

ICAS

PAPER

E

SAMPLE



ENGLISH

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 pencil. Do **NOT** use a coloured pencil or a pen.

Rub out any mistakes completely.

You **MUST** record your answers on the **ANSWER SHEET**.

Mark only **ONE** answer for each question.

Your score will be the number of correct answers.

Marks are **NOT** deducted for incorrect answers.

Use the information provided to choose the **BEST** answer from the four possible options.

On your **ANSWER SHEET** fill in the oval that matches your answer.

Questions may sometimes be placed next to each other. Make sure you read **ACROSS** the page and answer the questions in the correct order.

You are **NOT** allowed to use a dictionary or an electronic translator.

Read the text and answer the questions that follow.

Who needs a map?

The family camping holiday ('same place as last year, why go anywhere else?') had assumed titanic proportions this year with invited guests and close relatives swelling numbers to horrifying levels.

As a young teenager, Luke was dubious about the prospect of spending three weeks in close proximity to his parents' friends and relatives. Luckily none of his school friends would be around to witness the 5 am departure of the camping convoy ('it's better to travel together in case somebody gets lost or breaks down')—except one.

Andrew was the only redeeming feature about this marathon event—a life raft that would stop Luke from sinking into a mire of aunts and babies and toddlers and pain-in-the-neck cousins who think they know everything about fishing. He could go exploring with Andrew. Andrew had a detailed map of the forest area around the lake and further beyond into the numerous hills and gullies scored by rivers and small streams. The novelty of Andrew's metal detector was never far from Luke's mind either. Imagine finding gold! There had been a gold rush in this area two hundred years earlier—maybe there was something left.

Shortly after breakfast on the first day, Luke and Andrew made their bid for freedom supported by a carefully packed lunch, drinks ('don't forget your hats and take a jacket') and the metal detector.

Yes, life in the bush was fine. No parents, no irritating cousins and a decent-sized cave...

A CAVE? Who needed a map?

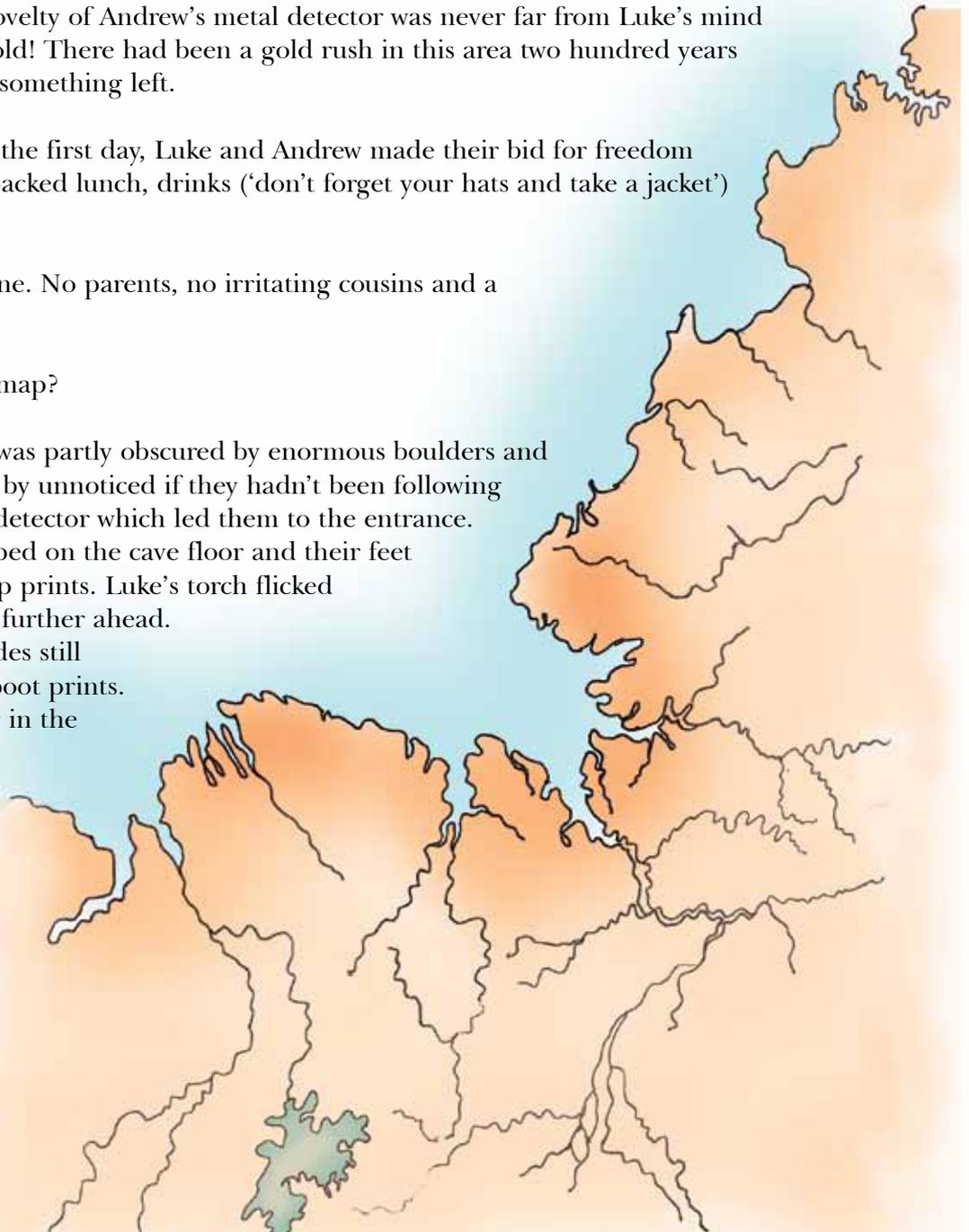
The entrance to the cave was partly obscured by enormous boulders and they would have passed it by unnoticed if they hadn't been following the beeping of the metal detector which led them to the entrance.

