



STAT

Special Tertiary Admissions Test

Candidate Information Booklet 2017–2018

Includes valuable preparation advice
and free sample questions

Contents

About STAT	1
What is STAT?	1
STAT Multiple Choice	1
STAT Written English	1
How and where can I sit STAT?	1
How often can I sit STAT?	1
Sitting STAT overseas	1
Skills tested by STAT	2
Test development	3
Terms and conditions of sitting STAT	3
STAT research	3
Preparing for STAT	4
General	4
Preparing for STAT Multiple Choice	4
Preparing for STAT Written English	5
Test centre procedures	6
What to bring	6
Timing	6
Identification	6
Rules and Misconduct	7
Results	8
How do I get my results?	8
Currency of results	8
Sample Multiple Choice questions	10
Sample essay prompts: STAT Written English	
Prompts 1 to 8	22
Answers	23
Sample answer sheet	24



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 Australian Council for Educational Research (ACER) develops the *Special Tertiary Admissions Test* (STAT) to help Australian tertiary institutions admit students who are well suited to a broad range of academic programs.

By completing STAT, applicants without a recent or satisfactory Year 12 qualification can demonstrate their ability to succeed in 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

STAT Written English

- 1 hour test, plus 5 minutes reading time, 2 essays
- Required by some, but not all institutions.



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

How and where can I sit STAT?

This booklet provides information about the test itself, not administrative details.

Test sittings are managed by the Australian Tertiary Admission Centres (except in NSW).

Refer to contact details for your state for information about:

- **booking to take the test**
- **test dates and locations**
- **test fees**
- **age limits and re-sit limitations**



Queensland

QTAC 1300 467 822 www.qtac.edu.au

South Australia and NT

SATAC (08) 8224 4000 www.satac.edu.au

Western Australia

TISC (08) 9318 8000 www.tisc.edu.au

Victoria and Tasmania

VTAC 1300 364 133 www.vtac.edu.au

New South Wales and ACT

ACER (03) 9277 5758 <https://stat.acer.edu.au>

How often can I sit STAT?

Applicants may sit STAT once only per test cycle. (eg 15 April 2017 – 14 April 2018)

Sitting STAT Overseas

ACER manages overseas sittings of STAT Multiple Choice and STAT Written English.

For more information

Email: stat@acer.edu.au

Web: <https://stat.acer.edu.au/registration>

Phone: +61 3 9277 5758

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 comments are written directly into the test booklet.
- Working space is provided for planning.
- Essays should be written neatly and legibly in pen.
- 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 rigorously developed by teams of highly experienced higher education assessment and content experts. 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, valid and reliable. The test may contain a small number of trial questions which will not be scored.

STAT test data are subjected to detailed statistical analysis to check that each question has performed as required. Test questions in development are carefully scrutinised in an ongoing attempt to minimise bias.

Terms and conditions of sitting STAT

Registration to sit the Special Tertiary Admissions Test constitutes an acceptance of and an agreement to abide by the conditions set forth in this booklet concerning the test registration, administration, the reporting of scores, collection and use of personal information and the use of information for research. Test results may be used by approved authorities for purposes of research into the STAT program. ACER may use, reproduce, adapt, modify and communicate de-identified essay answers for educational and training purposes. Candidates are assured that any use of test responses will be treated with the utmost confidentiality.

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 Tests** 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, we recognise 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 Tests** and this **Candidate Information Booklet**, published by ACER.

The STAT Practice Tests for Multiple Choice and for Written English are available for purchase from the STAT website:

<https://stat.acer.edu.au/preparation/practice-material>

Preparing for STAT Multiple Choice

Answers to multiple-choice questions are recorded on a special STAT Answer Sheet called an OMR (see sample p. 24), which is later optically scanned and scored by machine. On the *OMR 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 *OMR 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 *OMR 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 must be marked directly onto the *OMR Answer Sheet*, **not** on the *Test Booklet*.
- You may do rough work in the margins of your *Test Booklet*. 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 (and the Practice Tests if you wish) to practise your exam technique. Make some quiet time when you are unlikely to be distracted. The *OMR 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

- Don't 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**

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.

