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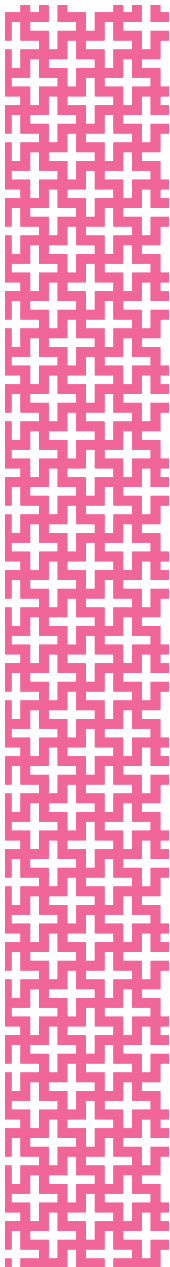
NATIONAL ASSESSMENT PROGRAM
LITERACY AND NUMERACY

READING

YEAR

9

2008



0:65

Time available for students to complete
test: 65 minutes

Use 2B or HB
pencil **only**



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YEAR 9 READING

Read *A court case in ancient China* on page 3 of the magazine and answer questions 1 to 7.

1 Why did each of the noblemen bring a piece of paper to the court?

- ☐ to show that he was an important man
- ☐ to show that he could prove his claims
- ☐ to attract the attention of the judge
- ☐ to fan himself to stay cool

Shade one bubble.



2 Each nobleman wanted

- ☐ the other man to be imprisoned.
- ☐ some of the other man's property.
- ☐ the whole of the other man's property.
- ☐ the judge to explain what was in the papers.

3 The phrase *showing the whites of his eyes* tells us that Judge Yu

- ☐ closed his eyes to think.
- ☐ closed his eyes in disbelief.
- ☐ opened his eyes wide with anger.
- ☐ narrowed his eyes with suspicion.

4 Judge Yu shook his head *angrily*. He was angry because he thought that

- ☐ both men were greedy.
- ☐ both men were wealthy.
- ☐ one man was cheating the other.
- ☐ both men were not listening to him.

YEAR 9 READING

5 Judge Yu *handed to each the other's paper*. This meant that

- ☐ the papers had been mixed up by accident.
- ☐ the judge could not reach a decision on the matter.
- ☐ both men would now receive nothing from the prince's estate.
- ☐ each man now owned what the prince had left to the other man.

Shade one bubble.



6 Why did the judge raise his hands after swapping the papers?

- ☐ to signal to the men that they should leave the court
- ☐ to signal to the court he had made a judgement
- ☐ to express his dislike of the men
- ☐ to express his bewilderment

7 Why did the noblemen stare *perplexedly at the documents in their hands*?

- ☐ They had what they asked for but not what they wanted.
- ☐ They were waiting for the judge to explain his decision.
- ☐ They wanted to read the documents they now held.
- ☐ They were shocked by the judge's rudeness.

Continued on next page

YEAR 9 READING

Read *Across the Pacific* on page 4 of the magazine and answer questions 8 to 13.

8 Where did the Polynesians first come from?

- ☐ Tonga and Samoa
- ☐ Indonesia and Malaysia
- ☐ the easterly Hawaiian islands
- ☐ islands scattered throughout the Pacific Ocean

Shade one bubble.



9 According to the text, we know how widely the Polynesians travelled and settled because

- ☐ they left traces of their Lapita pottery.
- ☐ they built gigantic stone statues.
- ☐ they used sturdy dugout canoes.
- ☐ they created detailed maps.

10 According to the text, why were the Easter Island statues made?

- ☐ to display the people's carving skills
- ☐ to take advantage of the soft rock
- ☐ to help sailors navigate
- ☐ to protect the island

YEAR 9 READING

- 11** They navigated incredible distances in sturdy dugout canoes, 'reading' changes in the swell of the sea.

Inverted commas are used around *reading* to show that this word is

Shade one bubble.



- ☐ a quotation.
- ☐ particularly important.
- ☐ an old-fashioned word.
- ☐ used with a special meaning.

- 12** The main purpose of *Across the Pacific* is to provide information about

- ☐ the variety of Pacific islands.
- ☐ Polynesian settlement of the Pacific.
- ☐ the artworks found on Pacific islands.
- ☐ early Polynesian navigation techniques.

- 13** The attitude towards the first Polynesians suggested by the section *Reading the Sea and the Sky* is one of

- ☐ caution.
- ☐ criticism.
- ☐ neutrality.
- ☐ admiration.

YEAR 9 READING

Read *Blackberry picking* on page 5 of the magazine and answer questions 14 to 19.

14 What was Nina concentrating on as she was running along the cliff path?

- ☐ where Isabel was running
- ☐ the rockiness of the footpath
- ☐ the blackberries in the bucket
- ☐ how far she was from the house

Shade one bubble.



15 The words *horrible smoothness* (line 4) tell us that

- ☐ there were berries on the ground.
- ☐ Nina appeared clumsy as she slid.
- ☐ the ground looked very close to Nina.
- ☐ there was nothing to stop Nina from sliding.

