



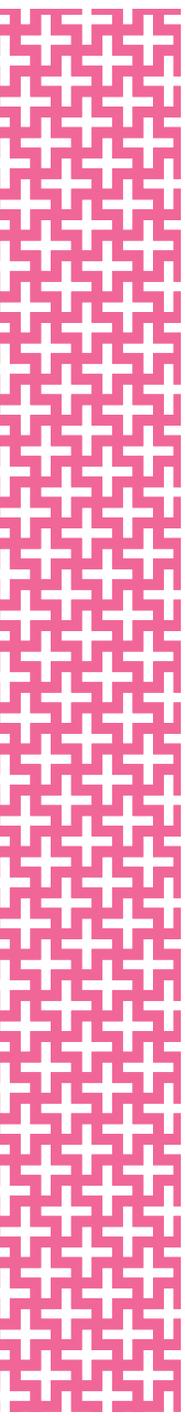
NATIONAL ASSESSMENT PROGRAM
LITERACY AND NUMERACY

READING

YEAR

9

2008



0:65

Time available for students to complete
test: 65 minutes

Use 2B or HB
pencil **only**



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

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

Shade one bubble.



- 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 thyroxin 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

**This page is
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