Candidates should read this booklet carefully before sitting the test.

STAT
Special Tertiary Admissions Test

Candidate Information Booklet
2014–2015

Includes free sample questions and valuable advice on how to prepare
Candidates should read this entire information booklet carefully.

STAT is produced by the Australian Council for Educational Research (ACER). Every effort has been made to ensure the accuracy of information provided in this booklet. However, ACER reserves the right to alter or amend test details and/or test administration details outlined in this booklet.
About STAT

What is STAT?
The Special Tertiary Admissions Test is used by tertiary institutions throughout Australia as part of their admissions process for special categories of applicants.

STAT gives candidates who don’t have a recent or standard Year 12 qualification an opportunity to demonstrate their ability to cope with tertiary studies.

STAT assesses a range of competencies considered important for successful tertiary study, evaluating skills such as critical thinking, and understanding and analysis of given information. It does not test knowledge of curriculum or specific academic content.

Tertiary institutions use applicants’ STAT scores, together with other information available to them at the time of selection, to make decisions about offers of places in their courses.

STAT Multiple Choice
• 2 hour test, plus 10 minutes reading time
• 70 multiple-choice questions, half Verbal (Critical) Reasoning, half Quantitative Reasoning
• Candidates applying through their state Tertiary Admissions Centres sit this test version.
• STAT F, P & T are different versions, used by a small number of candidates applying directly to individual institutions.

STAT Written English
• 1 hour test, plus 5 minutes reading time, 2 essays
• Used by some Tertiary Admissions Centres and individual institutions as required.

Test settings in Australia
This booklet provides information about the test itself, not administrative details.

Most test settings are managed by the Australian Tertiary Admission Centres. All enquiries about the following should be directed to your state Tertiary Admission Centre (not ACER):
• registering to sit the test
• test dates and locations
• test fees
• age limits
• re-sitting limitations

QTAC 1300 467 822  www.qtac.edu.au
SATAC (08) 8224 4000  www.satac.edu.au
TISC (08) 9318 8000  www.tisc.edu.au
UAC 1300 275 822  or from mobiles: (02) 9752 0200
www.uac.edu.au
VTAC 1300 364 133  www.vtac.edu.au

Full contact details are listed on the back cover of this booklet.

Test settings in overseas locations
ACER manages overseas sittings of STAT. For more information, visit:
http://stat.acer.edu.au/registration

Candidates are responsible for checking course application requirements carefully for which version(s) of STAT they should sit.
Skills tested by STAT Multiple Choice

The test consists of 70 questions, which are placed into either verbal or quantitative Units. Units are interspersed throughout the test.

STAT questions are based on stimulus material drawn from a variety of common sources. All the information required to answer questions is contained in each Unit. If the stimulus material is an historical document, the candidate’s knowledge of history is NOT being assessed.

Verbal/Critical Reasoning

The focus is on interpretation and understanding of ideas in language. Questions may require you to:

- identify the main idea in a passage
- interpret specific words and phrases
- paraphrase what is stated
- infer suggestions and deduce meanings

Some Units test the comprehension of demanding and complex language with emphasis on analysing and understanding the stimulus material. Other Units test the understanding and processing of ideas presented in more elementary language with emphasis on manipulating information and solving problems.

Units may deal with objective or subjective material, or conceptual or argumentative issues.

The aim of the test is to include a balanced representation of a wide range of material and kinds of thinking.

Quantitative Reasoning

The aim is to test your comprehension and application of information presented in scientific and mathematical contexts.

Items may present information in numeric, symbolic, spatial or graphical form.

Questions do not require an in-depth knowledge. The focus is on your ability to interpret and apply information, and to use information provided for decision making and problem solving.

Skills tested by STAT Written English

STAT Written English assesses your ability to communicate effectively in writing.

- Responses to the essay prompts are written directly into the test booklet.
- Working space is provided for planning.
- Essays should be written neatly in pen.
- No extra paper is provided.
- One test booklet is permitted per candidate.

Assessment Criteria:

Each piece of writing is assessed independently by two markers.

Thought and content

The quality of what is said in the piece of writing

- what is made of and developed from the task
- the kinds of thought and feelings offered in response to the task

Structure and organisation

The quality of the structure and organisation developed to say something

- the shape and form of the piece
- the sequence and cohesion of the piece

Expression, style and mechanics

The quality of the language used to organise and present what is said

- the effectiveness and appropriateness of the language
- the expressiveness and fluency of the language
- the control of the mechanics of English
Test development
The questions included in STAT are developed by teams of test writers at ACER. All test questions must pass detailed scrutiny by panels of test writers, trial testing, analysis and final review. The content, style and duration of the test are determined to ensure that the test is relevant, fair, valid and reliable. The test may contain a small number of trial questions which will not be scored.

STAT test data are subjected to statistical analysis to check that each question has performed as required. Test questions in development are carefully scrutinised in an ongoing attempt to minimise gender, ethnic or religious bias, and to ensure that the test is culturally fair.

STAT research
Each year thousands of prospective tertiary students sit one of the STAT tests used by tertiary institutions throughout Australia, for selection into various courses. The STAT team occasionally follows up a sample of these students to see how they progressed in their higher education studies and may contact candidates through the university of enrolment.

Additional information which we would find useful for both research and test construction includes candidates’ country of birth, if other than Australia, and number of years in Australia if born overseas. Space is provided on the STAT answer sheet for your response to these questions. Provision of this information is voluntary, but candidates are given an assurance that any use of their test records will be treated with utmost confidentiality. Candidate names are separated from data in all cases.

Information regarding the way in which personal information (that is, names and attached data) is stored by ACER can be found at www.acer.edu.au/about/acer-privacy-policy
Preparing for STAT

General
A good starting point in preparing for STAT is to familiarise yourself with the contents of this booklet. Read the preliminary information before attempting the sample questions.

The sample questions included in this Candidate Information Booklet and in the STAT Practice Test are indicative of the kinds of material which will be included in the test.

Some institutions offer STAT workshops, to assist candidates with their preparation for STAT. Specific coaching for tests such as STAT is not particularly effective in improving candidates’ scores. This is partly because the tests are designed to assess reasoning and comprehension skills which develop over extended periods of time through a variety of experiences. Whilst ACER does not endorse preparation workshops, it recognises that some candidates may find them useful as a means of allaying anxiety about the test through providing an opportunity to talk with other candidates about STAT.

ACER does not provide past papers to any of the STAT workshops and candidates should be advised that the only sources of past STAT questions are found in the STAT Practice Test and this Candidate Information Booklet, published by ACER.

The STAT Practice Test is available for purchase from the STAT website (http://stat.acer.edu.au). It may be available from some tertiary admission centres.

There are several books on the market which provide general advice on tests and test-taking. If you have not taken a test before (or if it is some time since you last took a test) you may find some of the information contained in books of this kind helpful in preparing for STAT.

Preparing for the multiple-choice versions of STAT

Answers to multiple-choice questions are recorded on a special STAT Answer Sheet called an OMR (see sample p. 42), which is later optically scanned and scored by machine. On the Answer Sheet you will find a list of question numbers (Questions 1 to 70) and alongside each question the letters A B C D with a small oval around each letter. Mark your answer by completely filling in the oval containing your answer with pencil. If you choose option A as the answer to Question 14, for example, record your answer like this:

14 [A] [B] [C] [D]

It is important that you record your answers carefully. If you decide to change an answer, erase your mark completely and fill in the oval containing your new answer.

