



SELECTIVE HIGH SCHOOLS TEST

2001

TEST 1

ENGLISH LANGUAGE

INSTRUCTIONS

- 1 You have 40 minutes to complete the test. It 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 separate 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 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.

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD

Acknowledgments

Oodgeroo Noonuccal (at the time of writing, Kath Walker): in *Inside Black Australia*, Kevin Gilbert (ed.), Penguin Books Australia, 1988.

Radio National transcript, *Earthbeat*, 15.01.2000 and 06.02.1999

H. G. Wells: 'The Stolen Bacillus' in *Selected Short Stories*, Beatrice and John Lyall (eds.) Angus & Robertson, 1936.

<http://www.halycon.com/mongolia/snowleopard.html>

Maria Lewitt: in *Two Centuries of Australian Poetry*, Mark O'Connor (ed.). Oxford University Press, Melbourne, Vic., 1988.

Barbara Willard: *The Battle of Wednesday Week*, Puffin Books, Penguin Books Ltd, Harmondsworth, 1963.

Radio National transcript, *Earthbeat*, 14.10.00.

PRACTICE QUESTIONS

INSTRUCTIONS

The four practice questions P1 to P4 below are examples of questions in the English Language, Mathematics and General Ability tests. To show your answer, fill the oval for one letter (A, B, C or D) on the separate answer sheet in the shaded section headed 'Practice Questions'.

If you have any questions raise your hand.

You have five minutes to complete the PRACTICE QUESTIONS. When you have finished them, put your pencil down. Do NOT turn any pages. Start work on them now.

PRACTICE QUESTIONS

English Language

Read the following passage and answer P1 and P2. To help you answer the questions, the fifth line in the passage is numbered on the right-hand side.

When Chuang Tzu, a Chinese sage, was angling in the river P'u, the queen sent two officers of state to announce that the queen wished to entrust him with the management of her domain. 5

P1 What was Chuang Tzu doing in the river?

- A fishing
- B playing
- C washing
- D swimming

P2 The queen was entrusting Chuang Tzu with

- A a secret.
- B a holiday.
- C her family.
- D a responsible job.

Mathematics

P3 $20 + 30 = \Delta$
 $\Delta =$

- A 10
- B 50
- C 500
- D 600

General Ability

P4 CHICKEN is to HEN as CALF is to _____ ?

- A COW
- B BIRD
- C BABY
- D ANIMAL

**DO NOT TURN THIS PAGE UNTIL
YOU ARE TOLD**

Go straight on to P3 and P4

In three different places in the English Language test you will see this message. When you see it follow the steps.

ANSWER CHECK (Example)
Look on your Answer Sheet — the last question you answered should have been Question 11.
If it was, keep going.
If it wasn't, put your hand up for help.

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Matches

An early 'match' was developed in 1828 by Samuel Jones in England. The device consisted of a little glass bead which was filled with acid and wrapped in a piece of paper. The paper had previously been soaked in special chemicals that would burst into flames if they came into contact with the acid, and then allowed to dry. To ignite the match, the user would break the bead with a small pair of pliers, whereupon the paper erupted into flames with a loud noise and a foul stench. Some adventurous types found it more convenient to use their teeth!

5

- 1 According to the passage, Samuel Jones' invention
 - A often failed to light at all.
 - B produced a strong but agreeable odour.
 - C produced a lot of noise and a disagreeable odour.
 - D could be used over and over again until the acid ran out.

- 2 The quotation marks around the word 'match' in line 1 suggest that
 - A Samuel Jones' invention did not work.
 - B Samuel Jones was speaking to someone.
 - C Samuel Jones' invention was a work of genius.
 - D Samuel Jones' invention was different from modern matches.

- 3 The materials that made up Samuel Jones' invention consisted of
 - A special paper on the outside, acid on the inside, glass in between.
 - B special paper on the outside, glass on the inside, acid in between.
 - C glass on the outside, special paper on the inside, acid in between.
 - D glass on the outside, acid on the inside, special paper in between.