In addition, the **STAT Written English Practice Test** is available for purchase. You will be provided with an indicative score range immediately after submitting your essays online.

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

What to bring on Test Day

You must take these items to the test:

- Test Registration Confirmation from your Tertiary Admissions Centre / Admission Ticket from ACER (NSW Only)
- Photo-bearing identification
- Pencils, eraser, sharpener, pens

Admission to the Test

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

Time at Test Centre

Please allow adequate time to arrive and check-in. Expect to be at the test venue around 3 hrs (or longer). Time is required to check-in all candidates, for pre-test procedures, instruction time, distribution, collection and checking of test materials, and actual test time.

Identification

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

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

- current passport
- current Australian driver license
- current photographic proof of age card
- current Keypass Identity Card (available from Australia Post)

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.



Candidates who do not present an identification document as outlined here will not be admitted.

The identification must contain a photograph that is a recognisable likeness of the candidate at the time of sitting the test.

Stationery you must bring

STAT Multiple Choice Required items	STAT Written English Required items
<ul style="list-style-type: none">• two pencils (B, 2B or HB)• eraser• pencil sharpener	<ul style="list-style-type: none">• two pencils (B, 2B or HB)• eraser• pencil sharpener• two blue or black pens

Prohibited items

- calculators
- dictionaries of any type
- mobile phones/smartphones or other communication devices
- audio or recording devices, with or without earphones
- books, papers, pencil cases or rulers
- bags, briefcases, crash helmets
- 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.

Rules and Misconduct

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:

- attempting to sit the test more than once per annual test cycle
- attempting to remove a *Test Booklet* or part thereof, an *OMR Answer Sheet*, or any notes, from the testing room is considered theft. (All test materials remain the property of ACER.)
- 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
- 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.)

Penalties may include the cancellation of the candidate's test and a ban from sitting STAT in the current STAT year, or in the case of theft, criminal charges.

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

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.

Results

Who releases my results?

How and when will I get them?

The organisation that you booked to sit the test through will provide you with your results. This may be online through your user account or by post. The organisation that you're registered with can confirm the method.

STAT results are usually available 2–3 weeks from your test date.

For NSW candidates, results can be accessed through your ACER user account. You will be notified by email when they are available.

STAT scores explained

STAT results are reported as scale 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 2017 will represent the same level of performance as a score of 160 in the verbal component of the 2016 test paper.

STAT Written English results are also reported as scale 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

Institutions are provided with percentile rankings in relation to scores achieved by each candidate. For example, a candidate with a total STAT score of 160 will have a percentile rank of 81.4, so has achieved a score that is as good as or better than 81.4% of the test-taking population. Percentile ranks provide information about how well a candidate has performed relative to the test-taking population in the reference year.

Currency of STAT results

STAT results have a 3-year validity from the date of issue. Some institutions impose their own limit on the length of time for which they consider a STAT score valid. If in doubt, please check with the institution.

Appeals

ACER will not enter into appeals regarding STAT results. 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

A selection of questions follows to give candidates an idea of the content type found in a STAT test.

Practice Tests for STAT Written English and Multiple Choice may be purchased by visiting:

<https://stat.acer.edu.au/preparation/practice-material>

Sample questions

UNIT 1

Question 1

- 1 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) **C** statements (i) and (iv)
B statements (ii) and (iii) **D** statements (iii) and (iv)

UNIT 2

Question 2

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, $Q + L + Z + Z = 46$.

Q	L	Z	Z	46
K	K	K	K	28
K	K	Q	Q	32
K	Z	L	Q	40
30	38	X	Y	

- 2 The value of Q is

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

UNIT 3

Questions 3 – 6

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.' 5
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. 10

- 3 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.
- 4 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.
- 5 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.
- 6 The passage presents shape perception as generally dependent on
- A experience.
 - B keen eyesight.
 - C inherited skills.
 - D colour perception.

