



EDUCATIONAL MEASUREMENT  
AND SCHOOL ACCOUNTABILITY  
DIRECTORATE

# Selective High Schools Test Sample

This sample test paper is designed to familiarise candidates with the format and content of the Selective High Schools Test, but it contains fewer items than the real test.

The test is rewritten every year and candidates should not assume that a high score on the sample test means that the student will score as highly on the actual test. Conversely, a low score on the sample test does not necessarily mean a low score on the actual test.

This document is a joint publication of the Department of Education and Training and the Australian Council for Educational Research (ACER).

The sample test paper is also available on the Internet at: <http://www.schools.nsw.edu.au/learning/k-6assessments/selectiveschools.php>

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## INTRODUCTION

This publication assists applicants for Year 7 entry to selective high schools to become more familiar with the Selective High Schools Test and its administration procedures.

The publication is based on a previous test although some of the items have not been included for copyright reasons.

In the actual Selective High Schools Test there will be 45 questions in reading, 40 in mathematics and 60 in general ability. The correct number of questions are shown on the sample answer sheet at the back of the publication. However, in this publication there will be fewer questions.

### IMPORTANT: DO NOT GET DISCOURAGED!

The Selective High Schools Test measures ability and is set to discriminate at a very high level. Students who are accustomed to answering most questions in tests correctly should not be discouraged if they get a number of questions wrong. It is very rare for even the highest scoring candidates to score full marks on all components of the Selective High Schools Test.

Selective high school entry does not depend entirely on a student's performance in the Selective High Schools Test as school assessment scores in English and mathematics are provided by the primary schools. Moreover, the mark required for entry varies from school to school.

## GENERAL INFORMATION

### YEAR 7 ENTRY

Students seeking placement in Year 7 at a selective high school must take the Selective High Schools Test unless they have a satisfactory explanation, e.g. illness. (The application information has details of other assessment procedures.)

### TEST COMPONENTS

There are four tests, reading, mathematics, general ability and writing. The first three tests consist of multiple-choice questions with answers recorded on computer-marked answer sheets. The answers sheets are at the front of the answer booklet.

The fourth test is a writing task which is done in the answer booklet provided. All candidates will participate in the writing task and the marks will be counted towards the profile score.

Students are given a writing stimulus and have 20 minutes to complete the writing task.

As indicated in the test timetable, the writing task will be administered after the multiple-choice question section of the Selective High Schools Test. All administration instructions will be given at the time.

**TEST DATE: Thursday 15 March 2007.**

### TEST TIMETABLE

The following is a typical timetable for the test.

Activity	Start	Finish
Candidates arrive	Before 9.00 am	
Candidates are seated and rolls are marked	9.00	9.20 am
Instructions	9.20	9.40 am
Test Practice	9.40	10.00 am
Reading Test (40 minutes)	10.00	10.40 am
Break	10.40	10.45 am
Mathematics Test (40 minutes)	10.45	11.25 am
Break	11.25	11.45 am
Students are seated. Administration	11.45	12.00 noon
General Ability Test (40 minutes)	12.00	12.40 pm
Break	12.40	12.45 pm
Writing (20 minutes)	12.45	1.05 pm
Candidates are dismissed	1.05	1.15 pm

Apart from the arrival time and test duration this timetable is approximate and will vary according to the size and location of the test centre.

### TRANSPORT

Parents must arrange transport to and from the test centre. Parents must be ready to collect students from the test centre by 1.15 pm, the approximate dismissal time. Parents are asked not to park or wait on school premises unless invited to do so. If the test finishes early and parents have not yet arrived to collect their children, students may return to the examination room and remain under supervision until 1.15 pm.

### CLOTHING

Students are asked to wear school uniform to assist in the organisation of students into school groups at the beginning of the test.

### EQUIPMENT

Students should bring two HB or B pencils, a pencil rubber and the letter from the Selective High School and Opportunity Class Placement Unit which contains their student number. Students can bring pencil sharpeners if they wish. **No other material is to be taken to the desk.** Pencil cases, water bottles and other equipment should be left in the student's bag. Dictionaries, rulers, calculators, mobile phones and watches that calculate or are set to beep are strictly prohibited in the test centre.

### COMPUTER-MARKED ANSWER SHEETS

The computer-marked answer sheets are at the front of the answer booklet. The presiding officer (the person in charge of the test centre) will show students how to fill out the computer-marked answer sheets at the beginning of the first test session. Students will be given a chance to practise writing their answers. Students who need further help should raise their hands.

### CONDUCT

Students must be careful not to look at the work of others during the test. Students must follow the presiding officer's and supervisor's instructions both during the tests and in the break. Please remember that candidates for the Selective High Schools Test and their families are guests at the test centre. **Parents are requested not to remain on the school grounds during the test.**

### BREAK

In the break from approximately 11.25 am to 11.45 am students will leave the test room. During this period they will not be allowed to run or play vigorous games, but they may eat food they have brought with them. The test centre's canteen facilities may not be available to candidates.

Students should be encouraged to go to the toilet before they are called to assemble for the test outside the test centre.

## GENERAL INFORMATION

### Absence from the test

Students unable to take the test will not be eligible for placement at a selective high school unless there were exceptional circumstances which prevented them from attending. If your child misses the test because of exceptional circumstances you should contact this Unit for an illness/misadventure form and return the completed form as quickly as possible to the Unit. Illness/misadventure forms should generally be lodged within 14 days of the test.

### Late arrival

Tests will start promptly. Students who arrive late may be allowed to take the test, but will be required to finish at the same time as other students.

### Test centre clocks

If students cannot see the test centre clock, they should raise their hands and tell the presiding officer or supervisor.

### Allocated test centre

Candidates are required to attend their allocated test centre. In exceptional circumstances where a student does not attend the allocated test centre a written explanation may be sought.

## TEST INFORMATION

There are three tests with multiple-choice questions:

Test 1: Reading Test

Test 2: Mathematics Test

Test 3: General ability

Each test lasts 40 minutes.

Each test has multiple-choice questions with four possible answers which are labelled A, B, C or D. All questions are answered on a computer-marked answer sheet which is at the front of the answer booklet.

Each question number on the answer sheet has four ovals beside it, one bubble for each of the letters A, B, C, D. You mark your answer by filling the bubble containing the letter of the answer you have chosen.

For each question you must mark on your answer sheet the ONE answer that you think is best.

Be SURE you are marking your answers against the right numbers on your answer sheet. To remind you about this, an answer check message is printed several times in each test.

Test 4: Writing task

The writing task follows the multiple-choice questions and is done in the answer booklet provided. Candidates will be given a writing stimulus and have 20 minutes to complete the task.

Candidates should ensure that the writing is about the stimulus provided in the test. It is expected that students will produce writing that is their own original work in response to the stimulus in the test. Marks will not be awarded for writing that does not specifically address the stimulus. Marks will also not be awarded where the writing of students is discovered to have elements in common with writing of other students or published works. Selection committees have the discretion to deduct marks if they believe students have produced work memorised beforehand and adapted to respond to the stimulus.

The writing will be judged on:

what you have to say

how well you organise the way you say it

and how clearly and effectively you express yourself.

### ANSWER CHECK

Look on your answer booklet was the last bubble you filled in for Question xx?  
If it was keep going. If it wasn't, put your hand up now for help.

## HOW TO DO YOUR BEST IN THE TESTS

1. There is nothing you should study especially for the tests. It is most important to think clearly and to use your ability to deal with new problems and situations to arrive at an answer. These skills are usually developed over a long time, rather than through intensive practice or coaching.
2. Pay attention when the presiding officer (the person in charge of the tests) talks to you and shows you where to record the answers for each test.
3. Each multiple-choice test takes forty minutes; the writing task is 20 minutes. Each test has a set of instructions that the presiding officer will go through with you. At the beginning of the first session there will be some practice questions to help you become familiar with the kinds of questions on the tests. Work through these when you are told, and then wait for the presiding officer to give you the answers.
4. If you have any problems understanding the instructions put your hand up and the presiding officer will answer your questions.
5. Do NOT open the question booklet until the presiding officer tells you to do so.
6. In each test every question has equal value. Marks are awarded for each correct answer. Incorrect or blank answers score zero.
7. Read each test question carefully before you start answering it. Think about what it asks you to do. Do not rush or you might make careless mistakes. Work steadily. Choose the answer that you think is best. If you find a question too difficult, do not spend a long time on it. Mark the answer you think is best and come back to that question if you have time.
8. It is very important to keep checking that the number of the question you are working on in the question booklet is the same as the number you are marking on the answer sheet. There are answer check reminders in each part of the test to check this. If you find you are answering a question on the wrong line, put your hand up and tell your supervisor. The supervisor will record the details and report the problem. Start the next question at the correct line and come back to fix the problem if you have time. Do not waste too much time trying to fix the problem before you have finished the last question. Once the problem is reported, the selection committee can take it into consideration.
9. If you want to work anything out you can write on the question booklet. The question booklets will be collected at the end of the tests, but anything you have written in them will not be counted.
10. There will be no time warnings during the test. Once the test starts you will need to check the test centre's clock frequently to find out how much time you have left. The presiding officer will tell you which is the test centre clock. Put your hand up if you cannot see it or if you are unsure of where it is.
11. Put your hand up if you have any problems or any questions.
12. Candidates are not permitted to take any test materials, either answer or question booklets, from the test centre.