- 4 In line 7 of the passage the word 'adventurous' suggests that the people concerned were
 - A bold but rather foolish.
 - B likely to panic in a crisis.
 - C brilliant and courageous scientists.
 - D keen to improve Samuel Jones' invention.

- 5 The passage suggests that, compared with a modern match, Samuel Jones' invention was
 - A easy to use but not very safe.
 - B easy to use and also very safe.
 - C awkward to use but very safe.
 - D awkward to use and not very safe.

This passage and questions 6 to 11 are unavailable.

Frogs

*The discussion below is adapted from a radio interview about building frog ponds.
Janet Parker interviews Lothar Voigt from the New South Wales Frog and Tadpole Society.*

Janet Parker: We're standing in Lothar Voigt's garden in the eastern suburbs of Sydney. It's a beautiful shady garden with a lot of eucalypts and other native trees. In front of us is a beautiful, cool, green frog pond. This frog pond stretches pretty much across your backyard. Would you call that a large frog pond for a residential backyard? 5

Lothar Voigt: I don't really know. It depends. Often people phone in and ask how big their pond should be. As it turns out they have something the size of a bucket or a little tub, which isn't quite enough. Imagine if a frog or a pair of frogs spawn in there and you have a thousand little tadpoles in one spawning — that's quite common. You need good quality water to raise them as well. They also want space to themselves. They seem to stress and fret if they don't have enough space. To raise one large spawn clump fully you need about one cubic metre. A shallow pond is probably better. Many councils now require the pond to be no deeper than 30 cms, otherwise they want to have a fence around it. That's quite good for tadpoles so long as it doesn't really overheat. You also need to consider that if you don't have fish in your frog pond your neighbours will hate you, not because of the noise, but because of the mosquitoes you're sending up into the air. 10
15

Janet Parker: The pond is quite beautiful. It's basically a shallow hole lined with a black liner then a shade cloth and then it's got a lovely sandstone edging. 20

Lothar Voigt: Yes, that's right. The black liner should be an ultra violet resistant one. You can get them from waterplant nurseries. The overhanging rocks are there to keep the liner in place and so it looks nice around the edges. But be careful you don't make a death trap for the frogs. When they hop in they must be able to get out again. Some frogs can't climb, so — gently sloping sides and if you have rocks around it, make sure there are spaces underneath so they can get in and out. 25

Janet Parker: Why bother to build a frog pond?

Lothar Voigt: There are two answers to that. For people in the country it would be great to save a piece of remnant bushland which has a natural soak or drought *refugia*, that would be absolutely marvellous. These things could become priceless in future generations because frogs are dying out. They can't recolonise lost ground in many cases but if you have a place that's safe for them, keep it, and make sure your livestock don't trample it to death, then fence it round and look after it. When people in suburban areas have frog ponds I think it's a great interest. It's a low maintenance part of the garden. You don't get slugs and snails all over it. 30
35

- 12 One reason given for building a frog pond is that it will
- A eliminate mosquitoes.
 - B minimise damage caused by livestock.
 - C help maintain a frog population which is diminishing.
 - D prevent frogs from destroying the natural environment.
- 13 Lothar Voigt implies that it is desirable to have fish in a frog pond because they
- A are more attractive than frogs.
 - B protect the young tadpoles.
 - C eat mosquitoes.
 - D cannot escape.
- 14 Lothar Voigt suggests that the sandstone edging of his pond
- A is purely ornamental.
 - B helps to hold down the liner.
 - C is a source of food for the frogs.
 - D prevents young children from falling in.
- 15 Which one of the following could replace 'remnant' (line 30) without changing the meaning?
- A untidy
 - B marshy
 - C original
 - D cultivated
- 16 The words 'drought *refugia*' (lines 30 – 31) suggest a place where
- A livestock have trampled native fauna.
 - B animals can shelter from dry conditions.
 - C thoughtless people have dumped rubbish in the bush.
 - D human activity has destroyed the natural environment.
- 17 The last paragraph implies that one reason why frogs are dying out is because of
- A a scarcity of fresh water.
 - B plagues of slugs and snails.
 - C depleted numbers of livestock.
 - D people's lack of interest in pet frogs.

