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

**Who needs a map?**

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.
1. In the first paragraph Luke’s attitude towards the family camping trip can be described as one of
   (A) exasperation.   (B) indifference.   (C) resignation.   (D) complacency.

2. In the first paragraph what is the purpose of placing the quotations in brackets?
   (A) to highlight the attractions of the camp site
   (B) to relate a conversation between Andrew and Luke
   (C) to refer to previous comments made by Luke’s parents
   (D) to indicate the writer’s thoughts about actions occurring in the story

3. Why was Luke NOT looking forward to the family holiday?
   (A) There would be no one else his age to talk to.
   (B) He did not enjoy the company of his relatives.
   (C) None of his school friends had wanted to go with him.
   (D) The only activity he would be allowed to do would be fishing.

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
   (C) to highlight that Luke and Andrew’s voices were echoing
   (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.
   (C) the large number of rivers and small streams in the area.
   (D) the way the rivers and small streams shaped the gullies.

6. Based on information in the text, Luke’s parents may be described as
   (A) cautious.   (B) ignorant.   (C) arrogant.   (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’
   (D) ‘very large boot prints’
Monkeys are separated into two groups: Old World monkeys such as baboons and New World monkeys such as marmosets.

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

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.
   (B) Like the nostrils of Old World monkeys which are close together and point downward, New World monkeys have widely-spread nostrils that face to the side.
   (C) The nostrils of Old World monkeys are close together and point downward despite New World monkeys having widely-spread nostrils that face to the side.
   (D) Old World monkeys have nostrils that are close together and point downward in contrast 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
    (B) If many differences exist between them
    (C) Since they are found in diverse locations
    (D) Although located in different geographical areas
**Acknowledgment**

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**Sources**

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

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

<table>
<thead>
<tr>
<th>Country</th>
<th>Year/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>Year 7</td>
</tr>
<tr>
<td>Brunei</td>
<td>Form 1</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>Form 1</td>
</tr>
<tr>
<td>Indonesia</td>
<td>Year 8</td>
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<td>Malaysia</td>
<td>Form 1</td>
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<tr>
<td>New Zealand</td>
<td>Year 8</td>
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<tr>
<td>Pacific</td>
<td>Year 7</td>
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<tr>
<td>Singapore</td>
<td>Primary 6</td>
</tr>
<tr>
<td>South Africa</td>
<td>Grade 7</td>
</tr>
</tbody>
</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: JAMAL
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: ________
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.
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

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>KEY</th>
<th>DESCRIPTION OF SKILL</th>
<th>AREA</th>
<th>LEVEL OF DIFFICULTY</th>
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<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>Infer a character’s attitude in a narrative</td>
<td>RL</td>
<td>Medium</td>
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<tr>
<td>2</td>
<td>C</td>
<td>Interpret the purpose of a stylistic device in a narrative</td>
<td>TD</td>
<td>Medium/Hard</td>
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<td>B</td>
<td>Interpret the reason for a character’s feelings in a narrative</td>
<td>RL</td>
<td>Easy</td>
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<td>4</td>
<td>B</td>
<td>Interpret the use of capital letters in a narrative</td>
<td>TD</td>
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<td>5</td>
<td>D</td>
<td>Interpret the meaning of a word from context: scored</td>
<td>VOC</td>
<td>Hard</td>
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<td>A</td>
<td>Synthesise a narrative to identify a character trait</td>
<td>RL</td>
<td>Medium</td>
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<td>D</td>
<td>Synthesise a narrative to identify a change in mood</td>
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<td>Identify the option that correctly maintains text cohesion</td>
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<td>Medium</td>
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<td>9</td>
<td>D</td>
<td>Identify the sentence that correctly combines two sentences</td>
<td>SYN</td>
<td>Hard</td>
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<td>10</td>
<td>D</td>
<td>Identify the option that correctly maintains text cohesion</td>
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<td>Medium</td>
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<td>Level of difficulty</td>
<td>Expected success rate</td>
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<tr>
<td>Easy</td>
<td>more than 70% of candidates will choose the correct option</td>
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<tr>
<td>Medium</td>
<td>about 50–70% of candidates will choose the correct option</td>
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<tr>
<td>Medium/Hard</td>
<td>about 30–50% of candidates will choose the correct option</td>
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<tr>
<td>Hard</td>
<td>less than 30% of candidates will choose the correct option</td>
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<td></td>
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</tbody>
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