UNIT 4

Questions 7 – 9

When fighting forest fires, 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:

- 1 radiation — heat from the fire and the sun radiate to the firefighter's body
- 2 conduction/convection — body heat is carried away by the surrounding air
- 3 metabolism — heat is produced in the firefighter's body
- 4 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 built their firebreak 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 below gives the average results for the firefighters in the two groups.

Process	Amount of heat gained or lost per minute by the body	
	fire nearby	no fire nearby
Radiation	gain of 260 joule	gain of 51 joule
Conduction / convection	loss of 60 joule	loss of 80 joule
Metabolism	gain of 488 joule	gain of 561 joule
Evaporation of sweat	loss of 688 joule	?

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

- 7 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.
- 8 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.
- 9 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 5

Questions 10 – 14

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 enshrined 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.

- 10 What interests Rosamond most about Lydgate?
- A his money
 - B his profession
 - C his social status
 - D his personal attractiveness
- 11 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.
- 12 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.
- 13 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
- 14 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 6

Questions 15 – 18

At 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.

	I	II	III	IV
Sunday	{1,2,4}	{1,2,4}	{1,2,4}	{1,2,4}
Monday	{2,3,5}	{2,3,5}	{2,3,5}	{2,3,5}
Tuesday	{3,4,6}	{3,4,6}	{3,4,6}	{3,4,6}
Wednesday	{4,5,7}	{4,5,7}	{1,2,4}	{4,5,7}
Thursday	{1,2,4}	{5,6,1}	{5,6,1}	{5,6,1}
Friday	{2,3,5}	{6,7,2}	{6,7,2}	{7,1,2}
Saturday	{3,4,6}	{7,1,3}	{7,1,3}	{6,1,3}

15 Which one of the schedules meets the requirements of the Firefighters' Union?

- | | |
|------|-------|
| A I | C III |
| B II | D IV |

Questions 16 – 18 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 $r = 3$.

16 If $v = 3$, $b = 6$, $k = 1$, $r = 2$, which one of the following completes the schedule $\{1\}, \{2\}, \{3\}, \{1\}, \{2\}, \dots$?

- | | |
|-----------|---------------------------|
| A $\{1\}$ | C $\{3\}$ |
| B $\{2\}$ | D neither A, nor B, nor C |

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

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

18 The schedule

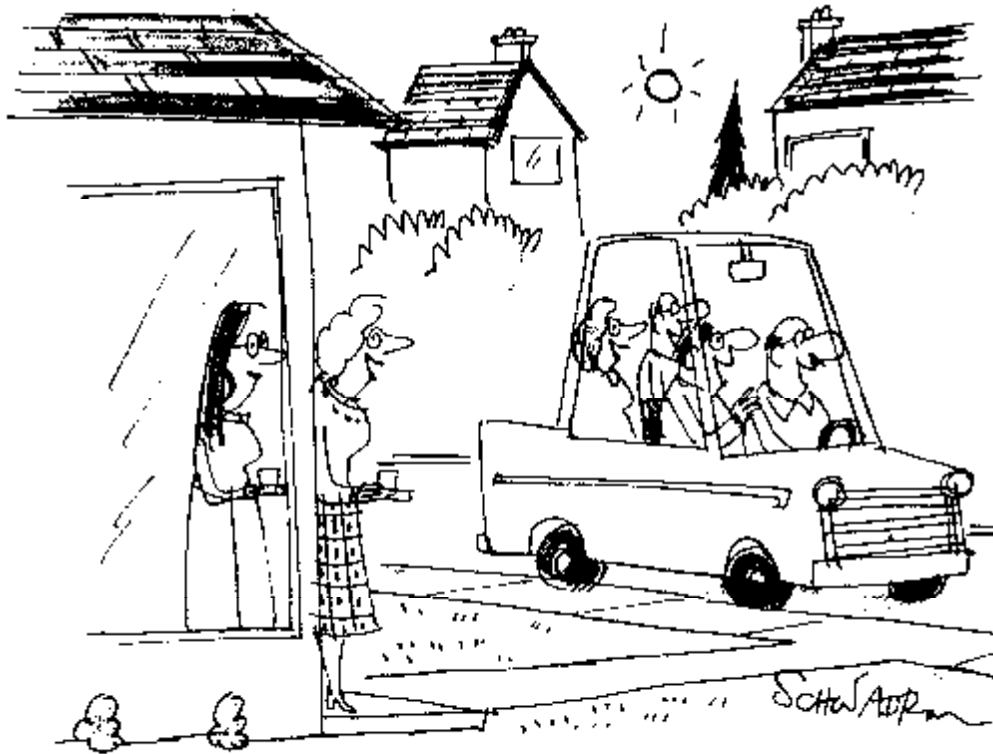
{1,2,3}	{4,5,6}	{7,8,9}	{1,4,7}
{2,5,8}	{3,6,9}	{1,5,9}	{2,6,7}
{3,4,8}	{1,6,8}	{2,4,9}	{x,y,z}

