



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

### Read Who needs a map? and answer questions 1 to 7.



StudentBounty.com The family camping holiday ('same place as last year, why go anywhere else?') had assumed titanic proportions this year with invited guests and close relatives swelling numbers to horrifying levels.

As a young teenager, Luke was dubious about the prospect of spending three weeks in close proximity to his parents' friends and relatives. Luckily none of his school friends would be around to witness the 5 am departure of the camping convoy ('it's better to travel together in case somebody gets lost or breaks down')-except one.

Andrew was the only redeeming feature about this marathon event—a life raft that would stop Luke from sinking into a mire of aunties and babies and toddlers and pain-in-the-neck cousins who think they know everything about fishing. He could go exploring with Andrew. Andrew had a detailed map of the forest area around the lake and further beyond into the numerous hills and gullies scored by rivers and small streams. The novelty of Andrew's metal detector was never far from Luke's mind either. Imagine finding gold! There had been a gold rush in this area two hundred years earlier—maybe there was something left.

Shortly after breakfast on the first day, Luke and Andrew made their bid for freedom supported by a carefully packed lunch, drinks ('don't forget your hats and take a jacket') and the metal detector.

Yes, life in the bush was fine. No parents, no irritating cousins and a decent-sized cave...

A CAVE? Who needed a map?

The entrance to the cave was partly obscured by enormous boulders and they would have passed it by unnoticed if they hadn't been following the beeping of the metal detector which led them to the entrance. Heavy river sand was heaped on the cave floor and their feet punctuated the silt in deep prints. Luke's torch flicked over another set of prints further ahead. Very recent prints-the sides still well-defined-very large boot prints. A light glimmered deeper in the cave and they could hear the low rumble of voices. Adult voices. Big boot voices.

StudentBounty.com In the first paragraph Luke's attitude towards the family camping trip can be des 1.

(D)

- (A) exasperation. (B) indifference. (C) resignation.
- 2. In the first paragraph what is the purpose of placing the quotations in brackets?
  - to highlight the attractions of the camp site (A)
  - to relate a conversation between Andrew and Luke (B)
  - to refer to previous comments made by Luke's parents (C)
  - to indicate the writer's thoughts about actions occurring in the story (D)
- 3. Why was Luke **NOT** looking forward to the family holiday?
  - (A) There would be no one else his age to talk to.
  - He did not enjoy the company of his relatives. (B)
  - None of his school friends had wanted to go with him. (C)
  - The only activity he would be allowed to do would be fishing. (D)
- 4. Why is the word 'CAVE' written in capital letters?
  - (A) to show that Luke and Andrew shouted
  - (B) to indicate the amazement that Luke and Andrew felt
  - to highlight that Luke and Andrew's voices were echoing (C)
  - (D) to warn the reader that Luke and Andrew were in danger
- 5. The word 'scored', as it is used in the text, refers to
  - (A) the creation of patterns of gullies and rivers.
  - (B) the method of drawing a map of the river system.
  - the large number of rivers and small streams in the area. (C)
  - the way the rivers and small streams shaped the gullies. (D)
- Based on information in the text, Luke's parents may be described as 6.
  - (B) ignorant. (C) arrogant. (A) cautious. (D) strict.
- 7. At which point in the text does the writer set up a change in mood?
  - (A) 'Luke and Andrew made their bid for freedom'
  - (B) 'Yes, life in the bush was fine.'
  - (C) 'their feet punctuated the silt'

# For questions 8 to 10 read Monkeys and choose the best option.

# **MONKEYS**

Monkeys are separated into two groups: Old World monkeys such as baboons and New World monkeys such as marmosets.

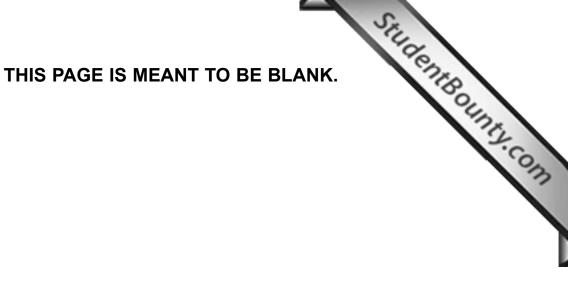
StudentBounty.com The two groups are differentiated by the locations <u>(8)</u> and the shape of their nostrils. Old World monkeys live in Africa and Asia whereas New World monkeys originate from Central and South America. (9) The nostrils of Old World monkeys are close together and point downward. New World monkeys have widely-spread nostrils that face to the side.