# SELECTIVE HIGH SCHOOLS TEST

## SAMPLE QUESTIONS

### TEST 1

### READING

#### INSTRUCTIONS

- 1 There are 35 questions in this sample set. You have 40 minutes to complete the real test which contains 45 questions.
- 2 This test contains several passages. In most passages every fifth line is numbered on the right-hand side to help you answer the questions.
- 3 Read each passage and then mark your answer to the questions on the answer sheet.
- 4 With each question there are four possible answers **A**, **B**, **C** or **D**. For each question you are to choose the **ONE** answer you think is best. To show your answer, fill the oval for one letter (**A**, **B**, **C** or **D**) on the separate answer sheet in the section headed English Language.
- 5 If you decide to change an answer, rub it out completely and mark your new answer clearly.
- 6 If you want to work anything out you may write on the question booklet.
- 7 If you need the help of the supervisor during the test, raise your hand.

## CONNIE HART

*This passage about Connie Hart is from a book in which Aboriginal people talk about their own lives.*

No one taught me to make my baskets. I used to watch my mother do it and when she put her basket down and went outside, I'd pick it up and do some stitches. When I heard her coming back, I would shove it away real quick and run away. I was a great one for sitting amongst the old people because I knew I was learning something just by watching them. But if I asked a question they would say, 'Run away, Connie. Go and play with the rest of the kids.'

5

They didn't want us to learn. My mum told me we were coming into the white people's way of living. So she wouldn't teach us. That is why we lost a lot of culture. But I tricked her. I watched her and I watched those old people and I sneaked a stitch or two.

10

I was about seven when I used to have a go at my mother's work but I didn't make a basket until after she died. It must have been 40 years but I remembered the stitch, I remembered the grass. I picked some grass and I went home and started to do the stitch. The first basket I made was a little one because I was frightened to do it. Then I went on to make mats. I think if my mother was alive today she would knock my head off because I have gone on to better things.

15



My stitching is very tight, where most basket makers pull theirs loose.

20

I put my finger behind and pull it tight. Everybody says my work is fine. I'm growing my own grass in the garden. I'm hoping for it to spread along the fence, and I just go down and get some whenever I want it.

25

To make a good basket, patience would be the first thing. And to pull tight for that tight stitch.

30

*Connie with traditional basket for trapping eels. Hart collection. Courtesy Connie Hart.*



- 1 Connie's mother didn't want Connie to learn how to make baskets because she thought that Connie
- A should leave her and the old people alone.
  - B could be out playing with the other children.
  - C should only be learning the white people's way of living.
  - D could never make the sorts of baskets that white people would want.
- 2 In what way does Connie say that her baskets are different from the baskets of other basket makers?
- A the type of grass she uses
  - B the type of stitch she uses
  - C the way she makes the stitch
  - D the attitude she has to learning
- 3 According to Connie the two ingredients of a good basket are
- A a vivid memory and strong fingers.
  - B the right attitude and good technique.
  - C determination and an interest in tradition.
  - D a good teacher and access to home grown grass.
- 4 With regard to passing on traditions, Connie thinks that
- A the old people's intentions were good but misguided.
  - B the old people knew that you could not learn simply by watching.
  - C it was the responsibility of the children to learn what they could.
  - D if you were persistent enough people would teach whatever you needed to know.

**GO STRAIGHT ON**



## SYDNEY OPERA HOUSE

Jørn Utzon had only a small architecture practice in Denmark when in 1957 he won the international competition to design the Sydney Opera House. The building was completed in 1973 — long after Utzon had retired in frustration and anger. This spectacular building consists of two principal elements: a solid rock-like base containing ancillary areas and a great superstructure of shining tile-covered shells soaring above it, enveloping the two major halls. The base, surfaced with reconstructed granite, rises in massive steps to the halls, whose dished floors are pressed into the base like great thumbprints. The drama of the structure dominates all — both externally and internally — the great shells springing and fanning out from massive point supports. The functions of the building take place within the spaces left by the structure.

5

10

- 9 How does the passage present Jørn Utzon's involvement with the building of the Sydney Opera House?
- A unexpected choice/ bitter process/ inspired outcome
  - B popular choice/ steady progress/ successful outcome
  - C obvious choice/ quiet resignation/ disappointing outcome
  - D unfortunate choice/ poor performance/ disastrous outcome
- 10 By using the words 'soaring', 'springing' and 'fanning' the writer reinforces the idea that the Opera House is
- A solid.
  - B massive.
  - C dramatic.
  - D functional.
- 11 The passage suggests that the 'two principal elements' (line 5)
- A do not fit together in style.
  - B express a single simple vision.
  - C create a successful union through strong contrasts.
  - D are seamlessly joined through common form and material.
- 12 The writer's attitude to the design of the Opera House is generally
- A neutral.
  - B enthusiastic.
  - C disapproving.
  - D condescending.

## CAVES

Large caves are most commonly found in limestone because, over time, limestone dissolves in water. Falling rain absorbs carbon dioxide from the air and picks up more from plant roots, bacteria and other organisms as it percolates through the soil. This makes it slightly acidic and more likely to dissolve the limestone.

5

The cave formation process begins when limestone is exposed at the earth's surface. This might happen when relatively young limestone is raised above sea level by movements in the earth's crust or when older limestone in mountain ranges is uncovered by erosion. In Australia, caves have formed in rock as old as 1000 million years and as young as a few thousand years. They are usually a lot younger than the rocks in which they are formed.

10

Limestone forms in layers or beds which encourage cave formation. There are two kinds of openings in this rock: bedding planes between beds; and joints, which are vertical splits in the beds caused by tension in the crust of the earth. Deep caves are often formed in rock that has been split and tilted by the movement of the earth.

15

Near the surface, openings contain both air and water, but lower down they are filled with water. Here a significant stage of the cave formation process takes place. Sluggish water dissolves the limestone most quickly and creates large cavities, while fast-moving water forms complex plumbing systems with rounded cross-sections. When the water-level in these systems drops and air gets in, the water begins to behave as it does in streams on the surface, cutting out meandering courses and canyons in the cave floor. As cavities get bigger, losing the support of the water that used to fill them, they can collapse to form the largest caves.

20

25

**13** The structure of limestone encourages cave formation because limestone is

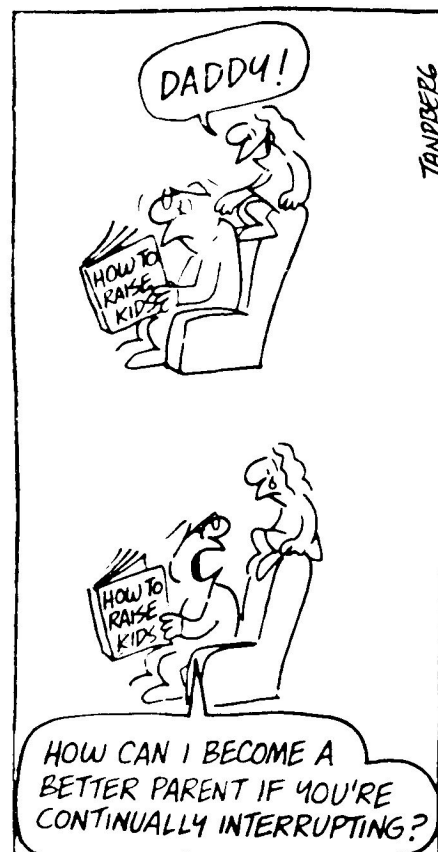
- A** able to absorb water.
- B** often exposed to the air.
- C** formed in beds and layers.
- D** often tilted by movements in the earth.

**14** Deep caves are formed in limestone as a result of

- A** exposure to the air.
- B** particularly acidic water.
- C** splitting and tilting of the rock.
- D** geological movements below the crust of the earth.

- 15 Water dissolves limestone most quickly when the
- A water is moving slowly.
  - B water is moving swiftly.
  - C limestone is roughly shaped.
  - D limestone has rounded cross-sections.
- 16 The largest caves are formed in limestone when the
- A rock is exposed to air.
  - B bigger caves collapse.
  - C water is very acidic.
  - D water is sluggish.

### HOW TO RAISE KIDS



- 17 This cartoon suggests that the father
- A will never become a better parent because his child is always interrupting.
  - B will become a better parent when he has read the book.
  - C is not becoming a better parent by reading the book.
  - D is already a good parent.

## RYL AND DUSTY

*This passage describes a conversation between Ryl, a teenager, and Dusty, her grandfather, shortly after they have met for the first time and moved into the old family home.*

One night they sat at the top of the tall steps, watching the skyline stretching in a half-circle about them from Brunswick Heads to Surfers Paradise.

‘Funny,’ said Dusty, ‘how much you look like my girl that I had once.’

5

‘And was she the one called Ryl? Same as me?’

‘That’s right. Your father must have named you after her.’

‘How come you lost track of my father?’

Dusty seemed to shift uncomfortably on the wooden step.