When answering STAT questions on the Answer Sheet:

- you must only use pencil (B, 2B or HB)
- never use ink or ball point pen
- use a good quality eraser
- mark your answer clearly
- be careful not to fold or tear your answer sheet
- do not make marks outside the designated areas.

You may find the STAT questions quite difficult, but remember that they are designed to measure a wide range of intellectual ability.
Extra tips

• Answers should be marked directly onto the answer sheet, not on the test booklet.
• You may do rough work in the margins of your test book. Scrap paper is not allowed.
• All questions have the same value, therefore by attempting as many questions as possible you stand the best chance of maximising your score. Please record an answer for all questions.
• No marks will be deducted for a wrong answer (i.e. there is no negative scoring).
• If you mark more than one answer to a question it will be considered wrong.

Use the sample questions in this booklet to practise your exam technique. Make some quiet time when you are unlikely to be distracted. The Answer Sheet at the back of this booklet can be used to practise recording your answers. Try to attempt all questions before checking your answers. Other good preparation is to read widely and think critically about what you read.

Test taking strategy

• It is not advisable to spend too much time on any one question.
• Read the stimulus material for a unit several times before starting the questions.
• Read through all the alternative answers to a question, even if you think the first one is correct, before marking your chosen response.
• See if there are any options you can discard immediately because they are obviously wrong.
• If you think you know the answer to a question, mark it, even if you are not certain. Go on to the next question and come back later if you have time. This will prevent you from getting your answers out of sequence with the actual questions, and will give you some chance if you run out of time.

Preparing for STAT Written English

Your responses to the essay prompts are written directly into the test booklet. Working space is provided for you to plan your essays. Write your essays neatly and legibly in pen. Pencils are not acceptable.

Good preparation for the STAT Written English test is to attempt the essay prompts in this booklet. Set yourself the task of choosing and writing on two of the sample prompts. (Note: you don’t have to agree with prompt.) Make some time when you will not be interrupted and give yourself an hour to write your essays under ‘test conditions’. It is often helpful to ask someone else to read your essay and to suggest improvements or alternative approaches to your selected prompt. Alternatively, it can be useful to put your essay aside for several days before re-reading it to look for ways to make improvements.

Candidates are often concerned about the expected length of the STAT Written English essays. Within reason, the quality of the writing is much more important than the length. Remember, you only have 30 minutes to plan and write each essay, and the examiners do not have unrealistic expectations of what you can produce in that time.

The following questions will be considered in assessing the writing of candidates.

• What kinds of ideas has the candidate developed in response to the prompt?
• To what extent and how well has the candidate explored the ideas and issues in the prompt?
• Has the candidate developed a structured and organised piece of writing?
• Has the candidate written clearly and fluently?
• Is the language used by the candidate precise and appropriate?
Test centre procedures

Admission to the test
You will receive details of your STAT test session from the Tertiary Admission Centre with which you have registered. You must present that notification when you arrive at the test centre. It has your STAT candidate number on it.

Identification
On the day of the test you will be required to show photo-bearing identification, such as a:

- current passport
- current Australian driver’s licence
- current photographic proof of age card
- current Keypass card

Your identification document MUST contain:

1. your name
2. your date of birth
3. a recent photograph (embedded in the card i.e. not laminated)
4. your signature.

A student or workplace identification card is only acceptable if it meets all four criteria listed above.

If you do not possess any of the above forms of photo-bearing identification, you must obtain a statutory declaration, accompanied by a photo which has been signed on the back by the witness to the statutory declaration. This witness should be independent of the person making the declaration.

The identification must contain a photograph that is a recognisable likeness of the candidate at the time of sitting the test – a group photograph or childhood photograph in a passport is not acceptable.

The name on your identification document must match the name used on your registration; for example, candidates of Asian origin who use anglicized given names, or candidates who change their name when marrying.

Required items
- two pencils (B, 2B or HB)
- eraser
- pencil sharpener
- blue or black pens (if sitting the STAT Written English)

Prohibited items
The following items are prohibited:

- bags, briefcases, crash helmets
- audio devices, with or without earphones
- books, papers
- mobile phones, Blackberries, smartphones or other communication devices
- pencil cases
- calculators
- dictionaries of any type
- rulers
- hand-held electronic games
- pets

There is usually limited space for storage of candidates’ property in test centres. Please keep your belongings to a minimum.

Water bottles are permitted, but there is to be no eating or smoking during the test sessions, or in the test room.

Candidates who do not present an identification document as specified above will not be admitted.
**Test Day**

If you are unwell or if conditions in the test room impact on your ability to perform in the test, please bring this to the attention of the supervisor as soon as possible.

**Unethical behaviour and penalties**

STAT is a high stakes test; that is, the results of the test have the potential to make a major impact on the future study plans of the candidate. For this reason, security procedures have been established and will be strictly enforced at all times.

It is the responsibility of candidates to ensure they understand that the following are considered to be breaches of test rules:

- the giving of false or misleading information during the registration process
- attempting to gain access to test questions prior to the test
- attempting to sit the test on behalf of another person
- allowing another person to attempt to sit the test on your behalf
- attempting to remove a test book or part thereof, an answer sheet, or any notes, from the testing room
- failure to follow test supervisor’s instructions at all times
- giving or receiving assistance during the test
- creating a disturbance inside or outside the test room
- using prohibited aids (notes, note paper, dictionary, calculator, mobile phone, tape recorder, etc.)

The penalty for any of the above breaches will be the cancellation of the candidate’s test and a ban from sitting STAT in the current STAT year.

The test Supervisor will report breaches of the test rules to the Tertiary Admissions Centre STAT Coordinator. Candidates have the right of appeal against the imposed penalty within 10 calendar days of the despatch of the penalty notification.
STAT results

Who releases my results?
How and when will I get them?

ACER does not issue STAT results directly to candidates.

The Tertiary Admissions Centre (TAC) you registered to sit the test through will provide you with your results. Depending on the TAC, you may be able to access your results online through the user account you created with the TAC. Some TACs send a paper statement only, by post.

STAT results are usually available within 4 weeks from your test date.

STAT scores explained

STAT results are reported as scaled scores between 100 - 200, with a mean score of 150. There is no pass or fail mark for STAT.

Each tertiary institution determines the minimum acceptable STAT score/s required for their courses. STAT results are taken into consideration with the other application requirements the institution requests.

The STAT score scale reflects the differing abilities of candidates and the different degrees of difficulty of the test items. STAT multiple-choice test forms are equated so that scores are directly comparable across forms and years. For example, a score of 160 in the verbal component of a STAT paper in 2014 will represent the same level of performance as a score of 160 in the verbal component of the 2013 test paper.

As STAT scores are comparable across years, there is no formal limit on the length of time for which they remain valid. However, some tertiary institutions impose their own limits on the length of time for which they consider a STAT score valid. If in doubt, check with the institution or Tertiary Admissions Centre.

STAT Written English results are also reported as scaled scores with a mean score of 150, generally within the range of 100 – 200.

STAT scores provide a useful objective measure of a candidate’s academic capacity, however other factors will play a key role in the final determination of academic success. Such factors include the candidate’s motivation, application, determination and perseverance!

