PAPER F

Practice Questions

International Competitions and Assessments for Schools

UNSW Global
THE UNIVERSITY OF NEW SOUTH WALES
SYDNEY • AUSTRALIA

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.

Educational Assessment Australia
eaa.unsw.edu.au
Vikings – the untold story

Viking history and stories about Vikings are often dominated by dramatic events and personalities but what of everyday Viking life?


‘This porridge has lumps, Helde!’ Olaf bellowed. Erik smirked. He knew what was coming and it wouldn’t be pleasant. Fun though. Helde emerged from the cooking space at the far end of the house. It was some 20 metres to Olaf’s seat by the window but Helde covered the distance – plaits flying, her bulk wiping out the grass sods stacked neatly by the fireplace – in milliseconds. Erik shifted quickly, just enough to keep out of the way but still retain a clear view. Another happy family scene was about to unfold in the Nordstrom household!

At times Erik pondered his father’s neural capacity. Perhaps it helped if one worked in the kitchen, as Erik did every morning, observing Helde’s mounting frustration. Clay pots cracking, spilling their contents over hot coals, Helde savagely pouring porridge dregs into yet another ‘second-hand’ pot, all the while cursing her husband for buying cheap pots, Olaf upstairs in Viking Valhalla – oblivious. On a bad day, the hot coals, caked in porridge, spluttered into lifelessness. A very bad day. Not unlike today!

Erik watched as Olaf the Awful (his nickname) sat impassively as the dogs licked the porridge dripping from his shoulder, down his arm, onto the dirt floor (another bone of contention). ‘Incongruous,’ Erik thought, simultaneously marvelling at the extent of his vocabulary. ‘Here we have one of the most feared Vikings in the neighbourhood bloodied and bowed before breakfast. Now this is the stuff of legends!’
1. Why are some words in the text written in italics?

   (A) They indicate that the information can be disregarded.
   (B) They have been written by someone other than the author.
   (C) They provide information which sets the scene for the narrative.
   (D) They confirm the previous statement about the stories of Vikings.

2. Helde could be described as

   (A) clumsy and reckless.
   (B) youthful and amusing.
   (C) impatient and volatile.
   (D) friendly and good-natured.

3. How did Erik respond to the events at breakfast?

   (A) He was amazed by his mother’s actions.
   (B) He was amused by his father’s behaviour.
   (C) He was nervous about the effects of the violence.
   (D) He was annoyed at being expected to help with the meal.

4. Which sentence is meant to be ironic?

   (A) ‘He knew what was coming and it wouldn’t be pleasant.’
   (B) ‘Another happy family scene was about to unfold in the Nordstrom household!’
   (C) ‘At times Erik pondered his father’s neural capacity.’
   (D) ‘Not unlike today!’

5. The word ‘incongruous’ means

   (A) devastating.  (B) extraordinary.  (C) unclean.  (D) absurd.

6. Which word from the text has a meaning **OPPOSITE** to ‘agitatedly’?

   (A) ‘quickly’
   (B) ‘savagely’
   (C) ‘impassively’
   (D) ‘simultaneously’
7. From whose point of view is this story told?
   (A) Olaf’s
   (B) Erik’s
   (C) Helde’s
   (D) the author’s

8. The tone of this text is
   (A) authoritative.   (B) respectful.   (C) thoughtful.   (D) humorous.

For questions 9 and 10 choose the best words to complete the passage.

SPACE EXPLORATION

Space exploration actually began when humans first looked at the sky and wondered about the drama above: why the Sun rose each morning, why the Moon looked different at different times and why some stars were brighter than others.

Throughout history, philosophers, writers, scientists and engineers have speculated about the nature of our universe. The first astronomical records, (9) 4000 years ago in Mesopotamia, were used more for astrology than for science. Wars, for example, were planned according to the relative positions of Mars and Saturn. (10), understandably, gave astrologers great power.

9. (A) kept with remarkable accuracy
   (B) stored and surprisingly accurate
   (C) astonishingly accurate even when
   (D) with great accuracy even today compared to

10. (A) The ability to offer such advice
    (B) When they offered such advice
    (C) The reason for offering such advice
    (D) Because they could offer such advice
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**Sources**

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<tr>
<th>Country</th>
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<tr>
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<td>South Africa</td>
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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: ________________

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.

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START

1 ☐ ☐ ☐ ☐
2 ☐ ☐ ☐ ☐
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<th>KEY</th>
<th>DESCRIPTION OF SKILL</th>
<th>AREA</th>
<th>LEVEL OF DIFFICULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>Interpret the use of italics for a preface to a narrative</td>
<td>TD</td>
<td>Easy</td>
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<tr>
<td>2</td>
<td>C</td>
<td>Infer a character’s personality from a narrative</td>
<td>RL</td>
<td>Medium</td>
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<tr>
<td>3</td>
<td>B</td>
<td>Infer a character’s attitude and response from events in a narrative</td>
<td>RL</td>
<td>Medium</td>
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<tr>
<td>4</td>
<td>B</td>
<td>Identify an example of irony in a narrative</td>
<td>TD</td>
<td>Hard</td>
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<tr>
<td>5</td>
<td>D</td>
<td>Identify the meaning of a word: incongruous</td>
<td>VOC</td>
<td>Medium</td>
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<tr>
<td>6</td>
<td>C</td>
<td>Identify a word from a narrative that is opposite in meaning to a given word</td>
<td>VOC</td>
<td>Medium</td>
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<td>7</td>
<td>B</td>
<td>Synthesise a narrative to determine the narrative voice</td>
<td>RL</td>
<td>Easy</td>
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<td>8</td>
<td>D</td>
<td>Synthesise a narrative to identify the tone of the text</td>
<td>RL</td>
<td>Easy</td>
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<tr>
<td>9</td>
<td>A</td>
<td>Identify the option that correctly maintains text cohesion</td>
<td>SYN</td>
<td>Medium/Hard</td>
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<tr>
<td>10</td>
<td>A</td>
<td>Identify the option that correctly maintains text cohesion</td>
<td>SYN</td>
<td>Medium/Hard</td>
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**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>
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<th>Difficulty Level</th>
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<tbody>
<tr>
<td>Easy</td>
<td>more than 70% of candidates will choose the correct option</td>
</tr>
<tr>
<td>Medium</td>
<td>about 50–70% of candidates will choose the correct option</td>
</tr>
<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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