



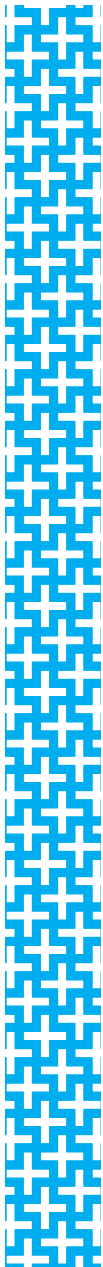
MINISTERIAL COUNCIL ON EDUCATION,
EMPLOYMENT, TRAINING AND YOUTH AFFAIRS

NATIONAL ASSESSMENT PROGRAM
LITERACY AND NUMERACY

READING

YEAR

9
2009



0:65 Time available for students
to complete test: 65 minutes

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Use 2B or HB
pencil only



YEAR 9 READING

Read *Infection control* on page 2 of the magazine and answer questions 1 to 6.

1 The diagrams illustrate

- ☐ the latest research on infection control.
- ☐ the correct technique for handwashing.
- ☐ before and after procedures for handwashing.
- ☐ how to comply with infection control policies.

Shade one bubble.



2 According to the text, if soap and water are unavailable

- ☐ workers can still have patient contact.
- ☐ an apron or other clothing can be worn.
- ☐ alcohol hand-rub can be used as an alternative.
- ☐ all linen should be placed in colour-coded bags.

3 This text states that handwashing is required

- ☐ only before patient contact.
- ☐ before and after all patient contact.
- ☐ when disposable gloves are not available.
- ☐ only when you are exposed to body fluids.

4 This information is mainly intended for

- ☐ laundry staff.
- ☐ infected patients.
- ☐ hospital auditors.
- ☐ healthcare workers.

YEAR 9 READING

5 The main aim of this information is to

- ☐ reduce cross-contamination of patients and staff.
- ☐ explain the meaning of the term *methicillin-resistant*.
- ☐ demonstrate that handwashing is superior to the use of gloves.
- ☐ show how *Staphylococcus aureus* was first introduced to hospitals.

Shade one bubble.



6 MRSA is

- ☐ a policy.
- ☐ an infection.
- ☐ a contaminated material.
- ☐ a hand-washing technique.

Read *Finn and the Big Guy* on page 3 of the magazine and answer questions 7 to 13.

7 For Finn, the phone call from Mr Lensky was

- ☐ a pleasant surprise.
- ☐ an irritating necessity.
- ☐ unwelcome and delayed.
- ☐ important and anticipated.

8 The main reason that Mr Lensky called Finn was

- ☐ to speak with Finn's mother about his school work.
- ☐ to see if it would be worthwhile meeting with Finn.
- ☐ to question Finn about when he was going to leave home.
- ☐ to convince Finn that he needed to know more about horses.

YEAR 9 READING

9 *The twins huddled and hissed.*

This suggests that the twins

- ☐ are amused by Finn's reaction.
- ☐ are trying to get their mother's attention.
- ☐ are angry that the television has been turned off.
- ☐ are aware that they must speak quietly to each other.

Shade one bubble.



10 What would be the best way to describe Finn's way of talking to Mr Lensky?

unsure

☐

excited

☐

confident

☐

disrespectful

☐

11 *'Okay boy, get your mother or father,' Mr Lensky said.*

What does this suggest about Mr Lensky?

- ☐ He feels angry with Finn.
- ☐ He is trying to befriend Finn.
- ☐ He is in a position of authority.
- ☐ He has forgotten Finn's name.

12 Finn's mother said, *'And where would he ... yes, all right, yes, fifteen and three months.'* This suggests that

- ☐ she was being questioned closely by Mr Lensky.
- ☐ she was not interested in talking with Mr Lensky.
- ☐ she was trying to end the phone call with Mr Lensky.
- ☐ she was unable to disguise her hostility towards Mr Lensky.

YEAR 9 READING

13 How does Finn feel towards his mother at the end of the text?

Shade one bubble.



- ☐ He wants her to reassure him.
- ☐ He resents having to please her.
- ☐ He is annoyed at her interference.
- ☐ He is proud that she treats him as an adult.

Read *Looking at Desert Art* on page 4 of the magazine and answer questions 14 to 19.