‘Him and me fell out.’

10

Ryl longed to know why the two had quarrelled, but it was plain that Dusty had no intention of going into this problem. He talked on, of how he had fallen on hard times, and how all friends and kin had dropped out of his life.

Yesterday she would have listened to the story and heard only the words, and those with impatience. But this evening her mind made pictures of them. And she saw them blending into one picture, the one which the old man tried to conceal — of a life whose end was failure.

15

And now, her banner began to fly. She would make him a success. Better late than never. At the age of seventy-four he would, under her guidance, be set on the road to achievement.

20

Sitting beside him on the worn wooden step in the lime-scented night, Ryl made up her mind about it, and became filled with resolve. Dusty would make good.

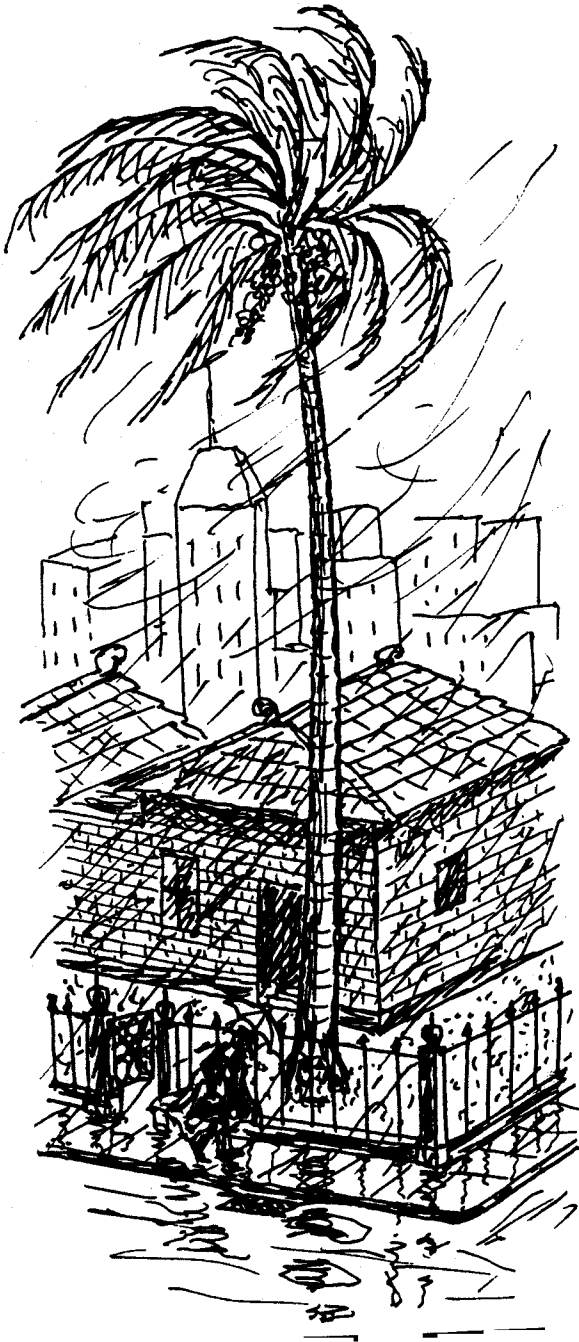
25

**18** The setting of the passage is

- A** lonely.
- B** gloomy.
- C** peaceful.
- D** glamorous.

- 19** The discussion about Ryl's name is significant because it
- A** explains the disagreement between Ryl's father and Dusty.
  - B** shows the part played by coincidence in the story.
  - C** establishes a link between Ryl and Dusty.
  - D** focuses on how unusual Ryl's name is.
- 20** How does Dusty feel about the 'falling out' with Ryl's father?  
He is
- A** still angry with Ryl's father.
  - B** upset that Ryl didn't know about it.
  - C** uneasy about discussing the matter.
  - D** relieved that the matter has been resolved.
- 21** The passage gives the impression that Dusty is
- A** aggressive and overconfident.
  - B** proud of his achievements.
  - C** trusting and affectionate.
  - D** defensive about his past.
- 22** 'Yesterday she would have listened to the story and heard only the words . . .'
- In lines 15–19, Ryl
- A** wants to draw Dusty's portrait.
  - B** feels increasingly bored by Dusty's reminiscences.
  - C** is beginning to understand Dusty's way of talking.
  - D** is making sense of Dusty's experiences in her imagination.
- 23** 'And now, her banner began to fly' (line 20) means that Ryl has just
- A** become fired with her new idea.
  - B** understood the sadness of Dusty's life.
  - C** realised how much Dusty cares for her.
  - D** confirmed her first impression of Dusty.
- 24** 'Dusty would make good' (line 25) refers to
- A** Dusty's intention to improve his life.
  - B** Ryl's intention to improve Dusty's life.
  - C** Ryl's hope that Dusty will take care of her.
  - D** Dusty's hope that Ryl will take care of him.

## THE PALM TREE



feel the sigh:  
from above grey streets  
and hard-baked bricks  
that bind the soul;  
between choking dust 5  
and roar of car  
and rattling tram,  
beyond hard winter's  
crush and crack  
that chills the heart; 10

hear the call:  
whispering, murmuring,  
seething, roaring, rolling  
like hot tropical thunder,  
booming like ocean swells 15  
on atolls  
out in the sea.

climb with leaden eyes  
up  
the sleek, slim trunk, 20  
up  
grasp, feel, the warm sap  
pulse, promise, pull,  
up  
into ocean blue, 25  
a thousand miles away.  
From here to there, simply,  
shattering silly realities of  
flat, hard nothings,  
far below . . . 30

the palm tree rises through the rot of  
seething city life;  
its lusty howl seduces souls  
and bears them for  
a precious while, 35  
away to paradise.

*G J Wightman*



- 25 The poem suggests that climbing the palm tree
- A offers a short but worthwhile break from the city's harshness.
  - B offers a permanent escape from the grim reality of city life.
  - C is a useless exercise that can only end in disappointment.
  - D is bad because it means not facing up to life's problems.
- 26 The 'sigh' and 'call' (lines 1 and 11) are likely to come from
- A the sounds of traffic.
  - B wind in the narrow streets.
  - C a thunderstorm passing overhead.
  - D wind in the leaves of the palm tree.
- 27 The 'call' (line 11) serves to
- A remind the poet of the beauty of the city.
  - B make even louder the noise of the city.
  - C transport the speaker to another place.
  - D frighten and confuse the speaker.
- 28 The speaker finds the trunk of the palm tree to be
- A flexible and sticky.
  - B alive and inviting.
  - C brittle and rough.
  - D hard and lifeless.
- 29 The 'ocean blue' mentioned in line 25 is a reference to the
- A sky above.
  - B Pacific Ocean.
  - C blue-grey streets.
  - D thick dust of the city.
- 30 For the speaker the palm tree represents mainly
- A regret.
  - B reality.
  - C escape.
  - D beauty.

## DR MICHAEL ARCHER

*This passage comes from a history textbook.*

Dr Michael Archer, a palaeontologist from the University of New South Wales, has been in charge of excavations at Riversleigh in north-western Queensland. He has uncovered the fossils of many animals that have never been known before. On the dig one morning:

Archer looked down at the rock he was standing on — and almost passed out with excitement; the rock was literally bristling with the teeth and jaws of mammals of every kind imaginable. 5

The events of the next five minutes remain a bit of a blur in all of our memories. The whole group, responding to the incoherent and decidedly unscientific shouts of its leader, descended on the area. Despite the carpet of prickly spinifex grass which almost covered the rocks, everyone was crawling around on hands and knees shouting out to each other all of the new delights they were finding. In that brief handful of moments, in a mere 10 square metres of area, we spotted well over 100 mammal specimens representing about 30 species that no one had ever seen before. 10 15

One of the fossils discovered at Riversleigh is a ‘weird thing’. It was a small animal the size of a rabbit. It had only cutting cheek teeth. This means it would not have been able to grind its food before swallowing it. The animal has been nicknamed ‘Thingodonta’. 20

**31** The passage suggests that in research of this sort it is unusual to find

- A** plant specimens.
- B** mammal specimens.
- C** so many unusual species in one place.
- D** so many examples of a single species in one place.

**32** Archer was excited by what he saw on the rock because he

- A** found so many fossils in a single site.
- B** had never before sighted a ‘Thingodonta’.
- C** was the first member of the group to find anything.
- D** believed that he would find more fossils in the area.

- 33** In the phrase ‘On the dig one morning’ (line 4) the word ‘dig’ refers to
- A** the site being excavated.
  - B** a kind of rock formation.
  - C** the remains of an animal’s burrow.
  - D** the base camp of the palaeontologists.
- 34** The writer included lines 5–19 in the passage to
- A** give more detail about the fossils.
  - B** give a detailed description of the site.
  - C** give a vivid impression of the excitement.
  - D** convey the careful work required of palaeontologists.
- 35** The fossil was called ‘Thingodonta’ because
- A** it has an unusual size and shape.
  - B** it did not fit any known classification.
  - C** ‘Thingodonta’ is the translation of ‘weird thing’.
  - D** the group thought it must have been a pet in ancient times.

