International Competitions and Assessments for Schools

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.
Old Ginger Nut’s Holiday

One Tree Farm
Kangaroo Valley

Dear Mum

MONDAY
When you left me at Grandad’s I cried. Grandad said, ‘Come on, Old Ginger Nut. Dry those tears and let’s see if Aunty Irene has got our tea ready.’ I don’t like being called ‘Old Ginger Nut’! I want to come home.

TUESDAY
Bubbles made such a fuss and licked me all over. Aunty Irene told me not to cuddle him as he had fleas. Grandad said, ‘A few fleas never hurt anybody.’ I don’t want to get fleas. I wish I was at home.

WEDNESDAY
When I was helping Aunty Irene collect eggs I found a rat’s nest. Grandad said, ‘Rotten pests, they’re a rotten nuisance!’ I’d like a pet rat when I get home.

THURSDAY
Grandad took me fishing in the creek this afternoon but we didn’t catch any fish. Grandad kept saying, ‘We’ll have a fish as big as a whale in a minute.’ Aunty Irene cooked fish fingers for tea. I wish we had a creek at home.

FRIDAY
We had a picnic today. All we could hear were bees buzzing. Grandad said, ‘It’s going to be a lot quieter next week without you buzzing around!’ Aunty Irene says I’d better post this letter today; otherwise I’ll beat it home.

Lots of love from Old Ginger Nut.

P.S. PLEASE let me stay here a little longer. I don’t want to come home yet.
1. Who wrote this letter?
   (A) Grandad
   (B) Aunty Irene
   (C) Old Ginger Nut
   (D) Old Ginger Nut’s mum

2. The word ‘pests’ is used to describe things which are
   (A) ugly.
   (B) dirty.
   (C) dangerous.
   (D) troublesome.

3. When Old Ginger Nut says ‘I’d like a pet rat’, the contraction ‘I’d’ is made up of the words
   (A) I did.
   (B) I had.
   (C) I could.
   (D) I would.

4. When Grandad says, ‘It’s going to be a lot quieter here next week without you buzzing around!’, he means
   (A) ‘Your constant noise keeps me as busy as a bee.’
   (B) ‘I’ll miss you when you’re not here next week.’
   (C) ‘You’re so noisy I can’t wait for you to go home.’
   (D) ‘I’ll be able to work harder on the farm when you go.’

5. On which day does the reader first notice a change in Old Ginger Nut’s feelings about staying with his grandfather?
   (A) Monday
   (B) Tuesday
   (C) Wednesday
   (D) Friday

6. Why are the words ‘MONDAY’ to ‘FRIDAY’ written in CAPITAL LETTERS?
   (A) They are days of the week.
   (B) They are subheadings in the letter.
   (C) Old Ginger Nut is angry with his mother.
   (D) The writer wants to highlight important information.
7. Put these pictures into the correct order to show what Old Ginger Nut did during the week.

The correct order for the pictures is

(A) 4, 2, 1, 3  
(B) 2, 4, 3, 1  
(C) 3, 2, 1, 4  
(D) 2, 3, 4, 1

8. If Old Ginger Nut wrote a story about his holiday, the best title would be

(A) Holidays with Mum.  
(B) Helping Aunty Irene.  
(C) Fishing with Grandad.  
(D) My Time at Grandad’s.

For questions 9 and 10 choose the best option.

9. Choose the sentence which is PUNCTUATED CORRECTLY.

(A) The shaggy brown dog chased Michael’s cat up into the tree.  
(B) The shaggy brown, dog chased Michael’s cat up into the tree.  
(C) The shaggy brown dog chased Michaels’ cat up into the tree.  
(D) The shaggy, brown, dog chased Michaels’ cat up into the tree.

10. Lynette is very caring. She always thinks about other people.

Which of the following words describes Lynette?

(A) patient  
(B) reliable  
(C) considerate  
(D) independent
THIS PAGE IS MEANT TO BE BLANK.
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The following year levels should sit THIS Paper:

<table>
<thead>
<tr>
<th>Country</th>
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<tbody>
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<td>Singapore</td>
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<tr>
<td>South Africa</td>
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</table>
HOW TO FILL OUT THIS SHEET:

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

EXAMPLE 1: Debbie Bach
FIRST NAME: DEBBIE
LAST NAME: BACH

EXAMPLE 2: Chan Ai Beng
FIRST NAME: CHAN
LAST NAME: Ai BENG

EXAMPLE 3: Jamal bin Abas
FIRST NAME: ZAMAL
LAST NAME: BIN ABAS

FIRST NAME to appear on certificate
LAST NAME to appear on certificate

Are you male or female?
- Male
- Female

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

School name: ________________________________

Town / suburb: ______________________________

Today’s date: ______/_____/______

Postcode: ________

DATE OF BIRTH
Day: ________
Month: ________
Year: ________

CLASS (optional)
- ________
- ________
- ________
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 ☐, as shown.

START

1 ☐ ☐ ☐ ☐
2 ☐ ☐ ☐ ☐
3 ☐ ☐ ☐ ☐
4 ☐ ☐ ☐ ☐
5 ☐ ☐ ☐ ☐
6 ☐ ☐ ☐ ☐
7 ☐ ☐ ☐ ☐
8 ☐ ☐ ☐ ☐
9 ☐ ☐ ☐ ☐
10 ☐ ☐ ☐ ☐

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<th>AREA</th>
<th>LEVEL OF DIFFICULTY</th>
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<tr>
<td>1</td>
<td>C</td>
<td>Interpret information in a personal recount to identify the writer</td>
<td>RL</td>
<td>Easy</td>
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<tr>
<td>2</td>
<td>D</td>
<td>Infer the meaning of a word: pests</td>
<td>VOC</td>
<td>Medium</td>
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<tr>
<td>3</td>
<td>D</td>
<td>Identify the parts of contraction in a personal recount</td>
<td>SYN</td>
<td>Easy</td>
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<td>4</td>
<td>B</td>
<td>Interpret the meaning of an idiomatic expression in a personal recount</td>
<td>VOC</td>
<td>Medium</td>
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<td>5</td>
<td>C</td>
<td>Identify the change in the writer’s tone in a personal recount</td>
<td>RL</td>
<td>Medium/Hard</td>
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<td>6</td>
<td>B</td>
<td>Identify the use of capital letters for subheadings</td>
<td>TD</td>
<td>Easy</td>
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<td>7</td>
<td>B</td>
<td>Synthesise a personal recount to sequence a set of illustrations</td>
<td>RL</td>
<td>Medium/Hard</td>
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<td>8</td>
<td>D</td>
<td>Identify the theme of a personal recount</td>
<td>RL</td>
<td>Medium</td>
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<tr>
<td>9</td>
<td>A</td>
<td>Identify the correct use of list commas and the possessive apostrophe</td>
<td>SYN</td>
<td>Medium</td>
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<tr>
<td>10</td>
<td>C</td>
<td>Synthesise a description to identify a character trait</td>
<td>VOC</td>
<td>Medium</td>
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</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage of Candidates</th>
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<tbody>
<tr>
<td>Easy</td>
<td>more than 70%</td>
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<tr>
<td>Medium</td>
<td>about 50–70%</td>
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<tr>
<td>Medium/Hard</td>
<td>about 30–50%</td>
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<tr>
<td>Hard</td>
<td>less than 30%</td>
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