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

- | | |
|---------------------------|---------------------------|
| A $x = 1, y = 2, z = 4$. | C $x = 2, y = 4, z = 6$. |
| B $x = 1, y = 3, z = 5$. | D $x = 3, y = 5, z = 7$. |

UNIT 7

Questions 19 and 20



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

- 19 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.
- 20 The cartoon suggests that current work practices are
- A quaint.
 - B congenial.
 - C unsatisfying.
 - D unproductive.

UNIT 8

Questions 21 – 25

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.

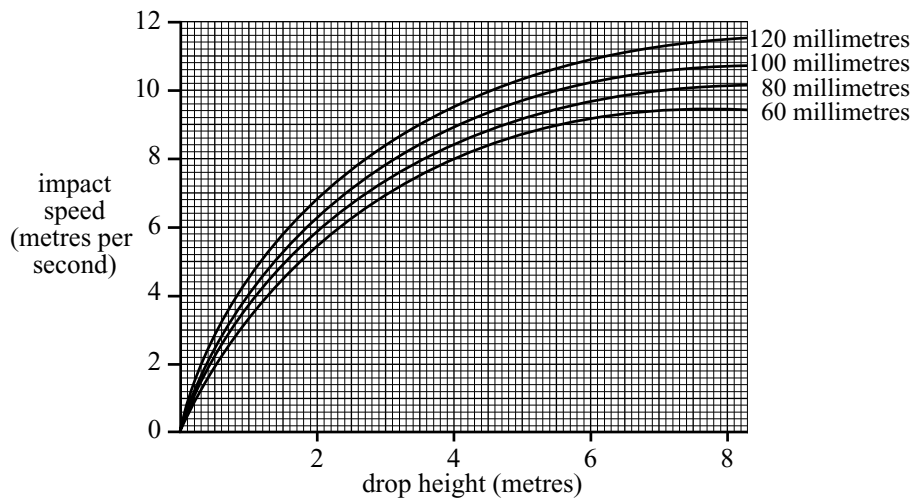
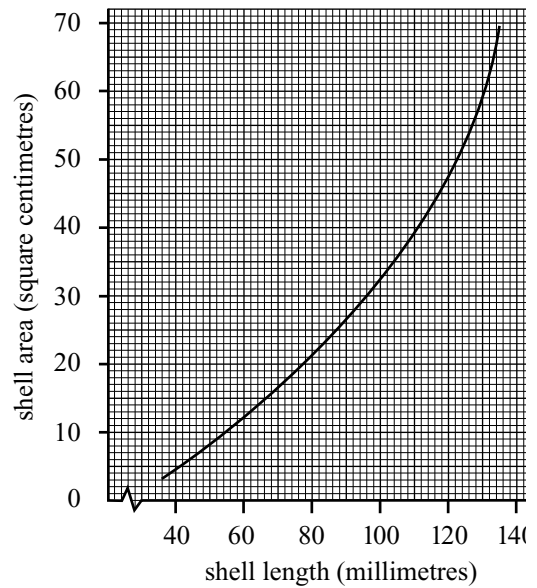
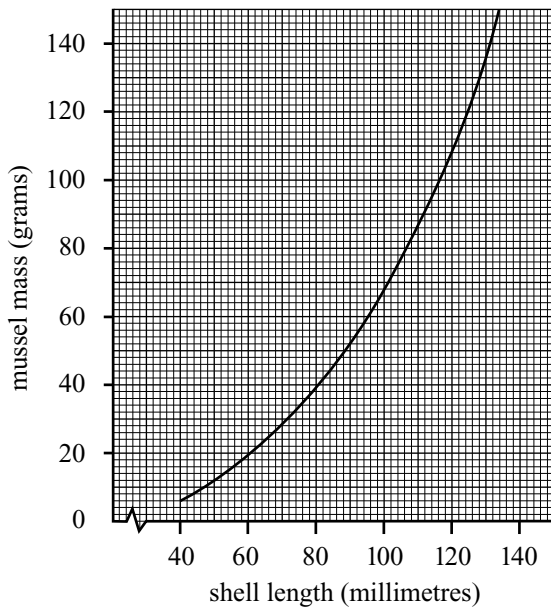