14 Who painted *Dreaming sites in the Western Desert*?

- ☐ Walpiri
- ☐ Deirdre Stokes
- ☐ Vaughan Springs
- ☐ Michael Nelson Tjakamarra

15 What is the purpose of the labelled diagram below the painting?

- ☐ to show how to paint the picture
- ☐ to list the names of the Dreaming sites
- ☐ to describe the places in the Western Desert
- ☐ to explain the meaning of the painted symbols

YEAR 9 READING

16 What does this symbol represent?



- ☐ waterholes
- ☐ the Granites
- ☐ secret-sacred places
- ☐ possum ancestors

Shade one bubble.



17 What is the correct order of places visited in the journey of the ancestor wallaby?

- ☐ Mt Wedge, Tjuntyi, waterhole
- ☐ waterhole, Tjuntyi, Mt Wedge
- ☐ Tjuntyi, waterhole, Mt Wedge
- ☐ waterhole, Mt Wedge, Tjuntyi

18 According to the text, the lives of the ancestors involve journeys and conflict as well as

- ☐ working and trading.
- ☐ worship and sacrifice.
- ☐ games and competitions.
- ☐ celebration and transformation.

YEAR 9 READING

19 What do the diagram labels suggest about the natural world and the spiritual world?

Shade one bubble.



- ☐ They are closely linked.
- ☐ Their connection is unclear.
- ☐ There is a struggle between them.
- ☐ Their connection has been broken.

Read *The Garden* on page 5 of the magazine and answer questions 20 to 25.

20 What did William do after he stepped away from the car?

- ☐ He walked up the front steps, turned, and looked at the garden.
- ☐ He surveyed the garden from the driveway, then walked towards the House.
- ☐ He stood in front of the House, looked at the garden and walked to the swimming pool.
- ☐ He walked through the garden looking at it, then turned back and walked towards the House.

21 At the end of the first paragraph, the expression *must have been* implies that William

- ☐ can see a swimming pool beneath the diving board.
- ☐ assumes the diving board indicates a swimming pool.
- ☐ can see that the swimming pool has collapsed down the hill.
- ☐ is excited to see that there is a swimming pool in the garden.

YEAR 9 READING

22 In this extract, William feels

- ☐ isolated and insignificant at the House.
- ☐ curious about the inhabitants of the House.
- ☐ amazed by the former splendour of the House.
- ☐ shocked that the House's garden has been so neglected.

Shade one bubble.



23 The mood of this extract is

angry.

☐

fearful.

☐

bleak.

☐

unconcerned.

☐

24 In the last paragraph, where did William find grass growing?

- ☐ inside the fountain
- ☐ around the fountain
- ☐ at the base of the column
- ☐ protruding from the column

25 The detailed description of the garden helps to build an atmosphere of

- ☐ comfort.
- ☐ complexity.
- ☐ change and decay.
- ☐ grandeur and wealth.

YEAR 9 READING

Read *No one is a loser* on page 6 of the magazine and answer questions 26 to 30.

26

*The world, from now on,
Will be made through the mind.
Through great dreaming, great loving
And masterly application.*

Shade one bubble.



These lines suggest that

- ☐ thought without action is meaningless.
- ☐ the ability to change comes from within.
- ☐ when we label others we also label ourselves.
- ☐ people cannot affect the world through actions.

27

Embrace our marginalisation is best interpreted as

- ☐ see ourselves as having purpose.
- ☐ love is the key to overcoming problems.
- ☐ see negatives as a genuine source of strength.
- ☐ accept and be challenged by what seems unimportant.

28

When the poet uses the word *our*, he

- ☐ blames others for society's faults.
- ☐ appeals to a collective sense of power.
- ☐ excludes some people from this discussion.
- ☐ considers some groups of people as outsiders.

YEAR 9 READING

29 What feelings are created by this poem?

- ☐ invisibility and denial
- ☐ optimism and acceptance
- ☐ powerlessness and limitations
- ☐ anticipation and enlightenment

Shade one bubble.



30 Which statement best describes the ideas expressed in this poem?

- ☐ A sense of service to others is the key to a fulfilling life.
- ☐ The worst thing that can happen is to have little to think about.
- ☐ Despite your best efforts, society will ultimately bring you down.
- ☐ Believe in yourself; the greatest triumph comes from overcoming adversity.