Percentile rankings

To help give meaning to the scaled scores, percentile ranks are provided. The percentile rank is the percentage of candidates receiving scores below a certain STAT score. For example, if you obtain an Overall STAT score of 160, your percentile rank will be around 75.3. This means you have achieved a score that is higher than 75.3% of the scores of the STAT population.

Appeals

ACER will not enter into appeals regarding STAT results once they have been released. Candidates are advised that STAT results are released only after careful calculation and extensive checking. Errors in scoring are highly unlikely.

Requests for re-marking will not be considered. Nor is it possible to give special consideration for impaired performance on the day of the test caused by illness or other unexpected personal situations. (Applicants are encouraged to contact the relevant Tertiary Admissions Centre prior to the test to arrange an alternative sitting time.)

Please note that candidates will not be provided with any additional information regarding scores or the scoring process. All information remains the property of ACER and the candidate has no right of inspection. Candidates sign their agreement to these conditions on the front cover of the test booklet and on the answer sheet.
Sample Questions
Sample questions

UNIT 1

Questions 1 – 5

This unit is based on the diagram on the opposite page.

1. The El Niño phenomenon is first indicated by variations in
   A. water currents.
   B. storm clouds.
   C. jet streams.
   D. winds.

2. The cross-section diagrams to the right of the main map draw attention to the effects of
   A. cold water in creating rough seas and rain-bearing storm clouds.
   B. unnatural increases in water volume on overall sea levels.
   C. global warming on the average temperature of the ocean.
   D. warm water fluctuations on weather and the food chain.

3. In an El Niño year, absence of warm water is likely to cause Indonesia to experience
   A. storms.
   B. reduced rainfall.
   C. cold wind blasts.
   D. stronger jet streams.

4. One effect of El Niño in 1982 was to destroy the anchovy fishing industry in Peru. According to the information given in the diagrams and text, the most likely reason for this was that
   A. stronger trade winds off the coast of Peru made fishing hazardous.
   B. the fish were driven away by cold water welling up from below.
   C. jet streams redirected to the south caused havoc.
   D. the fish were deprived of food.

5. In an El Niño year floods are caused in desert regions of South America because
   A. the southerly jet stream from Indonesia has caused more wetness and cold.
   B. deep cold water has risen abnormally to flood proportions.
   C. large areas of warm water have settled along the coast.
   D. overall sea levels have dropped due to trade winds.
Normal year: The trade winds blow from east to west, pulling warm water behind. A pool of warm water sits off Indonesia, bringing rains to the region. A pool of warm water sits off Indonesia, bringing rains to the region.

El Niño year: For largely mysterious reasons, the trade winds slacken. Stationary warm water prevents upwelling. Fish stocks fall. The Pacific food chain is disrupted. Stationary warm water prevents upwelling. Fish stocks fall. The Pacific food chain is disrupted.

Normal year: The jet streams deliver rain to southern Mexico and the Pacific Northwest. The jet streams deliver rain to southern Mexico and the Pacific Northwest.

El Niño year: The jet streams shift north, and so do the rains. The jet streams shift north, and so do the rains.
UNIT 2

Questions 6 – 8

The rate at which freshwater animals absorb dissolved oxygen (O\textsubscript{2}) from the surrounding water is affected by the water current.

Data on the effect of the speed of the current on the rate of oxygen absorption of some groups of freshwater animals at a temperature of 18 °C are shown in the figure. The data for individuals of each group of animals have been averaged and plotted in the figure as points which have been linked together. Different groups of the same species are numbered (e.g. Baetis 1, Baetis 2, and Baetis 3).
At a current speed of between 2 and 3 centimetres per second, the group of animals with the highest rate of oxygen consumption was

A  *Hydropsyche*.  
B  *Baetis* 1.  
C  *Rhyacophila* 1.  
D  *Rhithrogena*.

Which one of the following groups of animals had a rate of oxygen consumption which was least affected by increasing the speed of the current?

A  *Ephemerella* 1  
B  *Hydropsyche*  
C  *Anabolia* 1  
D  *Anabolia* 2

According to the figure, groups of animals of the same species showed differences in their rates of oxygen consumption with increasing current speed.

The differences were most marked in

A  *Baetis*.  
B  *Ephemerella*.  
C  *Anabolia*.  
D  *Hydropsyche*.

UNIT 3

Question 9

Which two of statements (i) – (iv) below are most similar to each other in the attitude to equality presented?

(i) Although men possess unequal powers, they nonetheless deserve equal rights.

(ii) Men are made by nature unequal. It is vain, therefore, to treat them as if they were equal.

(iii) Kneeling ne’er spoil’d silk stocking; quit thy state;  
     All equal are within the church’s gate.

(iv) The wealth of a nation consists more than anything else in the number of superior men it harbours.

A  statements (i) and (iii)  
B  statements (ii) and (iii)  
C  statements (i) and (iv)  
D  statements (iii) and (iv)
**UNIT 4**

**Questions 10 and 11**

Knitting needles of different thicknesses (diameters) are used to produce materials of different types. The table gives the sizes of knitting needles and their diameters (in millimetres).

<table>
<thead>
<tr>
<th>size</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>diameter</td>
<td>8.0 mm</td>
<td>7.5 mm</td>
<td>7.0 mm</td>
<td>6.5 mm</td>
<td>6.0 mm</td>
<td>5.5 mm</td>
<td>5.0 mm</td>
<td>4.5 mm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>size</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>diameter</td>
<td>4.0 mm</td>
<td>3.75 mm</td>
<td>3.25 mm</td>
<td>3.0 mm</td>
<td>2.75 mm</td>
<td>2.25 mm</td>
<td>2.0 mm</td>
<td>1.75 mm</td>
</tr>
</tbody>
</table>

10. When the knitting needles shown in the table differ in size by one, their diameters

   A. always differ by 0.5 mm.
   B. sometimes differ by 0.5 mm and sometimes by 0.25 mm.
   C. sometimes differ by 0.75 mm and sometimes by 0.5 mm.
   D. sometimes differ by 0.75 mm and sometimes by 0.25 mm.

11. Which of the following best represents the relationship between the diameter and the size of knitting needles for sizes 0 to 8?

   A. size = diameter – 8
   B. size = 8 – diameter
   C. size = (½ × diameter) – 4
   D. size = 16 – (2 × diameter)
UNIT 5

Questions 12 – 14

The following passage is adapted from a book on the nature of play.

The player who trespasses against the rules or ignores them is a ‘spoil-sport’. The spoil-sport is not the same as the false player, the cheat; for the latter pretends to be playing the game and, on the face of it, still acknowledges the magic circle. It is curious to note how much more lenient society is to the cheat than to the spoil-sport. This is because the spoil-sport shatters the play-world itself. By withdrawing from the game he reveals the relativity and fragility of the play-world in which he had temporarily shut himself with others. He robs play of its illusion – a pregnant word which in Latin means literally ‘in-play’. Therefore he must be cast out, for he threatens the existence of the play-community.

In the world of high seriousness, too, the cheat and the hypocrite have always had an easier time of it than the spoil-sports, here called apostates, heretics, innovators, prophets, conscientious objectors, etc. It sometimes happens, however, that the spoil-sports in their turn make a new community with rules of its own. The outlaw, the revolutionary, the member of a secret society, indeed heretics of all kinds, are of a highly associative if not sociable disposition, and a certain element of play is prominent in all their doings.