(10) , Old and New World monkeys share common characteristics. Among these are intelligence, strong social groupings and the ability to communicate.

- 8. Choose the words that best fit the style and meaning of the passage.
  - (A) that they live
  - (B) in which they live
  - (C) where they live at
  - (D) as to how they live
- 9. What is the correct way to combine the following two sentences without changing their meanings?

The nostrils of Old World monkeys are close together and point downward. New World monkeys have widely-spread nostrils that face to the side.'

- (A) Even though Old World monkeys have nostrils that are close together and point downward, New World monkeys have widely-spread nostrils that face to the side.
- Like the nostrils of Old World monkeys which are close together and point downward, (B) New World monkeys have widely-spread nostrils that face to the side.
- The nostrils of Old World monkeys are close together and point downward despite New (C) World monkeys having widely-spread nostrils that face to the side.
- Old World monkeys have nostrils that are close together and point downward in contrast (D) to New World monkeys which have widely-spread nostrils that face to the side.
- 10. Choose the words that best fit the style and meaning of the passage.
  - (A) As they have many similarities
  - If many differences exist between them (B)
  - (C) Since they are found in diverse locations
  - (D) Although located in different geographical areas



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#### Sources

"Who needs a map?" text and graphic © EAA 2006.



#### The following year levels should sit THIS Paper:

Australia	Year 7
Brunei	Form 1
Hong Kong	Form 1
Indonesia	Year 8
Malaysia	Form 1
New Zealand	Year 8
Pacific	Year 7
Singapore	Primary 6
South Africa	Grade 7





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HOW TO FILL OUT THIS SHEET:

USE 2B OR B PENCIL

- · Rub out all mistakes completely.
- Print your details clearly in the boxes provided.
- · Make sure you fill in only one oval in each column.

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Are you male	or female?
Male	Female



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Does anyone in your home usually speak a language other than English? O No ○ Yes

School name:

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#### TO ANSWER THE QUESTIONS

#### Example:

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

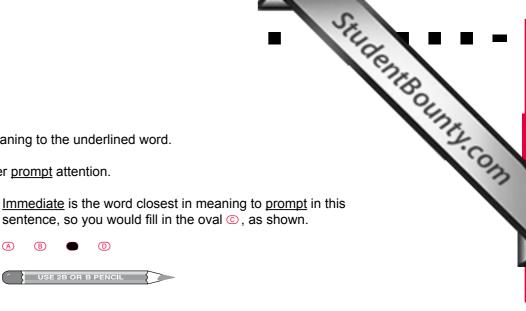
I want you to give this important matter prompt attention.

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

A B D 

USE 2B OR B PENCIL

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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
10	A	B	C	D





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QUESTION	KEY	DESCRIPTION OF SKILL	AREA	Fry Mea Medium Easy
1	A	Infer a character's attitude in a narrative	RL	Mea
2	C	Interpret the purpose of a stylistic device in a narrative	TD	Medium
3	В	Interpret the reason for a character's feelings in a narrative	RL	Easy
4	В	Interpret the use of capital letters in a narrative	TD	Easy
5	D	Interpret the meaning of a word from context: scored	VOC	Hard
6	A	Synthesise a narrative to identify a character trait	RL	Medium
7	D	Synthesise a narrative to identify a change in mood	RL	Medium
8	В	Identify the option that correctly maintains text cohesion	SYN	Medium
9	D	Identify the sentence that correctly combines two sentences	SYN	Hard
10	D	Identify the option that correctly maintains text cohesion	SYN	Medium

# LEGEND

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

<b>RL</b> Reading – Literary	questions which require students to comprehend and interpret texts such as stories, poems, extracts from novels, reviews, plays
<b>RF</b> 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
<b>TD</b> 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)
<b>VOC</b> Vocabulary	questions about the meaning of words or phrases

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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