Read *Agatha Christie* on page 7 of the magazine and answer questions 31 to 36.

31 According to the text, which of the following is correct?

- ☐ *The Mousetrap* has been running continuously since 1952.
- ☐ *Death on the Nile* was written under the name of Mary Westmacott.
- ☐ The last novel Miss Marple appeared in was *The Murder at the Vicarage*.
- ☐ Poirot and Miss Marple worked as a team in *And Then There Were None*.

32 The words '*little grey cells*' are written in inverted commas because

- ☐ they are a metaphor.
- ☐ they are a wise saying.
- ☐ they are a quote from Poirot.
- ☐ they carry a double meaning.

YEAR 9 READING

33 Which film was completed after Christie's death?

Shade one bubble.



- ☐ *Death on the Nile*
- ☐ *And Then There Were None*
- ☐ *Witness for the Prosecution*
- ☐ *Murder on the Orient Express*

34 What is the most likely reason for Agatha Christie's use of the pseudonym, Mary Westmacott?

- ☐ It was her husband's name.
- ☐ She was writing a different kind of novel.
- ☐ It was the best way of attracting more publicity.
- ☐ She didn't wish to keep writing mystery novels.

35 In the last paragraph, *the unequalled ingenuity of her plots* means that

- ☐ Christie's detective stories are overly complicated.
- ☐ no other mystery writer has devised such clever storylines.
- ☐ other writers have tried to copy Christie's writing formula.
- ☐ films of the books do not accurately reflect the original storylines.

36 To what does the writer attribute Agatha Christie's enduring success?

- ☐ the popularity of mystery fiction
- ☐ the number of her novels adapted for film
- ☐ the imaginative way in which her novels are crafted
- ☐ the number of novels and short stories she published

YEAR 9 READING

Read *Teenage Sleep* on page 8 of the magazine and answer questions 37 to 41.

37 This text is mainly aimed at

- ☐ parents.
- ☐ scientists.
- ☐ teenagers.
- ☐ young children.

Shade one bubble.



38 The first paragraph uses stereotypes to convey its message.
Write down one stereotype from this paragraph.

Write your answer on the lines.



39 Many teenagers are unable to get to sleep easily because

- ☐ they have mood changes.
- ☐ they are disturbed by chiming clocks.
- ☐ their melatonin is released at a later time of day.
- ☐ their natural rhythms have not yet been established.

Shade one bubble.



40 The amount of sleep that people need

- ☐ drops from birth until puberty, when it starts rising again.
- ☐ increases from birth to age five, then begins to slowly drop.
- ☐ drops from birth to age five, then begins to drop dramatically.
- ☐ increases from 5 to 11 hours from birth to the end of adolescence.

YEAR 9 READING

- 41** According to the text, what is one indication of the end of adolescence?

Write your answer on the lines.



Read *Marcus* on page 9 of the magazine and answer questions 42 to 45.

- 42** Marcus could best be described as

Shade one bubble.



- ☐ a tourist.
- ☐ a gardener.
- ☐ a photographer.
- ☐ an environmentalist.

- 43** For Marcus, the wind, sea spray and waves are

- ☐ necessary for survival.
- ☐ awe-inspiring natural forces.
- ☐ what he is struggling against.
- ☐ what attract tourists to the area.

Continued over the page

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YEAR 9 READING

44 The people that Marcus encounters want him to

- ☐ take a photo of them.
- ☐ tell them about plants.
- ☐ explain what he is doing.
- ☐ show them around the area.

Shade one bubble.



45 ... *is too stunned to tell them they shouldn't be there* suggests that Marcus is

- ☐ angered by the tourists.
- ☐ surprised by the tourists.
- ☐ disturbed by the tourists.
- ☐ depressed by the tourists.

END OF TEST

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meant to be blank.**

YEAR 9 READING

PRACTICE QUESTIONS

Read *Sun Catcher* on the back cover of the magazine and answer questions P1 to P3.

P1 What do the instructions say to twist?

the CD

☐

the foil

☐

your hand

☐

your string

Shade one bubble.



P2 The pictures help to show you

- ☐ safety information.
- ☐ how to cut the foil.
- ☐ different sun catchers.
- ☐ how to make the sun catcher.

P3 Why are numbers included in this text?

Write your answer on the lines.