**END OF READING SAMPLE QUESTIONS**

**LOOK BACK OVER YOUR WORK**

## ACKNOWLEDGMENTS

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# SELECTIVE HIGH SCHOOLS TEST

## SAMPLE QUESTIONS

### TEST 2

### MATHEMATICS

#### INSTRUCTIONS

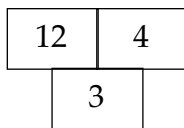
- 1 There are 38 questions in this sample set. You have 40 minutes to complete the real test which contains 40 questions.
- 2 With each question there are four possible answers **A**, **B**, **C** or **D**. For each question you are to choose the ONE answer you think is best. To show your answer, fill the oval for one letter (**A**, **B**, **C** or **D**) on the separate answer sheet in the section headed Mathematics.
- 3 If you decide to change an answer, rub it out completely and mark your new answer clearly.
- 4 If you want to work anything out you may write on the question booklet.
- 5 If you need the help of the supervisor during the test, raise your hand.

- 1 Lena is tiling a square floor with each side 3 metres long. Tiles cost \$45 per square metre.

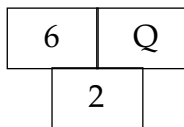
Which calculation gives the total cost of tiling the floor (in dollars)?

- A  $45 \times 6$
- B  $45 \times 9$
- C  $45 \div 6$
- D  $45 \div 9$

2



If the pattern in the three boxes above is repeated in the three boxes below



then  $Q =$

- A 2
  - B 3
  - C 4
  - D 12
- 3 When George and Athena were married, 120 of the guests were Athena's family or friends. This was 60 per cent of the total number of guests.
- How many guests were there altogether?
- A 180
  - B 192
  - C 200
  - D 720

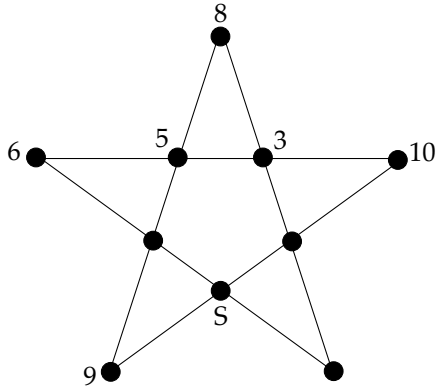
**Questions 4–6 refer to the following information:**

This is part of the timetable for the bus to the city.

Stop number	BUS TIMES TO THE CITY								
1 (Depot)	6:50	7:10	7:30	7:50	8:10	8:30	9:00	9:30	
2	6:55	7:15	7:35	7:55	8:15	8:35	9:05	9:35	
3	6:58	7:18	7:38	7:58	8:18	8:38	9:08	9:38	
4	7:04	7:24	7:44	8:04	8:24	8:44	9:14	9:44	
5	7:07	7:27	7:47	8:07	8:27	8:47	9:17	9:47	
6	7:10	7:30	7:50	8:10	8:30	8:50	9:20	9:50	
7	7:15	7:35	7:55	8:15	8:35	8:55	9:25	9:55	
8	7:19	7:39	7:59	8:19	8:39	8:59	9:29	9:59	
9	7:22	7:42	8:02	8:22	8:42	9:02	9:32	10:02	
10	7:26	7:46	8:06	8:26	8:46	9:06	9:36	10:06	
11	7:31	7:51	8:11	8:31	8:51	9:11	9:41	10:11	
12	7:33	7:53	8:13	8:33	8:53	9:13	9:43	10:13	
13	7:36	7:56	8:16	8:36	8:56	9:16	9:46	10:16	
14	7:38	7:58	8:18	8:38	8:58	9:18	9:48	10:18	
15 (City)	7:41	8:01	8:21	8:41	9:01	9:21	9:51	10:21	

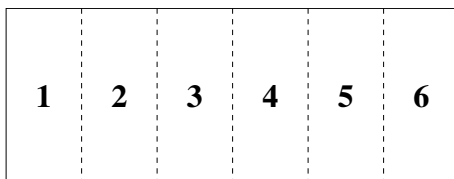
- 4** Kylie can walk from home to bus stop number 6 in eight minutes.
- What is the latest time she can leave home to be sure of getting to the city by 8:30?
- A** 7:22  
**B** 7:42  
**C** 7:50  
**D** 8:02
- 5** Peter travels from stop number 8 to the city each morning. His return journey each evening takes the same time as his morning bus ride.
- If he leaves the city at 5:41 pm what time will he reach stop number 8?
- A** 5:19 p.m.  
**B** 6:03 p.m.  
**C** 6:19 p.m.  
**D** 7:03 p.m.
- 6** Which one of these statements about the bus timetable is correct?
- A** The longest time between stops is 5 minutes.  
**B** The total trip from the depot to the city always takes 61 minutes.  
**C** From 8:30 onwards it takes 10 minutes longer to get from the depot to the city.  
**D** From 8:30 onwards it is 10 minutes longer between buses leaving the depot.

- 7 The numbers 1, 2, 3, 4, 5, 6, 8, 9, 10 and 12 can be arranged around this star so that the sum along each straight line is the same. Four of the numbers are missing.



The number missing at S is

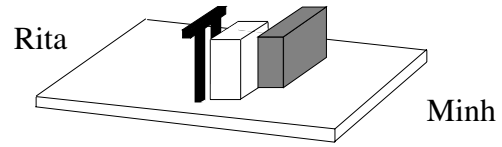
- A 1
  - B 2
  - C 4
  - D 12
- 8 A piece of cardboard is folded to make six strips the same size. The strips are numbered as shown. The cardboard is bent along the folds and joined to make a hexagonal tube.



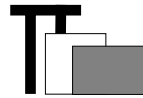
When the tube is made the side numbered 6 is opposite the side numbered

- A 1
- B 2
- C 3
- D 4

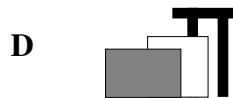
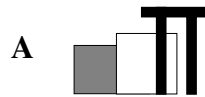
- 9 Rita and Minh look at some blocks from opposite sides.



Minh sees



What does Rita see?



- 10 Irene's grandfather arrived in Sydney from Athens at 10 pm on Friday after a 25-hour trip. The flight began at 12 noon on Thursday, Athens time.

What is the time difference between Athens and Sydney?

- A Athens time is 9 hours behind Sydney time.
- B Athens time is 9 hours ahead of Sydney time.
- C Athens time is 15 hours behind Sydney time.
- D Athens time is 15 hours ahead of Sydney time.



**Questions 11–13 refer to the following information:**

The following chart is called a Vedic Square. Each number in the chart is found by multiplying the number at the top of its column by the number at the left of its row.

When a product has more than one digit in it, these are added to give a single digit. For example,  $8 \times 2 = 16$ ;  $1 + 6 = 7$ .

	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	1	3	5	7	9
3	3	6	9	3	6	9	3	6	
4	4	8	3	7	2	6	1		
5	5	1	6	2					
6	6	3	9	6					
7	7	5	3	1					
8	8	7	6					<b>P</b>	9
9	9	9						9	

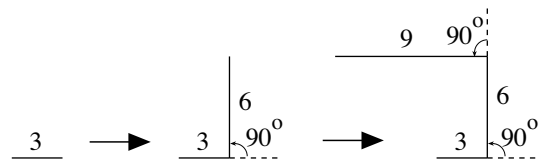
- 11 The Vedic Square shown is incomplete. The number missing at **P** is
- A 0
  - B 1
  - C 2
  - D 7

- 12 The complete pattern for row 7 is
- A 7 5 3 1 2 4 6 8 1
  - B 7 5 3 1 7 5 3 1 7
  - C 7 5 3 1 8 6 4 1 9
  - D 7 5 3 1 8 6 4 2 9

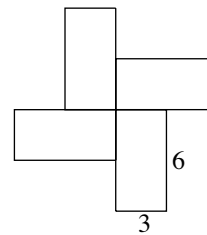
**Information for Question 13**

Scholars and artists use this Vedic Square to draw a design. A row of numbers and an angle of rotation are selected. Each number in the row gives the length of the line to be drawn.

For example, using an angle of rotation of 90 degrees and the number sequence in row 3 gives:

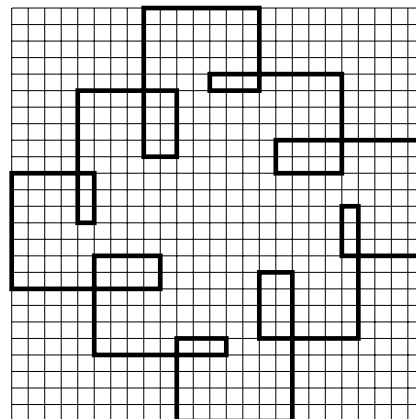


Continuing this sequence of numbers and rotation leads eventually to this design.



Different designs result when a different angle of rotation or a different row from the Vedic Square is chosen.