ANSWER CHECK (English No. 1)

Look on your Answer Sheet — the last question you answered should have been Question 17. If it was, keep going. If it wasn't, put your hand up for help.

The Bacteriologist

The following passage is the beginning of a short story.

‘This again’, said the Bacteriologist, slipping a glass slide under the microscope, ‘is a preparation of the celebrated Bacillus of cholera* — the cholera germ.’

The pale-faced man peered down the microscope. He was evidently not accustomed to that kind of thing, and held a limp white hand over his disengaged eye. ‘I see very little,’ he said. 5

‘Touch this little screw,’ said the Bacteriologist; ‘perhaps the microscope is out of focus for you. Eyes vary so much. Just the fraction of a turn this way or that.’

‘Ah, now I see,’ said the visitor. ‘Not so very much to see after all. Little streaks and shreds of pink. And yet these little particles, these mere atomies, might multiply and devastate a city! Wonderful!’ 10

He stood up, and, releasing the glass slip from the microscope, held it in his hand towards the window. ‘Scarcely visible,’ he said, scrutinizing the preparation. He hesitated. ‘Are these — alive? Are they now?’

‘Those have been stained and killed,’ said the Bacteriologist. ‘I wish, for my own part, we could kill and stain every one of them in the universe.’ 15

‘I suppose,’ the pale man said with a slight smile, ‘that you scarcely care to have such things about you in the living — in the active state?’

‘On the contrary, we are obliged to,’ said the Bacteriologist. ‘Here, for instance —’ He walked across the room and took up one of several sealed tubes. ‘Here is the living thing. This is a cultivation of the actual living disease bacteria.’ He hesitated. ‘Bottled cholera so to speak.’ 20

A slight gleam of satisfaction appeared momentarily in the face of the pale man. ‘It’s a deadly thing to have in your possession,’ he said, devouring the little tube with his eyes. The Bacteriologist watched the morbid pleasure in his visitor’s expression. This man, who had visited him that afternoon, with a note of introduction from an old friend, interested him from the very contrast of their dispositions. The lank black hair and deep grey eyes, the haggard expression and nervous manner, the fitful yet keen interest of his visitor were a novel change from the phlegmatic** deliberations of the ordinary scientific worker with whom the Bacteriologist chiefly associated. It was perhaps natural, with a hearer evidently so impressionable to the lethal nature of his topic, to take the most effective aspect of the matter. 25 30

* cholera: an often fatal bacterial disease

** phlegmatic: matter-of-fact

- 18 The visitor reacts to the bacteria on the glass slide (lines 10 – 11) in a way that shows he is
- A indifferent.
 - B awestruck.
 - C horrified.
 - D cautious.
- 19 Which one of the following could replace the word ‘atomies’ in line 10 without altering the meaning of the sentence?
- A specks
 - B insects
 - C gases
 - D tubes
- 20 One plausible or likely reason for the Bacteriologist hesitating (line 22) is because he
- A does not want to seem too dramatic.
 - B momentarily forgets what he is about to say.
 - C is aware of the significance of what he is about to say.
 - D senses that the visitor is not really listening to the answer.
- 21 As used in the passage, the word ‘morbid’ (line 25) refers to
- A cholera’s high fatality rate.
 - B the visitor’s pretended interest.
 - C the enjoyment the visitor gets from something so deadly.
 - D the Bacteriologist’s fear of the deadly consequences of the bacteria escaping.
- 22 The passage suggests that the visitor
- A knows the Bacteriologist well.
 - B has never met the Bacteriologist before.
 - C has been to the Bacteriologist’s rooms before.
 - D is a colleague of the Bacteriologist rather than his friend.
- 23 The Bacteriologist is most intrigued by the fact that the visitor
- A is so confident.
 - B has no scientific qualifications.
 - C is so unlike any scientist he knows.
 - D seems to have no real idea of the deadliness of the bacteria.

Snow leopards



Few animals match the rare beauty and quiet mystery of the snow leopard. Seldom do people see these animals in the wild: elusive and solitary, they live in remote pockets of central Asia.