1 An apostate is someone who abandons his/her religion, vows, principles, cause, etc.

12 The phrase ‘magic circle’ (line 3) most likely refers to
   A. the real world.
   B. a particular kind of game.
   C. the special status of the play-world.
   D. the privileged few who determine the rules of a game.

13 According to the passage, the ‘play-world’
   A. cannot coexist with the real world.
   B. cannot be distinguished from the real world.
   C. is impervious to the will or behaviour of the participants.
   D. is completely dependent on the compliance of the participants.

14 The writer suggests that, in the world of high seriousness, spoil-sports
   A. aim to avoid all contact with society.
   B. are usually better off than in the play-world.
   C. do not appreciate or understand the nature of play.
   D. will engage with others but only on their own terms.
UNIT 6

Questions 15 – 18

The Burger Index (BI) uses the cost of a burger in different countries as a way of determining whether official exchange rates are appropriate (with respect to the US$).

• \( BI = \frac{\text{Cost of a burger in a particular country in the local currency}}{\text{Cost of a burger in the USA in US$}} \)

Comparing actual exchange rates with the BI indicates whether a currency is undervalued or overvalued.

• \( \% \text{ over/undervaluation against US$} = \frac{(BI - \text{Exchange Rate})}{\text{Exchange Rate}} \times 100 \)

For example, if a burger costs €2.50 (2.50 Euros) in Europe and $2.50 in the USA, then the BI is \( \frac{2.50}{2.50} = 1.00 \) or 1.00.

The % the Euro is over/undervalued = \( \frac{1.00 - 0.80}{0.80} \times 100 = 25\% \).

Thus, according to the BI, the Euro is overvalued against the US$ by 25%.

The table shows the typical cost of a standard burger in a number of countries in the local currency of the country and typical exchange rates of those countries against the US$ in a particular time period.

<table>
<thead>
<tr>
<th>Country</th>
<th>Cost of burger in local currency</th>
<th>Exchange rate 1 US$ =</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA</td>
<td>US$2.50</td>
<td></td>
</tr>
<tr>
<td>Australia</td>
<td>A$3.00</td>
<td>A$1.30</td>
</tr>
<tr>
<td>UK</td>
<td>£2.00</td>
<td>£0.50</td>
</tr>
<tr>
<td>European Union</td>
<td>€2.50</td>
<td>€0.80</td>
</tr>
<tr>
<td>Mexico</td>
<td>20 Peso</td>
<td>10 Peso</td>
</tr>
<tr>
<td>New Zealand</td>
<td>NZ$4.00</td>
<td>NZ$1.40</td>
</tr>
<tr>
<td>Russia</td>
<td>40 Rouble</td>
<td>30 Rouble</td>
</tr>
<tr>
<td>South Korea</td>
<td>3000 Won</td>
<td>1000 Won</td>
</tr>
</tbody>
</table>

• Answer the questions for the typical costs and exchange rates given for the time period.
• Assume there is no charge in converting money from one currency to another.

15 How many Mexican Pesos would be required to buy a burger in South Korea?

A 3 Pesos
B 30 Pesos
C 3000 Pesos
D 30 000 Pesos
16 According to the BI, a currency is generally correctly valued with respect to the US$ when the BI equals
A 0 .
B 1.0 .
C the Exchange Rate.
D \( \frac{1}{\text{Exchange Rate}} \).

17 According to the BI, how does the UK£ compare to the US$?
A The £ is 60% overvalued.
B The £ is 60% undervalued.
C The £ is correctly valued.
D There is insufficient information to determine if the value is appropriate.

18 According to the BI, the currency of which of the following countries is most undervalued against the US$?
A South Korea
B Mexico
C Russia
D New Zealand
UNIT 7

Questions 19 – 23

In some areas of the world, marine birds such as kelp gulls feed on mussels which have been deposited on the beaches. To break open the shells, the birds carry the mussels to heights and drop them onto hard surfaces, such as rocks or wet beach sand.

Experimental evidence indicates that the minimum drop height required to fracture a mussel shell depends on its size, and also on the nature of the surface onto which it is dropped. Moreover, the speed on impact with the ground can be related to the mussel’s drop height and its shell length.

The graphs in Figures 1 to 4 show the relationships between the size, impact speed, and drop height of mussels. The figures are based on the results of extensive mussel dropping experiments that attempted to simulate real conditions.

Assume that all mussels referred to in the following questions are described by these relationships.
19  An 80 gram mussel has a shell area closest to

A  20 square centimetres. 
B  24 square centimetres. 
C  40 square centimetres. 
D  45 square centimetres.

20  Which one of the following is the smallest drop height required to fracture three mussels with lengths 75 millimetres, 85 millimetres, and 100 millimetres, when all three are dropped onto wet beach sand?

A  1.90 metres 
B  2.35 metres 
C  2.67 metres 
D  3.00 metres

21  Two mussels are dropped from a height of 2.5 metres onto wet beach sand. Mussel $X$ has a mass of 30 grams and mussel $Y$ has a mass of 60 grams.

According to the available evidence,

A  only mussel $X$ will fracture.
B  only mussel $Y$ will fracture.
C  both mussels will fracture.
D  neither mussel will fracture.
22. For a group of mussels, all of which have a shell length of 80 millimetres, the difference between the drop heights required to fracture the mussels when they drop onto rock and wet beach sand is closest to

A 0.6 metres.  
B 1.0 metres.  
C 1.9 metres.  
D 2.5 metres.

23. Which of the following is closest to the lowest impact speed required to fracture a 30 gram mussel by impact with wet beach sand?

A 5.5 metres per second  
B 6.8 metres per second  
C 8.4 metres per second  
D 10 metres per second
Questions 24 and 25

"They all work in their own homes now, but they still get together for car pool reunions."

24 The cartoon is a comment on

A. corporate loyalty.
B. the value of teamwork.
C. the social implications of a casualised workforce.
D. the social implications of a decentralised workforce.

25 The cartoon suggests that current work practices are

A. quaint.
B. congenial.
C. unsatisfying.
D. unproductive.
A pedometer is a device that records the number of steps a person takes. This information, together with the length of the person’s step, can be used to determine the distance they walk or run. Furthermore, it can give an estimate of the energy expenditure (in kilojoules, kJ) due to the activity.

A number of people took part in a competition in which they walked or ran for a number of days. The table gives information for six of the participants at the end of Day 2 of the competition.

Assume that:
• walking uses 15 kJ of energy per kilogram of body mass per hour; and
• running uses 30 kJ of energy per kilogram of body mass per hour.

<table>
<thead>
<tr>
<th>Number of steps recorded by pedometer</th>
<th>Average step length (m)</th>
<th>Distance covered (km)</th>
<th>Body mass (kg)</th>
<th>Total energy used (kJ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adele</td>
<td>5000</td>
<td>0.40</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Beau</td>
<td>3000</td>
<td>0.70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Celine</td>
<td>0.60</td>
<td>4</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Dale</td>
<td>0.75</td>
<td>4</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Ellen</td>
<td>0.40</td>
<td>4</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Greg</td>
<td>1.20</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

26  By the end of Day 2, compared to Adele, the distance that Beau walked was
   A  5% less.
   B  5% greater.
   C  10% less.
   D  10% greater.

