnel is to him
The product of a moment’s whim.
But when this impulse, urge or spasm
Is fanned into enthusiasm,
He’ll burrow on for miles and miles
And miles of subterranean aisles.

Leon Gellert: from The Wombat

5 Which one of the following habits of the wombat is most strongly emphasised by the verse?
   A It digs tunnels in which to hide.
   B It burrows with astonishing energy.
   C It moves quickly but without purpose.
   D It retires underground the moment someone approaches.

6 The verse suggests that the wombat digs
   A eagerly and extensively.
   B anxiously and senselessly.
   C intelligently and carefully.
   D impulsively and angrily.
To answer Question 7 you need to look at the passage and the verse together.

7 Which description of the wombat in the passage is suggested by the verse also?

A ‘rather inactive quadruped’
B ‘most inactive quadruped’
C ‘in disposition it is mild and gentle’
D ‘it bites hard, and is furious, when provoked’

Answers to the Reading Comprehension practice examples
1D 2A 3D 4B 5B 6A 7C

WRITTEN EXPRESSION
A topic for writing will be set, and you will have 30 minutes to plan and then write about the topic.

You might be asked to write a story, or perhaps a description or a letter. The topic may be given to you in the form of words, as in a heading, short paragraph or title, or in the form of a picture, such as a drawing, photograph or cartoon.

You should respond to the topic in the way that is most interesting to you, and which best displays your ability to write and express yourself.

The writing will be judged more on the quality of creative thinking and expression, rather than your ability to spell correctly, or the neatness of your handwriting.

Here are some practice topics.
1 Use one of the following as the beginning of a piece of writing:
   ‘I DON’T EXPECT YOU’RE GOING TO BELIEVE THIS, BUT WHEN I . . .’
   ‘IT’S AN UNUSUAL CHOICE, BUT THE REASON WHY I WANT TO BE A . . .’
   ‘I CAME AROUND THE CORNER AND THERE IN FRONT OF ME . . .’

2 Use this illustration as the basis of a piece of writing.
   [picture of an old person sitting on a park bench looking thoughtfully at two young children playing]

MATHEMATICAL REASONING
This assessment requires you to answer a number of problems using mathematical reasoning. Any calculations that are required can be done on the piece of working paper which will be supplied to you.

As for READING COMPREHENSION, each question in MATHEMATICAL REASONING has four alternative answers marked A, B, C and D. Choose the answer you think is correct and colour in the corresponding ‘bubble’ on your answer sheet.

There is only one right answer to each question.

Here are some practice examples.
1 When full, four tanks, W, X, Y and Z, each hold the same volume of water.
   Tank W empties faster than tank X.
   Tank Y empties faster than tank Z.
   Tank Y empties faster than tank W.
   Tank Z empties faster than tank X.
   If all four tanks were emptied starting at the same time, which tank would be empty first?
   A tank W
   B tank X
   C tank Y
   D tank Z

2 The diagram represents a rectangle 18 cm by 8 cm. How long is the side of a square the same area as this rectangle?

   A 9 cm
   B 12 cm
   C 13 cm
   D 16 cm

3 How many odd numbers less than 50 are exactly divisible by 3?
   A 7
   B 8
   C 16
   D 25

4 A square piece of paper is folded as shown in the figure below so three of its corners are folded into the centre.

   What fraction of the square can be seen in the figure?
   A \( \frac{3}{8} \)
   B \( \frac{1}{2} \)
   C \( \frac{5}{8} \)
   D \( \frac{3}{4} \)

5 A pattern is to be formed from four square pieces of cardboard, each with perimeter of 4 cm. Each piece of cardboard must touch at least one other piece of cardboard. What is the longest perimeter of a pattern which can be formed from the four pieces of cardboard?
   A 8 cm
   B 10 cm
   C 12 cm
   D 16 cm
A boy had half as many 5 cent coins as he had 1 cent coins. If he changed all the 1 cent coins for 2 cent coins at the bank, he would have

A two-fifths as many coins as before.
B two-thirds as many coins as before.
C five-sixths as many coins as before.
D five-eighths as many coins as before.

Answers to the Mathematical Reasoning
practice examples
1C 2B 3B 4C 5D 6B

ABSTRACT REASONING
This is a non-verbal test that measures abstract reasoning skills including the capacity to recognise relationships, to make sense of complex situations and to perceive and think clearly. The test will ask you to identify and complete various picture sequences and patterns. The diagram comprising the pattern may have a number of elements (size, shape, shading, orientation) that need to be considered when deciphering the pattern.

Here are some practice examples.

Example 1
In the following item, there are four shapes forming a sequence going from left to right. You are to choose from the alternatives (A, B, C and D), the one which would most logically and simply come next in the sequence.

Answer
In the sequence above, the dot rotates anticlockwise, and the cross alternates between two positions. So D is the answer.
Alternatively, the whole pattern can be seen rotating 45° anticlockwise, again giving D.

Example 2
In these items you need to identify which of A, B, C and D fits most logically and simply into the space with the ?.
In this example the shape in the box at the right of each row is made by combining the shapes in the first two boxes of the row, so the answer is B.

HOW TO DO YOUR BEST
The practice materials in this form are provided to help you prepare for the assessments.
Points to remember on assessment day include:
• listen carefully to spoken instructions
• take time to read written instructions carefully before you start answering
• if a question is too difficult, then leave it out and come back to it if you have time
• if you cannot make up your mind between two answers, then choose the one that you think is the best
• do not worry if you have left questions out or do not finish
• if you finish early, then check over your work
• do not hesitate to ask a supervisor if you have any queries or problems

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