16 What saved Nina from falling to the bottom of the cliff?

- ☐ Isabel caught her.
- ☐ She slid sideways.
- ☐ Rocks prevented her fall.
- ☐ She landed on a rough slope.

YEAR 9 READING

- 17** The words *And then there was Isabel* (near the end of paragraph 4) give the impression that Isabel

- ☐ was the narrator of the story.
- ☐ had just found the missing bucket.
- ☐ suddenly interrupted Nina's thoughts.
- ☐ was a minor character in the narrative.

Shade one bubble.



- 18** What made Isabel cry?

- ☐ She realised that Nina might have been seriously hurt.
- ☐ She was upset at losing Nina's bucket and seeing her cry.
- ☐ She knew she was in trouble for spilling the blackberries.
- ☐ She had hurt herself when she slid after Nina to try and save her.

- 19** One effect of presenting this account in the first person is that it enables the writer to

- ☐ comment on the scene from a distance.
- ☐ offer a deeper insight into one view of the events.
- ☐ experiment with a different chronological sequence.
- ☐ employ figurative language to enhance the narrative.

YEAR 9 READING

Read *Tourism in Antarctica?* on page 6 of the magazine and answer questions 20 to 25.

20 Voula thought that the cost of her trip was

- ☐ unfair.
- ☐ justifiable.
- ☐ extravagant.
- ☐ inexpensive.

Shade one bubble.



21 The tone of Voula's letter is best described as

- ☐ anxious.
- ☐ boastful.
- ☐ nostalgic.
- ☐ enthusiastic.

22 What does Thomas especially value about Antarctica?

- ☐ its status as the world's last wilderness
- ☐ the opportunities it offers for supervised visits
- ☐ its suitability for research by environmental scientists
- ☐ the commitment of tourist operators to preserving its environment

23 One of the techniques that Thomas uses in his letter is

- ☐ alerting readers to the dangers of Antarctica.
- ☐ appealing to readers' concerns about money.
- ☐ providing readers with expert opinions from scientists.
- ☐ implying that readers who disagree with him are irresponsible.

24 On which one of the following points do Voula and Thomas agree?

- ☐ A visit to Antarctica is an experience that no one should miss.
- ☐ Until the present time, Antarctica has been unaffected by visitors.
- ☐ Antarctica requires special consideration now and into the future.
- ☐ With proper care and supervision, tourism in Antarctica is safe and enjoyable.

YEAR 9 READING

25 Voula's trip would be likely to disappoint Thomas because it involved

- ☐ tourists leaving rubbish behind.
- ☐ tourists intruding on a fragile landscape.
- ☐ people endangering themselves and others.
- ☐ people wasting money on expensive holidays.

Shade one bubble.



Read *Endemism* on page 7 of the magazine and answer questions 26 to 31

26 Australia has many examples of endemism because

- ☐ evolution occurred very rapidly.
- ☐ 80% of Australian animals cannot interbreed.
- ☐ it has been geographically isolated for a very long time.
- ☐ Australia has a limited range of plant and animal habitats.

27 Map 2 shows

- ☐ one species being invaded by another.
- ☐ two species living in two different areas.
- ☐ one species living in two different areas.
- ☐ two new species that have evolved from one species.

28 Map 3 shows that 120 million years ago

- ☐ the climate in Australia had begun to cool.
- ☐ large areas of Australia were covered by ocean.
- ☐ there were four major species evolving in Australia.
- ☐ the land mass of Australia had changed very little over 30 million years.

YEAR 9 READING

29 Which isolating mechanism is illustrated in the three maps?

- ☐ changes in the coastline
- ☐ general behavioural change
- ☐ difference in mating seasons
- ☐ formation of a mountain range

Shade one bubble.



30 When endemism occurs in a small area, such as on a mountain top, the isolating mechanism is likely to be

- ☐ seasonal.
- ☐ behavioural.
- ☐ evolutionary.
- ☐ environmental.

31 What is the key factor in endemism?

- ☐ evolution
- ☐ separation
- ☐ interbreeding
- ☐ population control

YEAR 9 READING

Read *The double life of a slippery axolotl* on page 8 of the magazine and answer questions 32 to 36.

32 Up until the 1865 exhibition, scientists thought that

- ☐ axolotls and salamanders were members of different species.
- ☐ axolotls and salamanders did not live in the same natural habitat.
- ☐ axolotls were an earlier stage in the development of salamanders.
- ☐ axolotls were incapable of changing outside their natural environment.

Shade one bubble.



33 The effect of using the word *So* at the beginning of the second paragraph is to

- ☐ shift the reader's attention to a different topic.
- ☐ draw attention to a current point of view on the subject.
- ☐ signal that the following information picks up from the first paragraph.
- ☐ introduce a second argument that is unrelated to the content of the first paragraph.