There are perhaps 6,000 snow leopards left in the wild. The number is difficult to estimate since snow leopard terrain is rugged and researchers must rely on indications of animals rather than direct sightings.

5

Central Asia contains the largest concentration of mountains in the world. These mountains, with their rocky slopes, are the home of the snow leopard.

To some scientists, the animal is known as an indicator species, one that indicates the general health of a particular environment. Since the snow leopard lives at the top of the food chain, if there are abundant and healthy snow leopards in an area, there is probably also a healthy local ecosystem. Conservation of the snow leopard therefore contributes to conserving the chain of life that must survive to support the snow leopard.

10

The primary threat to snow leopards is intense human population growth. This phenomenon is occurring not only in lowlands of Asia but also in high mountain areas that once were sparsely populated. In Mongolia, for example, snow leopards must compete with humans and their livestock for living space and for their food supply. Marmots, a staple of snow leopards' diet during the summer, are now being hunted heavily by humans for pelts, meat and oil. (Marmots are known as 'buffer prey'; if marmots are plentiful, snow leopards are less likely to attack herders' livestock.)

15

20

Economic problems in recent years have forced people in several snow leopard countries to scavenge intensively for resources, including mineral resources, which in turn has caused severe damage to local environments. Increase in domestic livestock has squeezed the habitat of the snow leopard. The situation has deteriorated rapidly.

25

A successful breeding program of snow leopards has been going on in zoos for years. The program carefully monitors genetic lineage in order to prevent inbreeding. The program cannot, however, create animals that are the same as snow leopards living in the wild. A photograph of a zoo animal shows an animal that has lost its spark. A rare photograph of a snow leopard in the wild shows an animal that is tense with vitality.

30

- 24 The passage suggests that the environment in which the snow leopard lives is
- A lush and fertile.
 - B gently undulating.
 - C largely inaccessible.
 - D low-lying and swampy.
- 25 The passage suggests that conservation of the snow leopard is important for the local ecosystem because it ensures
- A the survival of other species.
 - B an ongoing supply of meat for human population.
 - C sufficient snow leopards for the breeding program.
 - D that domestic livestock are kept down to a manageable number.
- 26 A ‘buffer’ is like a shock absorber or protective device. As used in the passage, the marmot is a ‘buffer’ (line 21) because
- A it does not damage the environment.
 - B its fur helps protect humans in the harsh winter conditions.
 - C humans would rather hunt the marmot than the snow leopard.
 - D snow leopards would rather hunt marmots than domestic livestock.
- 27 The passage implies that in the last few years the living conditions of humans in snow leopard countries have
- A improved.
 - B worsened.
 - C remained much the same.
 - D fluctuated from year to year.
- 28 The passage suggests that the survival of the snow leopard is most threatened by
- A inbreeding.
 - B low numbers of domestic livestock.
 - C human impact on food source areas.
 - D the threat of capture and placement in zoos.
- 29 The passage suggests that the main drawback of the snow leopard breeding program is
- A its expense.
 - B its poor breeding rate.
 - C the number of animals produced.
 - D the nature of the animal produced.

ANSWER CHECK (English No. 2)

Look on your Answer Sheet — the last question you answered should have been Question 29. If it was, keep going. If it wasn't, put your hand up for help.

Smugglers

The following poem is about migrants adapting to a new country. When entering a new country migrants may be asked to produce evidence of their health, such as chest X-Ray and vaccination certificates. They may also be asked to declare any banned or restricted goods (contraband) that they might be carrying.

We were met
By brisk efficiency.
Passport. Landing Permit.
Vaccination. Chest X-Ray.
Name. Nationality. 5
And yes —
Anything to declare?

Hands shuffled,
Fingers lifted,
Eyes looked 10
Scanned.

Nothing was confiscated.
We were free to go.
Our bodies bent
Under the heavy cargo 15
Of our past.
We smuggled in
Values and slanted opinions.

We failed to declare
Ever-lasting nostalgia, 20
Memories of distant people,
Already fading cities
And lost sunsets.

