



UNSW Global
THE UNIVERSITY OF NEW SOUTH WALES
SYDNEY • AUSTRALIA

**PAPER
G**

**Practice
Questions**



ICAS International
Competitions
and Assessments
for Schools

DO NOT OPEN THIS BOOKLET UNTIL INSTRUCTED.

STUDENT'S NAME:

Read the instructions on the **ANSWER SHEET** and fill in your **NAME, SCHOOL** and **OTHER INFORMATION**.

Use a 2B or B pencil.

Do **NOT** use a pen.

Rub out any mistakes completely.

You **MUST** record your answers on the **ANSWER SHEET**.

Mark only **ONE** answer for each question.

Your score will be the number of correct answers.

Marks are **NOT** deducted for incorrect answers.

Use the information provided to choose the **BEST** answer from the four possible options.

On your **ANSWER SHEET** fill in the oval that matches your answer.

Questions may sometimes be placed next to each other.

Make sure you read **ACROSS** the page and answer the questions in the correct order.

You are **NOT** allowed to use a dictionary or an electronic translator.

ENGLISH

**Educational
Assessment
Australia**
eaa.unsw.edu.au

Read *Hearsay* and answer questions 1 to 7.

Hearsay

Readers are invited to submit brief comments to Hearsay on current issues or interesting social observations. Humour and satire are welcomed in this column as are brevity and pertinence.

The newspaper reserves the right to edit length and content of correspondence as deemed necessary.

Dear Editor,

I note with interest and a smattering of good humour previous correspondence related to supermarket etiquette. In addition to previous examples of ill-mannered behaviour I wish to add my own recent observation.

Conversation stoppers and aisle blockers are endemic in the supermarkets I frequent. It is my most fervent hope that supermarket chains begin to post 'No Stopping' signs to prevent capricious conversation. Alternatively, aisle monitors could keep customers moving or post fines on their trolleys. I'd welcome other readers' perspectives on this issue.

In perpetual motion
24 June 2006

Dear Editor,

A close friend of mine recently invited me to join her in learning line dancing. Put simply, I dislike country music with a vengeance and the thought of dancing in unison to woeful tales of unrequited love in rural settings makes my stomach churn.

I fear this seemingly innocuous invitation will instigate a rift in our twenty-year relationship. I wonder if your enlightened readers might offer advice.

Anonymous
26 June 2006

Dear Editor,

I refer to a previous letter by your correspondent 'In perpetual motion'. What nonsense!

Obviously this writer has no concept of the significant social benefits to be gained from conversing to alleviate the tedium of supermarket shopping.

I'd suggest next time 'In perpetual motion' chances upon a group of aisle blockers with trolleys askew and purchases forgotten, that he or she ceases movement and instead joins the conversation.

Janet Frazer
26 June 2006

Dear Editor,

With regard to Anonymous' line dancing dilemma, I'd like to relate my own experience in the hope this may shed light on a suitable resolution.

A few months ago my mother-in-law invited me (actually it was more of a command) to join her lawn bowls club. This necessitated the purchase of white wear, regulation stockings, hat and the obligatory set of high quality titanium-weighted bowls in a handcrafted leather bag.

During my first game I 'fell' forward rather heavily as I bowled my first ball. The resultant 'injury' prevented me from furthering my bowling career but salvaged the relationship with my mother-in-law. Might I therefore suggest a strategic 'fall', causing minimal damage to soft tissue but maximising social integrity.

Patella Kneebone
28 June 2006

1. The word 'endemic', as it is used in the first letter, describes
 - (A) a group of people who tend to congregate in aisles.
 - (B) an annoying habit of blocking the aisles with trolleys.
 - (C) a particular feature of the places where the writer shops.
 - (D) the way people stop talking when the writer approaches.

2. Anonymous is most concerned that she will have to
 - (A) learn line dancing so as not to look out of place.
 - (B) pretend to enjoy line dancing for her friend's sake.
 - (C) break her friendship in order to avoid line dancing.
 - (D) endure badly-played country music to do line dancing.

3. A suitable pun that could be used as a nom de plume by Anonymous is
 - (A) Out of Line.
 - (B) Country Style.
 - (C) Waltzing Matilda.
 - (D) In Step with Dancing.

4. A synonym of the word 'alleviate', as it is used in Janet Frazer's letter, is
 - (A) subsidise.
 - (B) justify.
 - (C) diffuse.
 - (D) mitigate.

5. Which of the following quotes from the letter by Patella Kneebone is **NOT** intended to be humorous?
 - (A) 'in the hope this may shed light on a suitable resolution'
 - (B) '(actually it was more of a command)'
 - (C) 'the obligatory set of high quality titanium-weighted bowls in a handcrafted leather bag'
 - (D) 'causing minimal damage to soft tissue but maximising social integrity'

6. Purple prose is a term used to describe highly 'flowery' language. An example of 'flowery' language used by one of the letter writers is
 - (A) 'In addition to previous examples of ill-mannered behaviour'.
 - (B) 'dancing in unison to woeful tales of unrequited love in rural settings'.
 - (C) 'aisle-blockers with trolleys askew and purchases forgotten'.
 - (D) 'that he or she ceases movement and instead joins the conversation'.