27  For the first two days of the competition Greg ran at an average speed of 15 km/h.
What further information (i.e. information not given in the table and not able to be calculated from the information provided) is needed to determine Greg’s energy expenditure due to running?
   A  his mass only
   B  his mass and the number of steps he took only
   C  his mass and the duration of his run each day only
   D  his mass, the number of steps he took and the duration of his run each day

28  Another participant, Fran, ran for one hour on Day 1. On Day 2, she walked the same distance. Her running speed was twice her walking speed and her mass did not change during this time.
How did Fran’s energy expenditure on Day 1 compare to that on Day 2?
   A  It was higher on Day 1.
   B  It was higher on Day 2.
   C  It was the same on both days.
   D  There is insufficient information to determine this.
UNIT 10

Questions 29 – 31

The best way to grasp the human significance of photography is not to think of camera, film and tripod as something external to human nature, but as evolutionary developments — as much a part of human nature as one’s thumb. A deficiency existed, of sorts, in the way our sensory and information storing capacities functioned. They had limits, and photography was one way to overcome those limits. The limit in human functioning is simply this: though we can see things very well, we cannot reliably bring up the image for repeated viewing. Instead, visual images are incompletely stored in memory, often in a highly schematic form, and subject to decay and distortion.

Moreover, memory is private: it does not directly take the form of an external object that others can see. And when the person dies, all of the images stored in his or her brain vanish. It is the perishability of our visual experience that led humankind to seek to fix it by placing it on a more permanent record, more available to public scrutiny than the brain. A first solution to this problem came about through the development of skills in painting and drawing. Humankind had the capacity to depict what was seen by representing those forms and colours on an external surface, such as the wall of a cave, or papyrus, silk or canvas. But it required a special talent to do this, which only a few people possessed.

29 The limitation in human functioning referred to in the first paragraph is best described as an inability to

A view things accurately enough for all purposes.
B process instantaneously a complete visual image.
C store a detailed image of something one has seen.
D recall visual material accurately, particularly over a period of time.

30 The writer uses the example of a person’s thumb and evolutionary development (lines 2–3) to make the point that the camera

A has replaced part of humankind’s sensory capacities.
B is essentially an extension of humankind’s sensory capacities.
C has utilised sensory capacities in humankind which were previously undeveloped.
D has been so widely accepted by humankind that it has become a crutch on which we are dependent.

31 The additional limitations of memory described in lines 9–12 relate to humankind’s

A need for self-expression.
B insistence on the right to privacy.
C desire to communicate observations.
D need to keep detailed records on individuals.
UNIT 11

Questions 32 – 36

The following passage is from a novel set in 1920s America.

Jordan Baker instinctively avoided clever, shrewd men, and now I saw that this was because she felt safer on a plane where any divergence from a code would be thought impossible. She was incurably dishonest. She wasn’t able to endure being at a disadvantage and, given this unwillingness, I suppose she had begun dealing in subterfuges when she was very young in order to keep that cool, insolent smile turned to the world and yet satisfy the demands of her hard, jaunty body.

It made no difference to me. Dishonesty in a woman is a thing you never blame deeply – I was casually sorry, and then I forgot. It was on that same house-party that we had a curious conversation about driving a car. It started because she passed so close to some workmen that our fender flicked a button on one man’s coat.

‘You’re a rotten driver,’ I protested. ‘Either you ought to be more careful, or you oughtn’t to drive at all.’

‘I am careful.’

‘No, you’re not.’

‘Well, other people are,’ she said lightly.

‘What’s that got to do with it?’

‘They’ll keep out of my way,’ she insisted. ‘It takes two to make an accident.’

‘Suppose you met somebody just as careless as yourself.’

‘I hope I never will,’ she answered. ‘I hate careless people. That’s why I like you.’

Her grey, sun-strained eyes stared straight ahead, but she had deliberately shifted our relations, and for a moment I thought I loved her. But I am slow-thinking and full of interior rules that act as brakes on my desires, and I knew that first I had to get myself definitely out of that tangle back home. I’d been writing letters once a week and signing them: ‘Love, Nick,’ and all I could think of was how, when that certain girl played tennis, a faint moustache of perspiration appeared on her upper lip. Nevertheless there was a vague understanding that had to be tactfully broken off before I was free.

Every one suspects himself of at least one of the cardinal virtues, and this is mine: I am one of the few honest people that I have ever known.

32 The narrator presents Jordan Baker’s dishonesty as a form of
A versatility.
B vengefulness.
C self-possession.
D self-preservation.

33 Jordan Baker most likely hates ‘careless people’ (line 19) because they
A limit her freedom.
B awaken her conscience.
C undermine her attention-seeking.
D are inconsiderate of others’ feelings.
34 The narrator recalls his relationship ‘back home’ (line 23) with a sense of
A nonchalance.
B apprehension.
C responsibility.
D powerlessness.

35 When he calls himself ‘honest’ (line 28), the narrator means that he is
A selfless.
B innocent.
C principled.
D magnanimous.

36 When he states, ‘I am one of the few honest people that I have ever known’ (lines 27 and 28), the narrator presents his own honesty as a
A choice.
B marvel.
C limitation.
D conceitedness.
UNIT 12

Questions 37–39

A triangular pile is a stack constructed from equal-sized balls. It has a triangular base (first layer) and a single ball in its top-most layer. The number of layers depends on the total number of balls used. For example, the triangular pile shown below has three horizontal layers with six balls in the first layer, three balls in the second layer and one ball in the third layer.

37 Which one of the following could be the number of balls in the base of a triangular pile?

A 16  C 44  
B 28  D 52

38 The number of balls along a side of the base of a triangular pile with 36 balls in its base is


39 If the number of balls along a side of the base of a triangular pile is $n$, then the number of layers in the pile is

A $2n - 3$ .  C $n - 1$ .
B $3(n - 2)$ .  D $n$ .
UNIT 13

Questions 40 – 43

The following passage describes the experiences of a man who has undergone surgery that has given him vision after a lifetime of blindness.

One man when shown an orange a week after beginning to see, said that it was gold. When asked, ‘What shape is it?’ he said, ‘Let me touch it and I will tell you!’ After doing so, he said that it was an orange. Then he looked long at it and said, ‘Yes, I can see that it is round.’ Shown next a blue square, he said it was blue and round. A triangle he also described as round. When the angles were pointed out to him he said, ‘Ah. Yes, I understand now, one can see how they feel.’ For many weeks and months after beginning to see, the person can only with great difficulty distinguish between the simplest shapes, such as a triangle and a square. If you ask him how he does it, he may say, ‘Of course if I look carefully I see that there are three sharp turns at the edge of one patch of light, and four on the other.’ But he may add peevishly, ‘What on earth do you mean by saying that it would be useful to know this? The difference is only very slight and it takes me a long time to work it out. I can do much better with my fingers.’ And if you show him the two shapes the next day he will be quite unable to say which is a triangle and a square.

40 One week after beginning to see, the man
   A related shape directly to visual images.
   B formed visual impressions of shape indirectly.
   C spontaneously reduced his dependence on his sense of touch.
   D was developing a visual appreciation of shape through association with colour.

41 The man’s mistake about the square (lines 3 and 4) suggests that
   A his eyesight was still impaired.
   B he could not make full use of visual clues.
   C the idea of shape was meaningless for him.
   D colour makes shape perception more difficult.

42 The passage suggests that the man refers to the shapes as ‘one patch of light’ (line 8) because
   A he does not know the names of shapes.
   B he does not associate visual images with shapes.
   C he wants to be precise in order to make his reasoning clear.
   D he wants to choose wording which will convey the difficulty of his task.