Figure 1



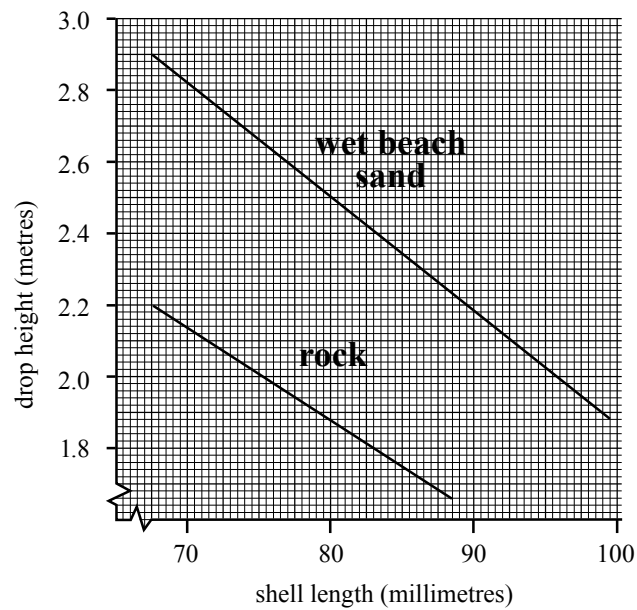


Figure 4

- 21** An 80 gram mussel has a shell area closest to
- | | |
|---------------------------------|---------------------------------|
| A 20 square centimetres. | C 40 square centimetres. |
| B 24 square centimetres. | D 45 square centimetres. |
- 22** 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 | C 2.67 metres |
| B 2.35 metres | D 3.00 metres |
- 23** 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 <i>X</i> will fracture. | C both mussels will fracture. |
| B only mussel <i>Y</i> will fracture. | D neither mussel will fracture. |

24 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.

C 1.9 metres.

B 1.0 metres.

D 2.5 metres.

25 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

C 8.4 metres per second

B 6.8 metres per second

D 10 metres per second

UNIT 9

Question 26

The poem in this unit is on the subject of war.

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 5
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. 10
Let me work.

Carl Sandburg

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

26 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

Sample essay prompts: STAT Written English

Time: One hour, plus 5 minutes reading time.

STAT Written English requires written responses to two themes. Four comments (prompts) will be presented for each Part. Candidates must choose **one** comment from **each** Part.

The test will offer the following directions to candidates:

DIRECTIONS

- There are **two parts** to this test, and four comments are offered for each part. You are required to produce **two** pieces of writing – one in response to a comment from Part A, and one in response to a comment 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 comments are written directly on the test paper. You should write your essays neatly and legibly in pen.
- Circle the comment you are responding to. Do not try to address all of the other comments in your response.
- Give each piece of writing a title that will help orient a reader to the approach you are taking.