Nobody asked, nobody cared.
We were left alone. 25
And wherever we go,
We leave a trail
Of unsuspected contraband,
Sometimes polluting, sometimes enriching
Our adopted home. 30

Maria Lewitt

- 30 For the newcomers, the place where they arrived was
- A warm and welcoming.
 - B soulless and impersonal.
 - C damp and uncomfortable.
 - D refreshing and interesting.
- 31 Lines 3–11 give an impression of
- A speedy routine.
 - B jovial kindness.
 - C relaxed boredom.
 - D overwhelming loneliness.
- 32 The ‘heavy cargo’ (line 15) was mainly
- A banned produce.
 - B furniture and clothing.
 - C irrelevant, ancient photographs.
 - D cultural and emotional understanding.
- 33 The cities are ‘fading’ (line 22) because
- A they are old and uncared for.
 - B they are no longer of any interest.
 - C the newcomers arrived in the dark.
 - D the memory of them is becoming dim.

GO STRAIGHT ON →

Charlotte and Nicholas

This passage is from a novel set in Scotland in the late 1950s. In this scene, Charlotte, 15, and Nicholas, 16, meet their new American stepfather, Robert, for the first time. Sarah, a widow for five years, is their mother.

As Charlotte arrived on the threshold of the big living-room that was more than half the whole flat, Sarah and Robert Graham turned from the window and faced her. We shall never have her to ourselves again, Charlotte thought, in a doomed way. And for a paralysing second she felt as though she might make a scene. If she were only no more than four or five years old, and could hurl herself on the floor in roaring tears and sobs of fury! 5

Instead, she felt her smile widen into a great grin. She rushed forward and threw her arms round Sarah and kissed her wildly, knocking her hat crooked and making her cry out.

‘Darling! You’ll knock me down!’ 10

‘You look *gorgeous!*’ Charlotte cried — and knew she was shouting. She was hot again, red and untidy and looking like the last sort of girl any man would want to take on as a stepdaughter.

Nicholas, however, went to the other extreme. He was so poised he was positively boulderish,* and Charlotte knew before he started it that he was going to turn on his eighteenth-century act that made him sound like a bad school play. 15

‘Mrs Graham, ma’am — your most humble obedient. Your servant, ma’am, to oblige,’

‘Oh Nicholas, do behave!’ Sarah cried. ‘Robert — they’re showing off!’ 20

Although she was laughing, they both heard the little ring of disappointment in her voice, and both knew that they were letting her down when they wanted so very much not to. There had surely never been such a tricky, difficult moment before for any of them.

It was Robert Graham who saved the situation. He came forward holding out both hands. 25

‘I am very deeply indebted to you two young people. You’ve had Sarah to yourselves for a long time. Thank you for agreeing to share her with me. I know it can’t be easy.’

And although this was just the sort of remark they would call corny, with an American voice to make it sound in their ears like a film, the sincerity with which it was spoken gave it a guarantee. He meant what he said — and they knew he meant what he said. He was indeed thanking them. And by doing so he pulled them back to reality and made them themselves again. 30

* boulderish: a boulder is someone who engages in dishonourable or disgraceful behaviour.

- 34 On first entering the room, Charlotte experiences a
- A sudden sense of loss.
 - B desire to humiliate her mother.
 - C need to be more dramatic than Nicholas.
 - D feeling of rage directed at her new stepfather.
- 35 The passage suggests that Sarah most likely finds the moment ‘tricky’ and ‘difficult’ (line 23) because she is
- A still sore from Charlotte’s over-vigorous greeting.
 - B embarrassed by the children’s behaviour.
 - C afraid Charlotte will throw a tantrum.
 - D having doubts about remarrying.
- 36 Robert saves the situation (line 25) by
- A easing the tension so the children can relax and be themselves.
 - B making the children feel ashamed of themselves.
 - C asserting his authority over the children.
 - D helping Sarah to remain strong.
- 37 This account is mainly told from the viewpoint of
- A Sarah
 - B Robert
 - C Nicholas
 - D Charlotte
- 38 The passage suggests that Sarah and Robert
- A are not aware that the children are finding the situation difficult.
 - B find the children’s responses entertaining and enjoyable.
 - C feel resentful and annoyed by the children’s attitude.
 - D are sensitive to the feelings of the children.

