

SHIIdent BOUNTS, COM

YEAR 2





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

ENGLISH

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.

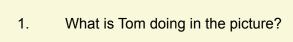
You are **NOT** allowed to use a dictionary or an electronic translator.

Read Tom's morning and answer questions 1 to 4.

SHILDENT BOUNTS, COM Tom's morning

The alarm clock buzzed and Tom jumped out of bed. He had been looking forward to the School Sports Day for a long time. Now it had finally arrived.





- opening the curtains (A)
- (B) drinking some juice
- (C) jumping on his bed stretching his arms (D)
- 2. Which option correctly matches the object with its location in the picture?

		Object	Location
	(A)	jeans	bed
	(B)	сар	windowsill
	(C)	watch	drawer
Ī	(D)	packet of juice	bedside table

- 3. The word 'finally', as it is used in the text, means
 - (A) lastly.
 - (B) for ever.
 - (C) at long last.
 - in conclusion. (D)
- 4. Which of these is a sound?
 - (A) 'buzzed'
 - 'jumped' (B)
 - (C) 'looking'
 - 'arrived' (D)



For question 5 choose the CORRECT option to complete the sentence.

- 5. I love to _____ photographs.
 - (A) taken
 - (B) take
 - (C) takes
 - (D) taking

Acknowledgment

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Sources

Pages 2-3 "Tom's morning" text and images © EAA

The following year levels should sit THIS Paper:

Australia



Educational Assessment Australia eaa.unsw.edu.au

Year 2

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TO ANSWER THE QUESTIONS

Example:

Choose the option that best completes the sentence.

You should take an umbrella ______ it might rain.

- (A) (B) (C) (D) but
- because
- when
- if

The answer is <u>because</u>, so fill in the oval ®, as shown.



START

- **1** (A) **D** B 0
- **2** (A) B **© (**
- **3** (A) lacksquare0 **D**
- **© (4** (A) B
- **5** (A) $^{\mathsf{B}}$ **© (**

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YEAR





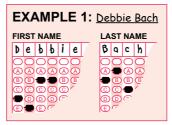


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HOW TO FILL OUT THIS SHEET:

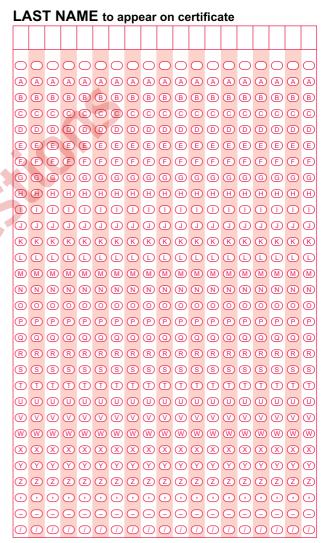


- · Rub out all mistakes completely.
- · Print your name clearly in the boxes provided.
- · Make sure you fill in only one oval for each column.
- · You can use a ruler as a guide.

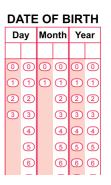


EXAMPLE 2: Chan Ai Beng FIRST NAME LAST NAME													
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	Are you male Male		
	Does anyone Yes	in your home usua	lly speak a language other than English?
Ξ	School name	:	



CLASS (optional) (A) (K) BC (D) (N) E O E P **@** @

QUESTION	KEY	DESCRIPTION OF SKILL	AREA	DIF
1	D	Identify a character's action in a visual text with a short introduction	RL	Easy
2	A	Locate an object in a visual text with a short introduction	RL	Medium
3	С	Interpret the meaning of a word in a visual text with a short introduction: finally	VOC	Medium/Hard
4	A	Identify a sound in a visual text with a short introduction	TD	Easy/Medium
5	В	Identify the correct verb to complete the sentence	SYN	Easy

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

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