43 The passage presents shape perception as generally dependent on
   A experience.
   B keen eyesight.
   C inherited skills.
   D colour perception.
The figure below accompanied an article in a magazine explaining the pungent (hot, spicy) effect of Indian mustard powder on nose and palate.

- Enzymes referred to in the figure are substances which control chemical reactions in living things.

---

**Questions 44 and 45**

The figure above indicates that uncrushed Indian mustard seed

A is pungent.
B contains allyl isothiocyanate.
C contains myrosinase and sinigrin.
D contains no enzymes.

Of the following, the best explanation for the pungency of Indian mustard powder is that crushing the seed

A breaks down allyl glucosinolate into mustard meal.
B causes the enzyme myrosinase to turn into the pungent substance allyl isothiocyanate.
C brings myrosinase and sinigrin together to produce the pungent substance allyl isothiocyanate when water is added.
D causes the enzyme myrosinase to produce sinigrin, which then turns into the pungent substance allyl isothiocyanate.
UNIT 15

Questions 46 and 47

In the grid below, different letters represent different whole numbers less than 20. The numbers to the right and below the grid are row and column totals.

For example, Q + L + Z + Z = 46.

<table>
<thead>
<tr>
<th></th>
<th>Q</th>
<th>L</th>
<th>Z</th>
<th>Z</th>
<th>46</th>
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</thead>
<tbody>
<tr>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>K</td>
<td>K</td>
<td>Q</td>
<td>Q</td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>K</td>
<td>Z</td>
<td>L</td>
<td>Q</td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

30  38  X  Y

46 The value of Q is

A  7 .  
B  9 .  
C  11 .  
D  13 .

47 The value of X is

A  40 .  
B  42 .  
C  44 .  
D  46 .
Questions 48 – 50

When fighting bushfires, a major problem for firefighters is dealing with the heat. Heat enters, leaves or is produced in a firefighter’s body by the following processes:

I radiation — heat from the fire and the sun radiate to the firefighter’s body
II conduction/convection — body heat is carried away by the surrounding air
III metabolism — heat is produced in the firefighter’s body
IV evaporation of sweat — heat is removed from the firefighter’s body when sweat evaporates from skin and clothing

In a study of heat balance in firefighters, two groups of firefighters built a firebreak — a hard physical task. One group did so next to a fire. The other group did exactly the same work under the same conditions except that no fire was burning nearby. The table gives the average results for the firefighters in the two groups.

<table>
<thead>
<tr>
<th>Process</th>
<th>Amount of heat gained or lost per minute by the body</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>fire nearby</td>
</tr>
<tr>
<td>Radiation</td>
<td>gain of 260 joule</td>
</tr>
<tr>
<td>Conduction / convection</td>
<td>loss of 60 joule</td>
</tr>
<tr>
<td>Metabolism</td>
<td>gain of 488 joule</td>
</tr>
<tr>
<td>Evaporation of sweat</td>
<td>loss of 688 joule</td>
</tr>
</tbody>
</table>

- Assume that the figures given apply to any individual firefighter.
- Although some of the processes can transfer heat to or from a firefighter, this unit and the table refer to net gains or losses of heat by each process.
48. When building a firebreak, the body of a firefighter

A. loses heat by radiation and gains heat by conduction/convection.
B. loses heat by both radiation and by conduction/convection.
C. gains heat by radiation and loses heat by conduction/convection.
D. gains heat by both radiation and by conduction/convection.

49. The heat lost by evaporation of sweat from the body of a firefighter in one minute while building a firebreak without a fire nearby is

A. 532 joule.
B. 590 joule.
C. 612 joule.
D. 688 joule.

50. Which one of the following increases when a firefighter moves from an area where there is no fire nearby to an area where there is a fire nearby?

A. the amount of heat produced per minute by metabolism
B. the amount of heat lost per minute by conduction/convection
C. the amount of heat lost per minute by the evaporation of sweat
D. none of A or B or C
UNIT 17

Questions 51 – 55

This unit is based on two extracts from a nineteenth-century novel. Lydgate is a young doctor who has recently come to the town of Middlemarch. Rosamond Vincy is the daughter of the mayor. The passage describes Lydgate’s and Rosamond Vincy’s early impressions of each other.

As he walked away from Mr Vincy’s, Lydgate thought of Rosamond and her music only in the second place; and though, when her turn came, he dwelt on the image of her for the rest of his walk, he felt no agitation, and had no sense that any new current had set into his life. He could not marry yet; he wished not to marry for several years; and therefore he was not ready to entertain the notion of being in love with a girl whom he happened to admire. He did admire Rosamond exceedingly; but that madness which had once beset him about Laure was not, he thought, likely to recur in relation to any other woman. Certainly, if falling in love had been at all in question, it would have been quite safe with a creature like this Miss Vincy, who had just the kind of intelligence one would desire in a woman — polished, refined, docile, lending itself to finish in all the delicacies of life, and ensnared in a body which expressed this with a force of demonstration that excluded the need for other evidence. Lydgate felt sure that if ever he married, his wife would have that feminine radiance, that distinctive womanhood which must be classed with flowers and music, that sort of beauty which by its very nature was virtuous, being moulded only for pure and delicate joys.

But since he did not mean to marry for the next five years — his more pressing business was to look in Louis’ new book on Fever, which he was specially interested in, because he had known Louis in Paris, and had followed many anatomical demonstrations in order to ascertain the specific differences of typhus and typhoid.

He was an ardent fellow, but at present his ardour was absorbed in love of his work and in the ambition of making his life recognised as a factor in the better life of mankind — like other heroes of science who had nothing but an obscure country practice to begin with.

Poor Lydgate! or shall I say, Poor Rosamond! Each lived in a world of which the other knew nothing. It had not occurred to Lydgate that he had been a subject of eager meditation to Rosamond, who had neither any reason for throwing her marriage into distant perspective, nor any pathological studies to divert her mind from that ruminating habit, that inward repetition of looks, words, and phrases, which makes a large part of the lives of most girls. He had not meant to look at her or speak to her with more than the inevitable amount of admiration and compliment which a man must give to a beautiful girl. But Rosamond had registered every look and word, and estimated them as the opening incidents of a preconceived romance — incidents which gather value from the foreseen development and climax. In Rosamond’s romance it was not necessary to imagine much about the inward life of the hero, or of his serious business in the world; of course, he had a profession and was clever, as well as sufficiently handsome; but the piquant fact about Lydgate was his good birth, which distinguished him from all Middlemarch admirers, and presented marriage as a prospect of rising in rank and getting a little nearer to that celestial condition on earth in which she would have nothing to do with vulgar people, and perhaps at last associate with relatives quite equal to the county people who looked down on the Middlemarchers.
51 What interests Rosamond most about Lydgate?

A his money  
B his profession  
C his social status  
D his personal attractiveness

52 Lydgate imagines that his future wife will be

A passionate and desirable.  
B able to share his interests.  
C intelligent and challenging.  
D admirable but undemanding.

53 In what sense does Lydgate feel ‘safe’ (line 8) about Miss Vincy?

A He is sure he will never fall in love again.  
B He feels that women like her are not attractive to him.  
C He feels confident that she would not make him lose control over his feelings.  
D He thinks that he has at last found someone who will provide him with love and security.