GO STRAIGHT ON →

Mallee Fowl

The following is adapted from a radio program entitled Unsung bird hero: the Mallee Fowl. A reporter speaks with David Priddel, a scientist.

Reporter: Just this week the gates are closing on a 119 hectare property near Nhill in Western Victoria. The aim is to protect the last two breeding pairs of the endangered Mallee fowl. This month is important for these birds because it's egg-laying time.

While they may look just like chooks, Mallee fowl make one of the biggest nests in the world, up to 13 metres in diameter and a metre high. Moving tonnes of dirt to build them, the Mallee fowl is one of Australia's unsung bird heroes. 5

David Priddel: We can see the male bird is standing on the rim of the mound now, basically just keeping watch. The female's disappeared almost out of view into the centre of the nest, into the egg chamber. You can see that she's getting very agitated there, and getting into position now and you can hear from the amount of clucking and communication that's going on between the pair that she's ready to lay an egg at any moment. 10

Reporter: The Mallee fowl is one of the most fertile birds in the world, laying up to 35 eggs with most of them hatching. Once so common across Australia, they were a regular roast on the dinner plates of early European settlers. Now much of their habitat has been cleared, and the population has been estimated to be only 20 per cent of what it was originally. 15

David Priddel: Most of the Mallee country has now been cleared for wheat. All that's left is tiny little remnants like this. 20

39 The word 'unsung' (line 7) suggests that

- A the Mallee fowl is a silent bird.
- B today the Mallee fowl is extremely fertile.
- C the Mallee fowl's qualities have not been fully appreciated.
- D David Priddel wants to keep the location of the Mallee fowl secret.

40 During egg-laying, the male bird

- A is protective.
- B builds the nest.
- C becomes agitated.
- D abandons his mate.

- 41 Which quotation gives an example of an heroic quality of the Mallee fowl?
- A 'they may look just like chooks' (line 5)
 - B 'Moving tonnes of dirt' (lines 6 – 7)
 - C 'basically just keeping watch' (line 9)
 - D 'she's getting very agitated' (lines 10 – 11)
- 42 The discussion takes place on the property rather than in a studio. This is most clearly suggested by
- A 'Just this week the gates are closing' (line 1).
 - B 'While they may look just like chooks' (line 5).
 - C 'We can see the male bird is standing' (line 8).
 - D 'The Mallee fowl is one of the most fertile' (line 14).
- 43 One piece of information that could be learned from listening to the radio program but not from reading the passage is the
- A sound made by the birds.
 - B exact size of the property near Nhill.
 - C length of time it takes to build a nest.
 - D exact appearance of the egg chamber.
- 44 The discussion implies that the most important threat to the survival of Mallee fowl has been
- A their complex mating routine.
 - B the low survival rate of their eggs.
 - C the clearing of their natural surroundings.
 - D the eating habits of early European settlers.
- 45 In this interview, the role of the reporter is to
- A ask questions.
 - B provide factual information.
 - C challenge David Priddel's statements.
 - D encourage and reassure David Priddel.

ANSWER CHECK (English No. 3)

Look on your Answer Sheet — the last question you answered should have been Question 45. If it wasn't, put your hand up for help.

**END OF ENGLISH LANGUAGE TEST.
CHECK BACK OVER YOUR WORK IF YOU HAVE TIME.
DO NOT GO ON TO THE MATHEMATICS TEST (BLUE STRIPE) UNTIL YOU ARE TOLD.**

ENGLISH 2001	
No.	KEY
1	C
2	D
3	A
4	A
5	D
6	B
7	A
8	D
9	B
10	D
11	D
12	C
13	C
14	B
15	C
16	B
17	A
18	B
19	A
20	C
21	C
22	B
23	C
24	C
25	A
26	D
27	B
28	C
29	D
30	B
31	A
32	D
33	D
34	A
35	B
36	A
37	D
38	D
39	C
40	A
41	B
42	C
43	A
44	C
45	B