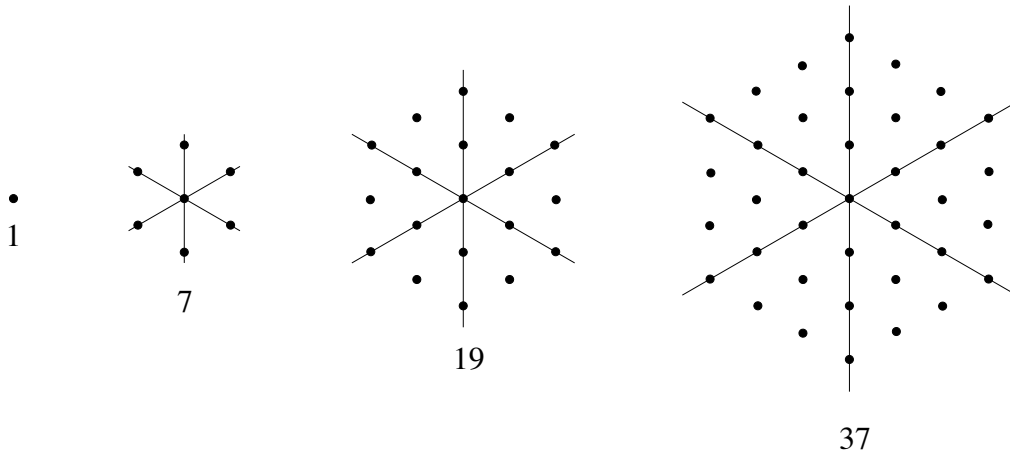
- 13 Which row was used to create this design?



- A row 2
- B row 4
- C row 6
- D row 8

**Questions 14–15 refer to the following information:**

The numbers 1, 7, 19, 37, . . . are sometimes called *snowflake numbers* because they can be pictured as a pattern of dots, like this:



A second number sequence is obtained by counting the number of dots on the lines shown in the pictures.

	snowflake number (number of dots)	number of dots on the lines
first	1	–
second	7	7
third	19	13
fourth	37	19
fifth	?	?

**14** The fifth snowflake number is

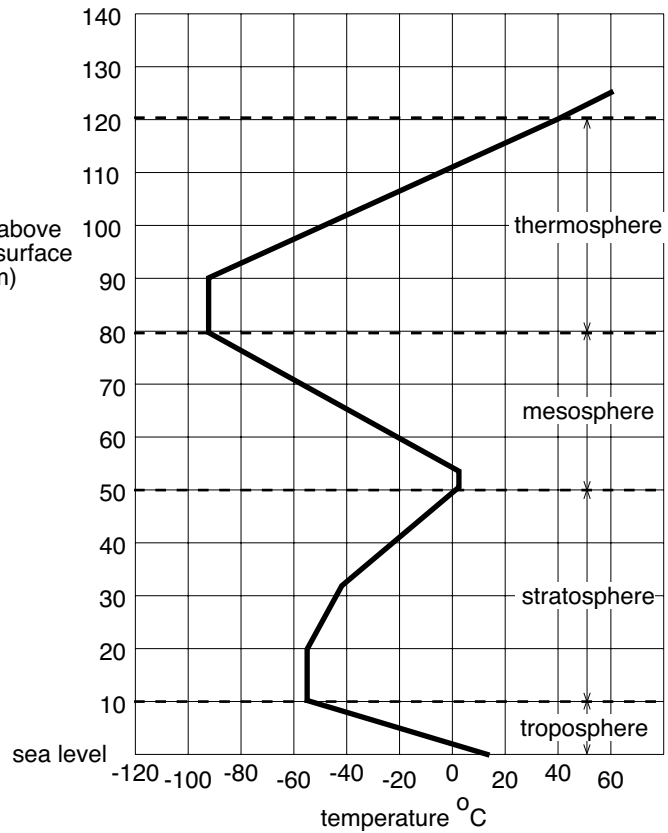
- A 49
- B 55
- C 61
- D 67

**15** How many dots on the lines would there be in a picture showing the fifth snowflake number?

- A 19
- B 25
- C 31
- D 37

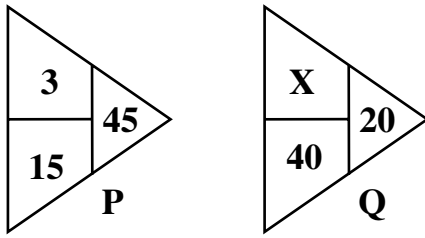
Questions 16–18 refer to the following information:

The air above the Earth’s surface is divided into different layers. The temperature of the air at different heights above sea level and the positions of the different layers are shown in this graph.



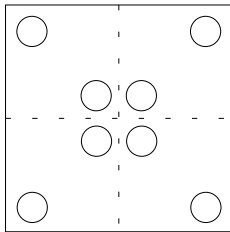
- 16 What is the approximate air temperature 40 km above sea level?
- A 33°C
  - B 20°C
  - C -20°C
  - D -33°C
- 17 According to the graph, if the temperature is -60°C, the height above sea level is
- A -25 km.
  - B 85 km.
  - C either 77 km or 93 km.
  - D either 71 km or 98 km.
- 18 According to the graph the lowest temperature normally reached in the mesosphere is
- A 105°C.
  - B 50°C.
  - C 2°C.
  - D -95°C.

- 19 The number pattern in triangle **P** is repeated in triangle **Q**.



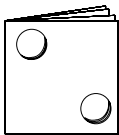
What is the value of **X**?

- A  $\frac{1}{2}$   
 B 2  
 C 3  
 D 20
- 20 Four children each made a pattern by folding paper and punching holes through all the layers.  
 Here is Duong's pattern.

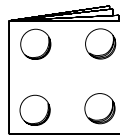


Which one of these is Duong's folded paper?

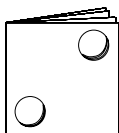
**A**



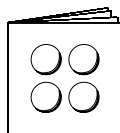
**C**



**B**



**D**

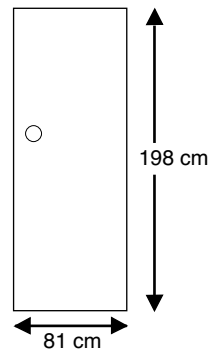


- 21  $204 \div 102 = \Delta \div 204$ .

$\Delta =$

- A 2  
 B 51  
 C 102  
 D 408

- 22 The area of this door

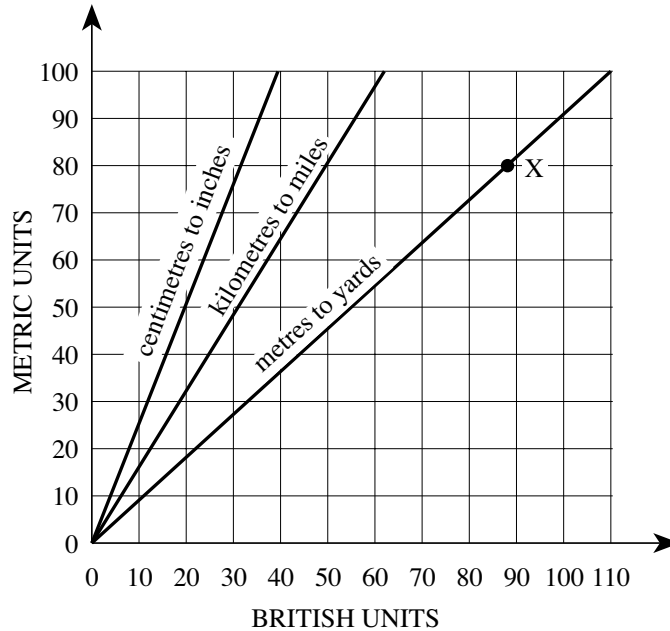


in square centimetres ( $\text{cm}^2$ ), is about

- A  $280 \text{ cm}^2$ .  
 B  $560 \text{ cm}^2$ .  
 C  $1\ 600 \text{ cm}^2$ .  
 D  $16\ 000 \text{ cm}^2$ .

**Questions 23–24 refer to the following information:**

The lines on this graph give a way to convert between the metric system of length units and the British system of length units. The metric system uses units of centimetres, metres and kilometres. The British system uses units of inches, yards and miles. For example, point X on the graph shows that 80 metres in metric units is 88 yards in British units.



- 23** An English tourist has a map which shows the distance from Gosford to Hornsby as 40 kilometres.

The graph shows that this distance in British units is

- |                    |                     |
|--------------------|---------------------|
| <b>A</b> 25 miles. | <b>C</b> 65 miles.  |
| <b>B</b> 44 miles. | <b>D</b> 100 miles. |
- 24** This diagram is from an American book. The measurement is in inches.