54 Which one of the following best describes Lydgate’s motivation in his work?

A intellectual curiosity, ambition and altruism  
B a fanatical obsession with fever research  
C the need to establish himself financially  
D a desire for status to impress Rosamond

55 Later in the novel Lydgate and Rosamond marry, and their marriage is a disaster.
What emerges most strongly from the passage to foreshadow difficulties in the marriage?

A The attraction between them is only physical.  
B Neither appreciates the strengths of the other.  
C Neither has given much thought to the future.  
D Neither has any sense of the other’s inward life.
UNIT 18

Questions 56 – 59

When designing work desks it is important to consider people’s standing height because it is related to their optimal (i.e. most suitable) seat height and desk height.

Figure 1 presents information about the optimal seat heights and desk heights for typical men and women of various standing heights. For a person of a given height, optimal seat and desk heights can be obtained by ruling a horizontal line across the figure from their standing height value. For example, a typical 1700 mm tall person has an optimal seat height of 430 mm and an optimal desk height of close to 705 mm.

The figure also gives percentile information for heights of typical men and women. For example, 95.0% of typical men have a standing height less than, or equal to, 1860 mm and an optimal seat height less than, or equal to, 470 mm. 50.0% of typical men have a standing height less than, or equal to, 1740 mm and an optimal seat height less than, or equal to, 440 mm.

- For the population represented in Figure 1, assume there are equal numbers of men and women.
56 What percentage of males have an optimal seat height between 470 mm and 440 mm?

A 2.5%  
B 5%  
C 25%  
D 45%

57 A company employs a new person who is 1660 mm tall.

The person’s seat height should be adjusted to

A 420 mm irrespective of whether they are male or female.  
B 420 mm if they are male but less than this if they are female.  
C any height between 370 and 480 mm because people vary so much.  
D any height between 380 and 470 mm because this range covers most people.

58 Which one of the following seat height ranges would suit the greatest number of people?

A 440–480 mm  
B 430–450 mm  
C 405–440 mm  
D 370–410 mm

59 Which of the following best describes the relationship between change in standing height and change in optimal seat and desk heights?

For each 100 mm increase in standing height,

A seat height increases by 30 mm and desk height increases by 25 mm.  
B seat height increases by 25 mm and desk height increases by 30 mm.  
C seat height increases by 25 mm and desk height increases by 25 mm.  
D seat height increases by 30 mm and desk height increases by 30 mm.
UNIT 19

Questions 60 – 66

The poems in this unit are on the subject of war.

Break of Day in the Trenches

The darkness crumbles away —
It is the same old druid Time as ever
Only a live thing leaps my hand —
A queer sardonic rat —
As I pull the parapet’s poppy
To stick behind my ear.
Droll rat, they would shoot you if they knew
Your cosmopolitan sympathies.
Now you have touched this English hand
You will do the same to a German —
Soon, no doubt, if it be your pleasure
To cross the sleeping green between.
It seems you inwardly grin as you pass
Strong eyes, fine limbs, haughty athletes
Less chanced than you for life,
Bonds to the whims of murder,
Sprawled in the bowels of the earth,
The torn fields of France.
What do you see in our eyes
At the shrieking iron and flame
Hurled through still heavens?
What quaver — what heart aghast?
Poppies whose roots are in man’s veins
Drop, and are ever dropping;
But mine in my ear is safe,
Just a little white with the dust.

Isaac Rosenberg

60 Consider lines 7 to 15. In the context of the whole poem, these lines primarily convey

A an angry assertion that both the enemy and the rat should be shot.
B a wry observation that the rat has a freedom denied to the fighting man.
C condemnation of the ‘haughty athletes’ being forced to fight in rat-infested trenches.
D underlying confidence that in this war German and English forces are evenly matched.

61 ‘In these lines the tone becomes more directly emotional and personal than elsewhere in the poem.’

To which part of the poem does this critical comment best apply?

A lines 3–6
B lines 7–14
C lines 19–22
D lines 23–26
The images of the poppy and the rat in this poem are best described as

A  portraying the irony of man’s position in war.
B  distracting attention away from the agony of war.
C  symbolising the way all forms of life are equally threatened by war.
D  dramatising parts of the war scene removed from the location of this battle.

In the poem as a whole, the poet places the emphasis on

A  suggesting the strange conditions under which life continues in war.
B  making explicit his sense of serenity despite the shattering experience of war.
C  expressing his own sense of remoteness from nature as life is destroyed around him.
D  presenting a description of the landscape in order to suggest the shattering experience of war.

Question 64 relates to the following poem.

Grass

Pile the bodies high at Austerlitz and Waterloo
Shovel them under and let me work —
I am the grass; I cover all.

And pile them high at Gettysburg
And pile them high at Ypres and Verdun
Shovel them under and let me work.
Two years, ten years, and passengers ask the conductor:
What place is this?
Where are we now?

I am the grass.

Let me work.

Carl Sandburg

Note: The place names mentioned in the poem were sites of battles involving a great loss of life.

Which one of the following best describes the tone of the poem?

A  sympathetic, with a note of nostalgia
B  bitter, with a note of derision
C  compassionate, yet irritated
D  contemptuous, yet humble
Questions 65 and 66 involve comparisons of the poems.

65 An important similarity between the two poems is that both poets
A present man at war as beyond redemption.
B stress that the real suffering in war is not found on the battlefield.
C accept war itself as unavoidable although it involves irretrievable losses.
D comment about war without considering the issue of which side is in the right.

66 Which one of the following indicates a significant similarity between the activity of the rat and of
the grass, as presented in the first and second poems respectively?
A Their activity, though detached from man, is presented as continuing in the proximity of the war
scene.
B Their activity is impulsive and random, reflecting the disruption of the countryside.
C Their activity suggests that they identify with and share in man’s suffering.
D Their activity indicates that they support man’s actions and presence.
UNIT 20

Questions 67 – 70

Attached to Runalong Fire Station there are seven firefighters (1, 2, 3, 4, 5, 6, 7). It is necessary to have three firefighters at the station each night in case of emergency, and the Firefighters’ Union requires that each firefighter works the same number of nights.

Schedules I–IV were prepared for consideration.

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
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<td>{7,1,3}</td>
<td>{7,1,3}</td>
<td>{6,1,3}</td>
</tr>
</tbody>
</table>

67 Which one of the schedules meets the requirements of the Firefighters’ Union?

A I  
B II  
C III  
D IV

Questions 68 – 70 refer to the following additional information:

A schedule can be thought of as a set of v objects (in this case, firefighters) that have to be arranged into b sets (in this case, one set for each day of the week) all of size k and such that each object occurs the same number of times (r) in the schedule and only once in any set. For the firefighters’ schedules, v = 7, b = 7, k = 3, and r = 3.

68 If v = 3, b = 6, k = 1, r = 2, which one of the following completes the schedule {1}, {2}, {3}, {1}, {2}, . . .?

A {1}  
B {2}  
C {3}  
D neither A, nor B, nor C

69 The schedule {1,2}, {2,3}, {x,y} is a schedule for which v = 3, b = 3, k = 2, r = 2, if

A x = 1, y = 2 .  
B x = 1, y = 3 .  
C x = 2, y = 2 .  
D x = 2, y = 3 .