Heavy river sand was heaped on the cave floor and their feet punctuated the silt in deep prints. Luke's torch flicked over another set of prints further ahead.

Very recent prints—the sides still well-defined—very large boot prints.

A light glimmered deeper in the cave and they could hear the low rumble of voices. Adult voices.

Big boot voices.



1. In the first paragraph Luke's attitude towards the family camping trip can be described as one of
(A) exasperation. (B) indifference. (C) resignation. (D) complacency.
2. Why is the word 'CAVE' written in capital letters?
(A) to show that Luke and Andrew shouted
(B) to indicate the amazement that Luke and Andrew felt
(C) to highlight that Luke and Andrew's voices were echoing
(D) to warn the reader that Luke and Andrew were in danger
3. The word 'scored', as it is used in the text, refers to
(A) the creation of patterns of gullies and rivers.
(B) the method of drawing a map of the river system.
(C) the large number of rivers and small streams in the area.
(D) the way the rivers and small streams shaped the gullies.

Read the text and answer the questions that follow.

MONKEYS

Monkeys are separated into two groups: Old World monkeys such as baboons and New World monkeys such as marmosets.

The two groups are differentiated by the locations in which they live and the shape of their nostrils. Old World monkeys live in Africa and Asia whereas New World monkeys originate from Central and South America. (4) The nostrils of Old World monkeys are close together and point downward. New World monkeys have widely-spread nostrils that face to the side.

____(5)____, Old and New World monkeys share common characteristics. Among these are intelligence, strong social groupings and the ability to communicate.

4. What is the correct way to combine these two sentences without changing their meanings?
'The nostrils of Old World monkeys are close together and point downward. New World monkeys have widely-spread nostrils that face to the side.'
(A) Even though Old World monkeys have nostrils that are close together and point downward, New World monkeys have widely-spread nostrils that face to the side.
(B) Like the nostrils of Old World monkeys which are close together and point downward, New World monkeys have widely-spread nostrils that face to the side.
(C) The nostrils of Old World monkeys are close together and point downward despite New World monkeys having widely-spread nostrils that face to the side.
(D) Old World monkeys have nostrils that are close together and point downward in contrast to New World monkeys which have widely-spread nostrils that face to the side.
5. Choose the words that best fit the style and meaning of the passage.
(A) As they have many similarities
(B) If many differences exist between them
(C) Since they are found in diverse locations
(D) Although located in different geographical areas

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THE FOLLOWING YEAR LEVELS SHOULD SIT THIS PAPER:

Australia	Year 7
Brunei	Form 1
Hong Kong	Form 1
Indian Subcontinent¹	Class 7
Indonesia	Year 8
Malaysia	Form 1
Middle East²	Class 7
New Zealand/Pacific³	Year 8
Singapore	Primary 6
Southern Africa⁴	Grade 7

¹ Indian Subcontinent Region: India, Sri Lanka, Nepal, Bhutan and Bangladesh.

² Middle East Region: United Arab Emirates, Qatar, Kuwait, Saudi Arabia, Egypt, Bahrain, Oman, Turkey, Lebanon, Tunisia, Morocco, Libya, Algeria and Jordan.

³ Pacific Region: Vanuatu, Papua New Guinea and Fiji.

⁴ Southern Africa Region: South Africa, Botswana, Lesotho, Swaziland, Zimbabwe and Namibia.



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TO ANSWER THE QUESTIONS

Example:

Choose the option that best completes the sentence.

Write your name _____ the paper.

- (A) to
- (B) on
- (C) of
- (D) with

The answer is on, so fill in the oval **B**, as shown.

A B C D



USE A PENCIL
DO NOT USE A COLOURED PENCIL OR PEN

START

1 A B C D

2 A B C D

3 A B C D

4 A B C D

5 A B C D

SAMPLE



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QUESTION	KEY	KEY REASONING	AREA	LEVEL OF DIFFICULTY
1	A	Infer a character's attitude in a narrative	TC	Medium
2	B	Interpret the use of capital letters in a narrative	WC	Easy
3	D	Interpret the meaning of a word from context: scored	VOC	Hard
4	D	Understand text information in order to correctly combine two sentences	SYN	Hard
5	D	Analyse the text to identify the option that correctly maintains text cohesion	SYN	Medium

LEGEND

Area refers to the particular curriculum area or strand assessed by the question.

TC Text comprehension	questions which require students to comprehend information provided in the text as well as to interpret the information and use it to make inferences and predictions
WC Writer's craft	questions which require students to focus on the techniques, devices and choices that writers make to create an effect on the reader
SYN Syntax	questions about accuracy and clarity within sentences or texts (e.g. pronoun reference, tense) and the recognition of grammatical terms (e.g. noun, main clause)
VOC Vocabulary	questions about the meaning of words or phrases

Level of difficulty refers to the expected level of difficulty for the question.

Easy	more than 70% of candidates will choose the correct option
Medium	about 50–70% of candidates will choose the correct option
Medium/Hard	about 30–50% of candidates will choose the correct option
Hard	less than 30% of candidates will choose the correct option