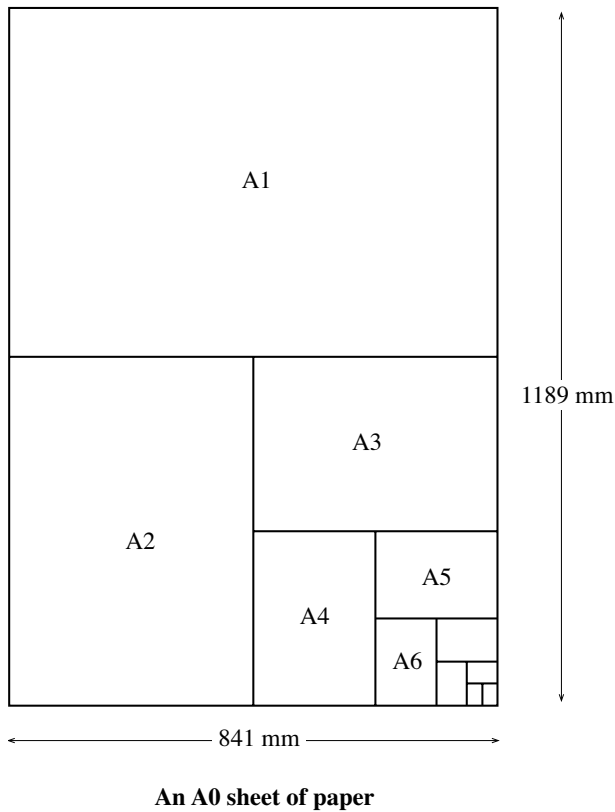


How tall is the dog in centimetres?

- |                |                |
|----------------|----------------|
| <b>A</b> 12 cm | <b>C</b> 48 cm |
| <b>B</b> 28 cm | <b>D</b> 76 cm |

**Questions 25–27 refer to the following information:**

Photocopying paper is sold by the ream. A ream is 500 sheets of paper. The most common size of paper used is A4. An A4 sheet measures 297 mm × 210 mm. It is part of the ‘A’ series of paper sizes which is based on the A0 size. An A0 sheet measures 1189 mm × 841 mm and is almost exactly 1 square metre in area.

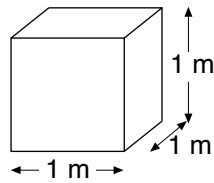


As the diagram shows,

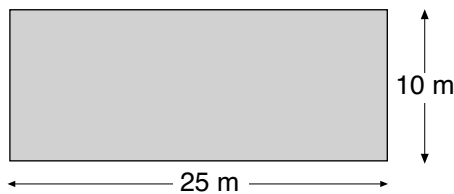
- an A1 sheet is half the area of an A0 sheet
- an A2 sheet is half the area of an A1 sheet
- an A3 sheet is half the area of an A2 sheet
- and so on.

- 25** How many A4 sheets are needed to cover an A0 sheet?
- A** 8  
**B** 16  
**C** 32  
**D** 64
- 26** Most photocopying paper weighs 80 grams per square metre. How much does one sheet of A4 photocopying paper weigh?
- A** 5 g  
**B** 20 g  
**C** 32 g  
**D** 50 g
- 27** The length of the longer side of an A5 sheet is closest to
- A** 420 mm  
**B** 297 mm  
**C** 210 mm  
**D** 149 mm

- 28 A cubic container this size will hold 1000 litres (or 1 kilolitre) of water.



The swimming pool shown is filled to a depth of 2 metres.



Swimming pool: top view



Swimming pool: side view

How much water is there in the pool?

- A 50 kilolitres
- B 140 kilolitres
- C 250 kilolitres
- D 500 kilolitres

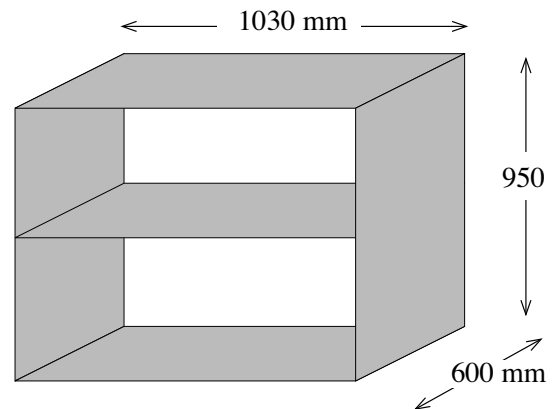
- 29  $57 \times 29 + 57 \times 11 = 57 \times (50 - \Delta)$ .

$\Delta =$

- A 0
- B 10
- C 40
- D 319

- 30 Paul is making a cabinet. He has drawn a sketch to show its size.

The timber he needs is 600 mm wide.



Altogether the length of timber he needs is about

- A 3 metres.
- B 4 metres.
- C 5 metres.
- D 6 metres.

- 31 Gina estimated that it cost her about \$45 per week for petrol for her car. She had the car converted so that it would also run on gas. Gas is much cheaper than petrol so it only cost her about \$20 per week for gas. The conversion cost about \$1000.

How long will it take for the savings in using gas to equal the cost of the conversion?

- A about 15 weeks
- B about 40 weeks
- C about 50 weeks
- D about 65 weeks

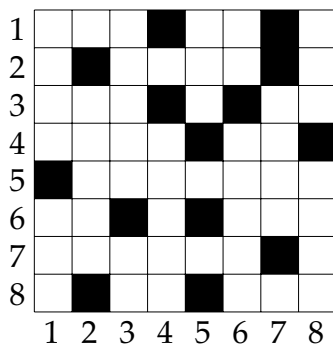
**Questions 32–33 refer to the following information:**

The letter H has half turn symmetry. If it is rotated about its centre through  $180^\circ$  it appears unchanged.

**32** Which one of these letters A E S U has half turn symmetry?

- A A
- B E
- C S
- D U

**33** Greg is making a crossword puzzle grid with half turn symmetry. He has completed the first four rows. He has two more squares to colour black to complete his grid.



The two squares to colour black are

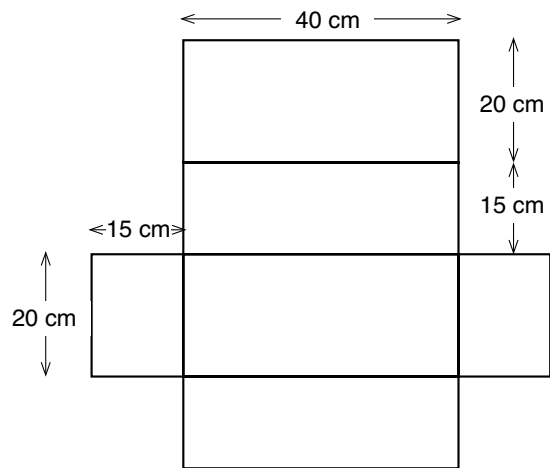
- A row 5, column 4 and row 7, column 2
- B row 5, column 5 and row 5, column 8
- C row 8, column 7 and row 2, column 4
- D row 4, column 1 and row 5, column 8

**34** Note that  $100 \div 2.5 = 40$ .

So,  $10 \div 0.25 =$

- A 0.40
- B 4.0
- C 40
- D 400

**35** This is the net for a closed rectangular box.

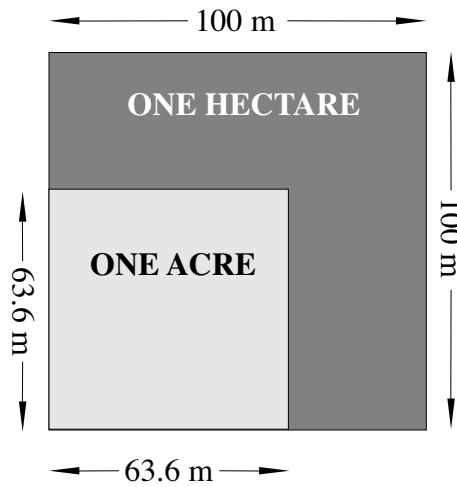


The volume of the completed box will be

- A 280 cubic centimetres
- B 900 cubic centimetres
- C 1 800 cubic centimetres
- D 12 000 cubic centimetres

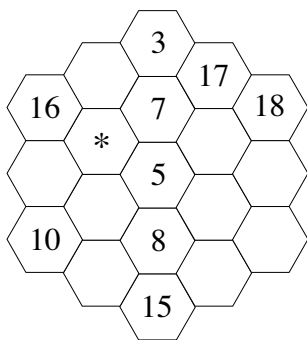


- 36 The diagram shows the area of one hectare and one acre, drawn to scale.



Which of these four areas is the biggest?

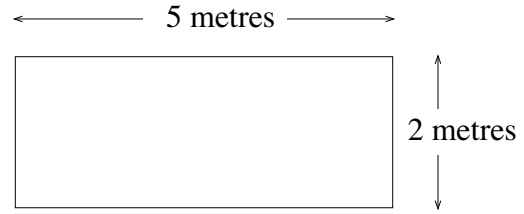
- A 200 metres  $\times$  200 metres
  - B 2 hectares
  - C 3 acres
  - D 30 000 square metres
- 37 Zanna is making a magic hexagon using this design and the numbers 1 to 19. The numbers in each diagonal and column must add up to 38.



The number that goes at position \* is

- A 2
- B 4
- C 12
- D 17

- 38 Trang is helping the P.E. teacher. She wants to fill the long jump pit with sand about 0.3 metres deep.



How much sand does she need?