70 The schedule

{|1,2,3} | {4,5,6} | {7,8,9} | {1,4,7} |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>{2,5,8}</td>
<td>{3,6,9}</td>
<td>{1,5,9}</td>
<td>{2,6,7}</td>
</tr>
<tr>
<td>{3,4,8}</td>
<td>{1,6,8}</td>
<td>{2,4,9}</td>
<td>{x,y,z}</td>
</tr>
</tbody>
</table>

is a schedule for which v = 9, b = 12, k = 3, r = 4, if

A x = 1, y = 2, z = 4 .  
B x = 1, y = 3, z = 5 .  
C x = 2, y = 4, z = 6 .  
D x = 3, y = 5, z = 7 .
Sample prompts: STAT Written English

Time: One hour, plus 5 minutes reading time.

STAT Written English requires written responses to two themes. Four prompts will be presented for each Part. Candidates must choose one prompt from each Part.

The test will offer the following directions to candidates:

**DIRECTIONS**

- There are two parts to this test, and four prompts are offered for each part. You are required to produce two pieces of writing – one in response to a prompt from Part A, and one in response to a prompt from Part B.
- Part A is a more formal public affairs issue that invites argument. Part B is a less formal topic that invites more personal reflection.
- One hour is allocated for this test, with an additional five minutes reading time.
- Your responses to the essay prompts are written directly on the test paper. You should write your essays neatly and legibly in pen.
- Use the inside back cover for planning your essays.
- Write the number of the prompt you are responding to at the top of each response. NB: Do not try to address all of the other prompts in your response.
- Give each piece of writing a title that will help orient a reader to the approach you are taking.
- No extra paper is to be used. Only one test booklet is permitted per candidate.

The following themes and prompts indicate the kind of stimulus material that will be offered in this test.

**PROMPTS**

**Part A**

<table>
<thead>
<tr>
<th>Prompt 1</th>
<th>Education helps individuals grow and has a civilising and humanising influence on society as a whole.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt 2</td>
<td>Too much of current education is concerned with rote learning that has little relationship to real problems and real life.</td>
</tr>
<tr>
<td>Prompt 3</td>
<td>Education is the greatest force for change and offers the greatest opportunity for hope about the future of our society.</td>
</tr>
<tr>
<td>Prompt 4</td>
<td>Much of what passes as education is technical knowledge that does little to broaden the mind.</td>
</tr>
</tbody>
</table>

**Part B**

<table>
<thead>
<tr>
<th>Prompt 5</th>
<th>Friendship is something that most people see as very important, but most friendships turn out to be superficial and fragile.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt 6</td>
<td>Romances come and go, but it is friendship that remains.</td>
</tr>
<tr>
<td>Prompt 7</td>
<td>It is important that we learn to be confident within ourselves rather than dependent on the good opinion of others.</td>
</tr>
<tr>
<td>Prompt 8</td>
<td>You have to work at friendship, because without tolerance and respect, even the best friendships soon disappear.</td>
</tr>
</tbody>
</table>
## Answers

<table>
<thead>
<tr>
<th>Unit 1: El Niño (V)</th>
<th>Unit 2: Triangular Pile (Q)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 D</td>
<td>37 B</td>
</tr>
<tr>
<td>2 D</td>
<td>38 C</td>
</tr>
<tr>
<td>3 B</td>
<td>39 D</td>
</tr>
<tr>
<td>4 D</td>
<td></td>
</tr>
<tr>
<td>5 C</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2: Freshwater animals (Q)</th>
<th>Unit 13: Lifetime of blindness (V)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 C 7 A 8 D</td>
<td>40 B 41 B 42 B 43 A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3: Statements (V)</th>
<th>Unit 14: Mustard (Q)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 A</td>
<td>44 C 45 C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4: Knitting needles (Q)</th>
<th>Unit 15: Grid (Q)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 B 11 D</td>
<td>46 B 47 A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 5: The Spoil Sport (V)</th>
<th>Unit 16: Firefighters (Q)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 C 13 D 14 D</td>
<td>48 C 49 A 50 C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 6: Burger Index (Q)</th>
<th>Unit 17: Middlemarch (V)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 B 16 C 17 A 18 C</td>
<td>51 C 52 D 53 C 54 A 55 D</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 7: Mussels (Q)</th>
<th>Unit 18: Seat Height (Q)</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 C 20 C 21 B 22 A 23 B</td>
<td>56 D 57 A 58 C 59 B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 8: Car Pool (V)</th>
<th>Unit 19: War poems (V)</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 D 25 C</td>
<td>60 B 61 C 62 A 63 A 64 B 65 D 66 A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 9: Pedometers (Q)</th>
<th>Unit 20: Runalong Fire Station (Q)</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 B 27 A 28 C</td>
<td>67 B 68 C 69 B 70 D</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 10: Photography (V)</th>
<th>Unit 11: The Great Gatsby (V)</th>
</tr>
</thead>
<tbody>
<tr>
<td>29 D 30 B 31 C</td>
<td>32 D 33 A 34 C 35 B 36 C</td>
</tr>
</tbody>
</table>
Sample answer sheet

STAT Multiple Choice Answer Sheet

I understand that registration for the Special Tertiary Admissions Test constitutes an acceptance of and agreement to abide by the conditions set forth in the STAT Candidate Information Booklet concerning the test administration, the reporting of scores and the use of information for research.

Family Name:
First Name(s):
Signature:

INSTRUCTIONS

- Use pencil only, preferably 2B, HB or B
- Erase mistakes and stray marks fully
- Do not use any ink or ball-point pens

Please MARK LIKE THIS

NOT LIKE THESE:

Example:

[Diagram of answer sheet with instructions]

Day Month Year

Family Name
First Names Initials

Test Centre Number

Date of Birth

Postcode
Country of birth
No. of years in Australia

SPECIAL TERTIARY ADMISSIONS TEST

1 15 29 43 57
2 16 30 44 58
3 17 31 45 59
4 18 32 46 60
5 19 33 47 61
6 20 34 48 62
7 21 35 49 63
8 22 36 50 64
9 23 37 51 65
10 24 38 52 66
11 25 39 53 67
12 26 40 54 68
13 27 41 55 69
14 28 42 56 70

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Further information

Information about how to register for STAT is available from the following institutions:

**New South Wales and the Australian Capital Territory**
STAT Officer
Universities Admissions Centre (NSW & ACT)
Locked Bag 112
SILVERWATER NSW 2128
Tel: 1300 275 822
or from mobiles: (02) 9752 0200
www.uac.edu.au

**Queensland**
STAT Officer
Queensland Tertiary Admissions Centre
PO Box 1331
MILTON QLD 4064
Tel: (07) 3858 1222
www.qtac.edu.au

**South Australia and Northern Territory**
STAT Officer
South Australian Tertiary Admissions Centre
PO Box 2
RUNDLE MALL SA 5000
Tel: (08) 8224 4000
www.satac.edu.au

**Victoria**
STAT Officer
Victorian Tertiary Admissions Centre
40 Park Street
SOUTH MELBOURNE VIC 3205
Tel: 1300 364 133
www.vtac.edu.au

**Western Australia**
STAT Officer
Tertiary Institutions Service Centre Inc.
100 Royal Street
EAST PERTH WA 6004
Tel: (08) 9318 8000
www.tisc.edu.au

**Overseas**
STAT Project Officer
Australian Council for Educational Research
Private Bag 55
CAMBERWELL VIC 3124
Tel: (03) 9277 5357
Email: stat@acer.edu.au

The Australian Council for Educational Research sells copies of the **STAT Practice Test**. This test is an e-publication, available to download immediately. The purchase price is $AUD 25.00.