34 What is the *environmental pressure* referred to in the second paragraph?

- ☐ the scarcity of food in the lakes where axolotls live
- ☐ the aridity of the land near the lakes where axolotls live
- ☐ the absence of breeding sites for axolotls in the local environment
- ☐ the lack of a reliable food source in the axolotl's natural environment

35 What is likely to affect the amount of thyroxine released in an axolotl?

- ☐ differences in its diet
- ☐ variations in hours of daylight
- ☐ sudden increases in body size
- ☐ differences in its physical maturity

36 Which of the following expressions is an example of figurative language?

- ☐ *were different species*
- ☐ *reach sexual maturity*
- ☐ *switch off this biological signal*
- ☐ *affects a part of the brain called the hypothalamus*

YEAR 9 READING

Read *Water warning in Angkor ruins* on page 9 of the magazine and answer questions 37 to 41.

37 What was the purpose of the two masonry structures mentioned in the text?

- ☐ to manage Angkor's water supply
- ☐ to showcase Khmer masonry skills
- ☐ to protect the Khmer kingdom from invasion
- ☐ to supply water for the Greater Angkor Project

Shade one bubble.



38 According to the text, Angkor's water system at its peak was

- ☐ able to adapt to changing conditions.
- ☐ based on weak design principles.
- ☐ over-engineered and costly.
- ☐ complex and efficient.

39 According to the Greater Angkor Project research, why did Angkor's rice-growing economy fail?

- ☐ Irrigation canals clogged up.
- ☐ Rice crops became diseased.
- ☐ Monsoonal flooding increased.
- ☐ Destructive rock falls occurred.

40 The title of the text is *Water warning in Angkor ruins*.

What warning is provided by the Angkor experience?

- ☐ Too much water can lead to the decline of a city.
- ☐ Water supply systems can spread disease in cities.
- ☐ Controlled water supply is essential for a city's survival.
- ☐ Water management systems can be sabotaged by invasions.

41 The main purpose of this text is to

- ☐ announce the launch of the Greater Angkor Project.
- ☐ report research findings about the decline of Angkor.
- ☐ examine several theories about why Angkor was abandoned.
- ☐ explain how Angkor engineers constructed water supply structures.

YEAR 9 READING

Read *Math and the Mona Lisa* on page 10 of the magazine and answer questions 42 to 48.

42 In the first paragraph the phrase, *a whiff of opportunism*, implies that the book is

- ☐ a masterful reworking of *The Da Vinci Code*.
- ☐ presenting a new view of *The Da Vinci Code*.
- ☐ a less important literary work than *The Da Vinci Code*.
- ☐ trying to profit from the success of *The Da Vinci Code*.

Shade one bubble.



43 In the first paragraph the reviewer describes Atalay's book as a *devoted work* to suggest that

- ☐ the book has been meticulously researched.
- ☐ Atalay sought to flatter the memory of da Vinci.
- ☐ the topic of the book is intellectually challenging.
- ☐ Atalay approached his subject with a religious fervour.

44 One opinion expressed by the reviewer is that

- ☐ the book's premise is of little interest to people today.
- ☐ the book's cover is not an accurate reflection of its contents.
- ☐ the book contradicts modern research findings in mathematics.
- ☐ the book is a comprehensive catalogue of da Vinci's scientific work.

45 In Atalay's judgement da Vinci ranks as the *first scientist* (paragraph 3) because da Vinci

- ☐ refuted previously held beliefs about science and nature.
- ☐ employed the processes of science in conducting his research.
- ☐ introduced new insights into nature to the scientific community of his time.
- ☐ used artistic techniques to achieve an understanding of scientific principles.

YEAR 9 READING

46 In the phrase *a subject's gaze* (paragraph 3), the word *subject* refers to someone who is

- ☐ featured in a portrait by da Vinci.
- ☐ involved in a scientific experiment.
- ☐ participating in an intense conversation.
- ☐ choosing a model to pose for a painting.

Shade one bubble.



47 In the line *Atalay veers off to findings of sophisticated modern research* (last paragraph), the reviewer is referring to a

- ☐ change in the research methods Atalay uses.
- ☐ change in direction in the content of Atalay's book.
- ☐ difference of opinion between Atalay and the reviewer.
- ☐ difference in the scientific processes used in current research.

48 Why does the reviewer end the last paragraph with the word *Right*?

- ☐ to question the validity of the information in the final paragraph
- ☐ to provide a summary of his views about the research findings
- ☐ to share a joke with readers about the confusing information
- ☐ to generalise the findings of the research to other situations

END OF TEST

YEAR 9 READING

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meant to be blank.**

YEAR 9 READING PRACTICE QUESTIONS

Read *Barn Owls* on the back cover of the magazine and answer questions P1 and P2.

P1 This text is mainly about the Barn Owl's

- ☐ diet.
- ☐ habitat.
- ☐ hunting.
- ☐ breeding.

Shade one bubble.



P2 Which word in the text describes the Barn Owl's hearing?

- ☐ night
- ☐ inactive
- ☐ excellent
- ☐ exceptional