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

COMMENTS

Part A

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

Part B

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

Answers

Unit 1: Statements (V)

1 A

Unit 2: Grid (Q)

2 B

Unit 3: Lifetime of blindness (V)

3 B

4 B

5 B

6 A

Unit 4: Firefighters (Q)

7 C

8 A

9 C

Unit 5: Middlemarch (V)

10 C

11 D

12 C

13 A

14 D

Unit 6: Runalong Fire Station (Q)

15 B

16 C

17 B

18 D

Unit 7: Car Pool (V)

19 D

20 C

Unit 8: Mussels (Q)

21 C

22 C

23 B

24 A

25 B

Unit 9: War poem (V)

26 B

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: _____

Today's Date		
Day	Month	Year
		20
0 0	0 0	0 0
1 1	1 1	1 1
2 2	2	2 2
3 3	3	3 3
4	4	4 4
5	5	5 5
6	6	6 6
7	7	7 7
8	8	8 8
9	9	9 9

Test Booklet Number			
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9	9	9	9

Candidate Identification Number									
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1	1	1	1	1	1	1	1	1	B
2	2	2	2	2	2	2	2	2	C
3	3	3	3	3	3	3	3	3	D
4	4	4	4	4	4	4	4	4	E
5	5	5	5	5	5	5	5	5	F
6	6	6	6	6	6	6	6	6	G
7	7	7	7	7	7	7	7	7	H
8	8	8	8	8	8	8	8	8	I
9	9	9	9	9	9	9	9	9	J

INSTRUCTIONS



- Use **PENCIL ONLY**, preferably 2B, HB or B
- Erase mistakes/stray marks completely

Gender

- Male
 Female
 Indeterminate / Intersex / Unspecified

Please MARK LIKE THIS



NOT LIKE THESE:



Example:

Please write in boxes provided, then mark oval corresponding to the number or letter in each column.

E	A	D	E
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Family Name																				First Names Initials	
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
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I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
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P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
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Test Centre Number			
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Date of Birth		
Day	Month	Year
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Postcode			
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9	9	9	9

If you were not born in Australia, please enter the following:		
Country of birth	No. of years in Australia	
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3	3	3
4	4	4
5	5	5
6	6	6
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8	8	8
9	9	9

STAT

Special Tertiary Admissions Test

SPECIAL TERTIARY ADMISSIONS TEST

1	A	B	C	D	15	A	B	C	D	29	A	B	C	D	43	A	B	C	D	57	A	B	C	D
2	A	B	C	D	16	A	B	C	D	30	A	B	C	D	44	A	B	C	D	58	A	B	C	D
3	A	B	C	D	17	A	B	C	D	31	A	B	C	D	45	A	B	C	D	59	A	B	C	D
4	A	B	C	D	18	A	B	C	D	32	A	B	C	D	46	A	B	C	D	60	A	B	C	D
5	A	B	C	D	19	A	B	C	D	33	A	B	C	D	47	A	B	C	D	61	A	B	C	D
6	A	B	C	D	20	A	B	C	D	34	A	B	C	D	48	A	B	C	D	62	A	B	C	D
7	A	B	C	D	21	A	B	C	D	35	A	B	C	D	49	A	B	C	D	63	A	B	C	D
8	A	B	C	D	22	A	B	C	D	36	A	B	C	D	50	A	B	C	D	64	A	B	C	D
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10	A	B	C	D	24	A	B	C	D	38	A	B	C	D	52	A	B	C	D	66	A	B	C	D
11	A	B	C	D	25	A	B	C	D	39	A	B	C	D	53	A	B	C	D	67	A	B	C	D
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14	A	B	C	D	28	A	B	C	D	42	A	B	C	D	56	A	B	C	D	70	A	B	C	D



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Further information

Information about how to book your STAT test is available from the following institutions:

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

South Australia and Northern Territory

STAT Officer
South Australian Tertiary Admissions Centre
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RUNDLE MALL SA 5000
Tel: (08) 8224 4000
www.satac.edu.au

New South Wales / Australian Capital Territory and Overseas

STAT Project Officer
Australian Council for Educational Research
Tel: +61 3 9277 5758
Email: stat@acer.edu.au

Victoria and Tasmania

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

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