- A 30 cubic metres
- B 20 cubic metres
- C 4 cubic metres
- D 3 cubic metres

**END OF MATHEMATICS  
SAMPLE QUESTIONS**

**LOOK BACK OVER YOUR WORK**





# SELECTIVE HIGH SCHOOLS TEST

## SAMPLE QUESTIONS

### TEST 3

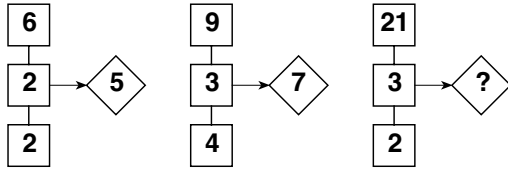
### GENERAL ABILITY

#### INSTRUCTIONS

- 1 There are 58 questions in this sample set. You have 40 minutes to complete the real test which contains 60 questions.
- 2 With each question there are four possible answers **A**, **B**, **C** or **D**. For each question you are to choose the ONE answer you think is best. To show your answer, fill the oval for one letter (**A**, **B**, **C** or **D**) on the separate answer sheet in the section headed General Ability.
- 3 If you decide to change an answer, rub it out completely and mark your new answer clearly.
- 4 If you want to work anything out you may write on the question booklet.
- 5 If you need the help of the supervisor during the test, raise your hand.

- 1 Which one does not belong?  
SCISSORS PIN KNIFE AXE  
A AXE  
B KNIFE  
C PIN  
D SCISSORS
- 2 What group of letters comes next in this series?  
EG FH GI HJ IK \_\_\_\_  
A JK  
B JL  
C KM  
D LN
- 3 The word CAREFUL is most nearly the **opposite** of  
A RAPID  
B HURTFUL  
C RECKLESS  
D ACCIDENTAL
- 4 In a certain code, VEDCXJKISWTO means EXIT. In the same code, what does PHSLOTYWY mean?  
A HOW  
B LOT  
C PLY  
D STY
- 5 A case of fruit weighs 53 kilograms, and another weighs 41 kilograms. How much weight must be removed from the first case and placed in the second so that they are both of equal weight?  
A 2 kilograms  
B 4 kilograms  
C 6 kilograms  
D 8 kilograms
- 6 THREE is to TRIANGLE as FIVE is to  
A SQUARE  
B POLYGON  
C OCTAGON  
D PENTAGON
- 7 Trevor is taller than Daniela, and Nadine is taller than Hamish. If Samira and Nadine are both shorter than Daniela, who is second-tallest?  
A Trevor  
B Nadine  
C Samira  
D Daniela
- 8 The word HOSTILE is most nearly the **same** as  
A UNFRIENDLY  
B UNFAIR  
C DEPRESSED  
D AFRAID
- 9 What group of letters comes next in this series?  
LCW MEU NGS OIQ \_\_\_\_  
A QKO  
B PLR  
C RLR  
D PKO
- 10 If 10 hens can lay 100 eggs in 10 days, how long would it take 4 hens to lay 28 eggs?  
A 1 day  
B 7 days  
C 14 days  
D 28 days

- 11 The numbers in each of the three patterns follow the same rule. Find the missing number.



- A 7  
B 8  
C 9  
D 10

- 12 These words run in pairs. Insert the missing word to complete the third pair.

SUBTRACTION – SUBTRACT  
DIVISION – DIVIDE  
MULTIPLICATION – \_\_\_\_\_

- A MULTIPLES  
B MULTIPLICITY  
C MULTIPLE  
D MULTIPLY

- 13 The word IDENTIFY means most nearly the **same** as

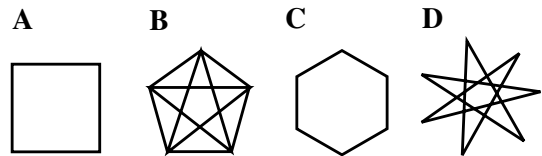
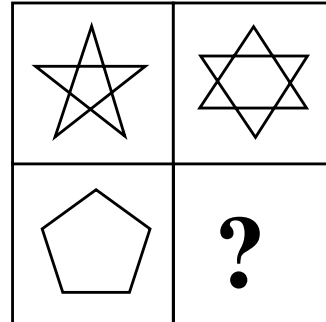
- A DEFINE  
B DESCRIBE  
C RECOGNISE  
D DETERMINE

- 14 What group of letters comes next in this series?

JLP LNR NPT PRV \_\_\_\_\_

- A RVX  
B STX  
C RTX  
D SVZ

- 15 A figure is missing in the following sequence. Which one of the answer figures would best replace the question mark?



- 16 The word ARID is most nearly the **opposite** of

- A DESERT  
B MOIST  
C OILY  
D REGULAR

- 17 If the word SHAVING is coded 7392410 then the word VANISH would be coded

- A 294173  
B 291437  
C 291743  
D 291473

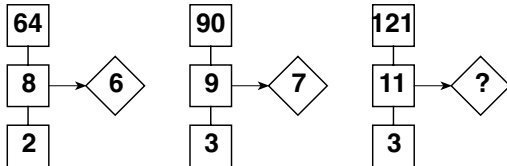
- 18** Sheng thinks of a number, doubles it, then subtracts half the original number, then adds three.

He finishes with the number 39.

Sheng's original number was

- A** 21
- B** 24
- C** 27
- D** 36

- 19** The numbers in each of the three patterns follow the same rule. Find the missing number.



- A** 8
- B** 9
- C** 10
- D** 11

- 20** If you arrange the words below to make the best sentence, what letter would the LAST word begin with?

my like belong chips the computer I in only

- A** b
- B** c
- C** l
- D** t

- 21** Add one letter to the word HIRES. Rearrange the letters to make a word meaning scream. The added letter is

- A** K
- B** R
- C** E
- D** S

- 22** The word VINDICATE is most nearly the same as

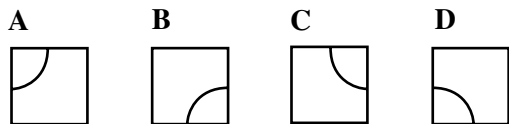
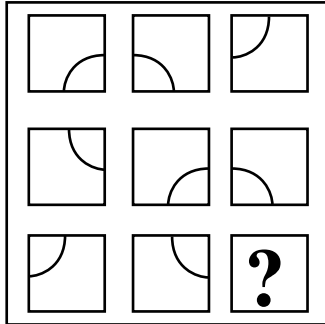
- A** JUSTIFY
- B** IMPROVE
- C** SPICE
- D** SATISFY

- 23** What group of letters comes next in this series?

AZB EDF IHJ MLN \_\_\_\_

- A** PRQ
- B** POS
- C** QPR
- D** QPS

- 24 A figure is missing in the following sequence. Which one of the answer figures would best replace the question mark?



- 25 SOMERSAULT is to 9271894530 as MAELSTROM is to
- A 741390827  
 B 741930287  
 C 751309827  
 D 751930287

- 26 Michael was 1.0 metres tall, and could only reach up to the 1st floor lift button. From the 1st floor, he had to walk up 100 steps to reach the 6th floor.

Vinh was 1.4 metres tall, and could reach the 5th floor button. He had to walk up 20 steps to reach the 6th floor.

Lucy was 1.1 metres tall. To reach the 6th floor, how many steps did she have to walk up?

- A 90  
 B 80  
 C 70  
 D 50

- 27 MOTHER is to SISTER as GRANDMOTHER is to

- A AUNT  
 B NIECE  
 C UNCLE  
 D DAUGHTER

- 28 Remove some letters from the word CONSOLE. Rearrange the letters to make a word meaning to shut. The removed letters are

- A OS  
 B OSL  
 C ON  
 D CON

- 29 BREEZE is to WIND as WIND is to

- A PUFF  
 B BLOW  
 C DRIFT  
 D GALE

- 30 Four parcels have a total weight of 22 kilograms. Parcel 1 is four times the weight of Parcel 3. Parcel 4 is half the weight of Parcel 2.

If Parcel 1 weighs 8 kilograms, how much does Parcel 4 weigh?

- A 3 kilograms  
 B 4 kilograms  
 C 6 kilograms  
 D 12 kilograms

- 31 LEVER is to REVEL as DRAWER is to

- A CUPBOARD  
 B PAINT  
 C REWARD  
 D WRITER

32 Add one letter to the word REIGNS. Rearrange the letters to make a word meaning choir. The added letter is

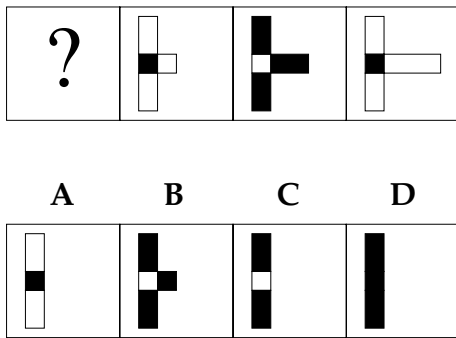
- A E
- B L
- C R
- D S

33 What group of letters comes next in this series?

CEF GIJ KMN OQR \_\_\_\_

- A TVW
- B UWX
- C STU
- D SUV

34 A figure is missing in the following sequence. Which one of the answer figures would best replace the question mark?



35 The word FEEBLE is most nearly the opposite of

- A ANGRY
- B STRONG
- C VIOLENT
- D GENUINE

36 In a certain code DZMG means WANT.

What does YVZW mean?