7. Which of the following letters would most likely be accepted for publishing in this column?
- (A) a detailed explanation extolling the virtues of organic egg consumption
 - (B) an expansive dissertation analysing whether the chicken came before the egg
 - (C) an adjective-laden observation about the intrinsic nutrient value of brown eggs
 - (D) a brief but witty response to a query about the best method for consuming a boiled egg

For questions 8 to 10 choose the words which best fit the style and meaning of the passage.

Kidnapped

Then followed a heated exchange in a language that Tom did not understand. Although he could not understand a word of what the men said, he could sense the hostility all around him. He understood ___(8)___ he was in.

A heavy wooden chest stood against one wall of the low room. In a flash a flurry of hands was laid on the chest, ___(9)___, the men dragged it to one side, to reveal a square hole in the boarded floor. Down through this hatchway Tom was ___(10)___, landing in the dank basement of the building.

8. (A) vaguely the place
(B) excitedly the dilemma
(C) well enough the danger
(D) quite thoroughly the challenge
9. (A) by determination
(B) by hook or by crook
(C) and beyond all expectation
(D) and with much grunting and panting
10. (A) eased into it
(B) hastily pulled
(C) heaved under it
(D) unceremoniously shoved

THIS PAGE IS MEANT TO BE BLANK.

Acknowledgment

Copyright in this booklet is owned by Educational Assessment Australia, UNSW Global Pty Limited, unless otherwise indicated. Every effort has been made to trace and acknowledge copyright. Educational Assessment Australia apologises for any accidental infringement and welcomes information to redress the situation.

Sources

“Hearsay” text © EAA 2006.

The following year levels should sit THIS Paper:

Australia	Year 9
Brunei	Form 4
Hong Kong	Form 3
Indonesia	Year 10
Malaysia	Form 3
New Zealand	Year 10
Pacific	Year 9
Singapore	Secondary 2
South Africa	Grade 9



UNSW Global
THE UNIVERSITY OF NEW SOUTH WALES
SYDNEY • AUSTRALIA

**Educational
Assessment
Australia**
eaa.unsw.edu.au

© 2010 Educational Assessment Australia.
EAA is an education group of UNSW Global Pty Limited, a not-for-profit provider of education, training and consulting services and a wholly owned enterprise of the University of New South Wales. ABN 62 086 418 582

TO ANSWER THE QUESTIONS

Example:

Choose the word that is closest in meaning to the underlined word.

I want you to give this important matter prompt attention.

- (A) quiet
- (B) careful
- (C) immediate
- (D) deliberate

Immediate is the word closest in meaning to prompt in this sentence, so you would fill in the oval (C), as shown.

(A) (B) ● (D)



START

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5 (A) (B) (C) (D)

6 (A) (B) (C) (D)

7 (A) (B) (C) (D)

8 (A) (B) (C) (D)

9 (A) (B) (C) (D)

1\$ (A) (B) (C) (D)

QUESTION	KEY	DESCRIPTION OF SKILL	AREA	LEVEL OF DIFFICULTY
1	C	Interpret the use of a descriptive word in a persuasive text	RF	Medium/Hard
2	C	Interpret a letter writer's main concern in a persuasive text	RF	Easy
3	A	Identify a pun to suit the content of a humorous persuasive text	TD	Easy
4	D	Identify a synonym for 'alleviate' in a persuasive text	VOC	Hard
5	A	Synthesise a persuasive text to identify humour	RF	Medium
6	B	Identify an example of purple prose in a humorous persuasive text	TD	Medium/Hard
7	D	Synthesise a persuasive text to identify an example which would match its audience and purpose	RF	Easy
8	C	Identify the option that correctly maintains text cohesion	SYN	Medium/Hard
9	D	Identify the option that correctly maintains text cohesion	SYN	Medium
10	D	Identify the option that best completes the clause	SYN	Medium

LEGEND

Area refers to the particular curriculum area or strand assessed by the question.

RL Reading – Literary questions which require students to comprehend and interpret texts such as stories, poems, extracts from novels, reviews, plays

RF Reading – Factual questions which require students to understand and interpret information and argument texts, including texts which incorporate diagrams, tables and images from a range of curriculum areas, e.g. reports, editorials, advertisements, explanations

TD Textual devices questions which require students to recognise and to interpret textual devices which include figurative and rhetorical language (e.g. metaphor, rhetorical question, pun) and text conventions (e.g. use of different font sizes and types, captions)

SYN Syntax questions about accuracy and clarity within sentences or texts (e.g. pronoun reference, tense) and the recognition of grammatical terms (e.g. noun, main clause)

VOC Vocabulary questions about the meaning of words or phrases

Level of difficulty refers to the expected level of difficulty for the question.

Easy more than 70% of candidates will choose the correct option

Medium about 50–70% of candidates will choose the correct option

Medium/Hard about 30–50% of candidates will choose the correct option

Hard less than 30% of candidates will choose the correct option