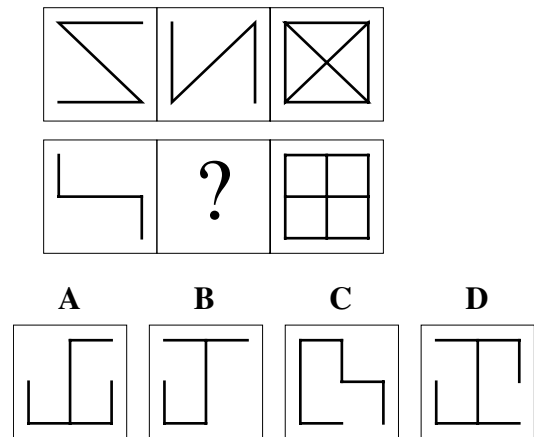
- A BELT
- B BEAT
- C BEAD
- D BART

37 What group of letters comes next in this series?

ABL BCH CDD DEZ \_\_\_\_

- A EFV
- B FGW
- C EGT
- D EFW

38 A figure is missing in the following sequence. Which one of the answer figures would best replace the question mark?



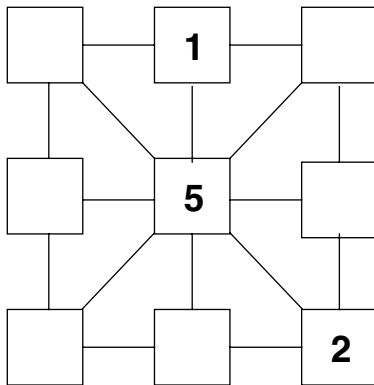


- 39 In a foreign language,  
TAYO YETI means OLD MAN,  
ALI SOTI means YOUNG WOMAN,  
and ALI YETI means OLD WOMAN.

What is the foreign word for YOUNG?

- A ALI
- B TAYO
- C SOTI
- D YETI

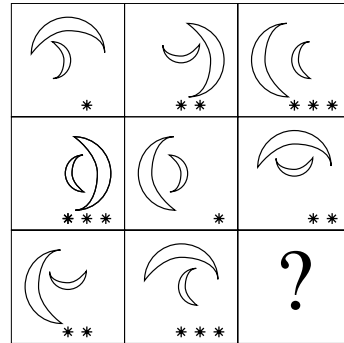
- 40 Use each of the numbers 3, 4, 6, 7, 8 and 9 once only. Fill the empty squares so that each row, column and diagonal adds up to 15.



The numbers that add up to 15 are

- |   | row 1 | row 2 | row 3 |
|---|-------|-------|-------|
| A | 618   | 753   | 942   |
| B | 816   | 753   | 492   |
| C | 816   | 357   | 492   |
| D | 618   | 354   | 972   |

- 41 A figure is missing in the following sequence. Which one of the answer figures would best replace the question mark?



- A B C D
- 

- 42 In a certain code,  
I WANT TO BE  
becomes  
O TNEW UT IB.

In this code the message

HOW MANY TIMES would become

- A WOH YNAM SEMIT
- B WUH YNEM SIMOT
- C WUH YNEM SOMIT
- D HUW MENY TOMIS

- 43 Christin's age is equal to three times her age in 3 years' time minus three times her age 3 years ago.

How old is Christin?

- A 10
- B 12
- C 15
- D 18

- 44 STUPID is to ASTUTE as CLUMSY is to
- A AWKWARD
  - B SKILLED
  - C DENSE
  - D ABILITY

- 45 The word WILFUL is most nearly the same as
- A GENEROUS
  - B DELIBERATE
  - C ANGRY
  - D HELPFUL

- 46 The word DESTINY is most nearly the opposite of
- A CHOICE
  - B CHANGE
  - C FATE
  - D FINISH

- 47 Stephen is 18 years old. In 14 years' time he'll be half the age his father will be then.

How old is his father now?

- A 48
- B 50
- C 58
- D 64

- 48 These words run in pairs. Insert the missing word to complete the third pair.

MEMORY – MEMORISE  
 FAMILIAR – FAMILIARISE  
 DEFIANT – \_\_\_\_\_

- A DEFIANCE
- B DEFENCE
- C DEFY
- D DEFEND

- 49 The word CORPULENT is most nearly the same as

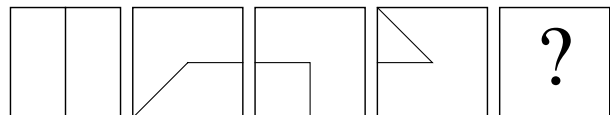
- A INTERIOR
- B BLOODY
- C CORRUPT
- D FLESHY

- 50 The numbers in each of the three brackets follow the same rule. Find the missing number.

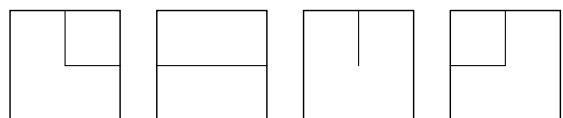
[10, 50, 15] [37, 120, 23] [16, 56, ?]

- A 8
- B 10
- C 12
- D 14

- 51 A figure is missing in the following sequence. Which one of the answer figures would best replace the question mark?



A B C D



- 52 In a certain code TGFYWOAG means SECURITY.

In the same code what does GGHHGGJS mean?

- A FINANCES
- B CARRIAGE
- C RETAINER
- D FEEDBACK

53 The word DETRIMENT is most nearly the **opposite** of

- A CHALLENGE
- B IMPROVEMENT
- C CONSUMPTION
- D DEPARTURE

54 The numbers in each of the three brackets follow the same rule. Find the missing number.

[19, 25, 3] [4, 26, 11] [?, 51, 9]

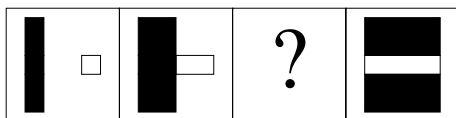
- A 20
- B 31
- C 33
- D 34

55 Which one does not belong?

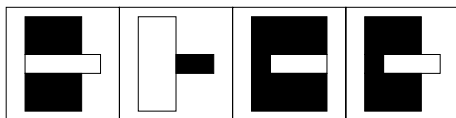
HEAT TEPID COLD FREEZING

- A TEPID
- B HEAT
- C FREEZING
- D COLD

56 A figure is missing in the following sequence. Which one of the answer figures would best replace the question mark?



A B C D



57 SHOUT is to TALK as TALK is to

- A SPEAK
- B CRY
- C LAUGH
- D WHISPER

58 If you arrange the words below to make the best sentence, what letter does the LAST word begin with?

the below roof the carpet leaked onto the through rain

- A b
- B c
- C l
- D t

**END OF GENERAL ABILITY  
SAMPLE QUESTIONS  
LOOK BACK OVER YOUR WORK**





**SELECTIVE HIGH SCHOOLS TEST  
TEST 4**

**WRITTEN EXPRESSION**

**INSTRUCTIONS**

This booklet contains one writing task. You are to write in response to the topic in the space provided in the booklet.

You have 20 minutes to complete the task.

When you are told, open the booklet and begin.

There is blank planning space in the answer booklet where you may jot ideas or make a plan.

Remember the amount you write is not as important as the quality of what you write.

If you finish writing before time is up, use the rest of the time to go over your work and to make changes you feel might improve it.

**DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD**

**Writing task**

Write a response to the following question about changes you would like to see.

**What changes would you like to see in your neighbourhood, suburb, town, or in Australia as a whole?**

Your writing will be judged on:

what you have to say

how well you organise the way you say it and

how clearly and effectively you express yourself.

You are encouraged to use the blank space for planning and rough work.

Work on this page will not be marked.

**START YOUR RESPONSE ON THE NEXT PAGE.**



**SELECTIVE HIGH SCHOOLS TEST SAMPLE QUESTIONS: ANSWERS**

READING		MATHEMATICS		GENERAL ABILITY	
No.	Answer	No.	Answer	No.	Answer
1	C	1	B	1	C
2	C	2	B	2	B
3	B	3	C	3	C
4	A	4	B	4	A
5	B	5	B	5	C
6	B	6	D	6	D
7	C	7	C	7	D
8	D	8	C	8	A
9	A	9	A	9	D
10	C	10	A	10	B
11	C	11	B	11	C
12	B	12	D	12	D
13	C	13	A	13	C
14	C	14	C	14	C
15	A	15	B	15	C
16	B	16	C	16	B
17	C	17	D	17	D
18	C	18	D	18	B
19	C	19	A	19	A
20	C	20	B	20	B
21	D	21	D	21	A
22	D	22	D	22	A
23	A	23	A	23	C
24	B	24	D	24	B
25	A	25	B	25	A
26	D	26	A	26	B
27	C	27	C	27	A
28	B	28	D	28	C
29	A	29	B	29	D
30	C	30	C	30	B
31	C	31	B	31	C
32	A	32	C	32	D
33	A	33	A	33	D
34	C	34	C	34	C
35	B	35	D	35	B
		36	A	36	C
		37	A	37	A
		38	D	38	D
				39	C
				40	C
				41	A
				42	B
				43	D
				44	B
				45	B
				46	A
				47	B
				48	C
				49	D
				50	C
				51	C
				52	D
				53	B
				54	C
				55	B
				56	D
				57	D
				58	A

