

# READING

**0:65**

Time available for students to  
complete test: 65 minutes

Use 2B or HB  
pencil **only**



**Do not write on this page.**

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

1 The purpose of the first paragraph is to

- introduce the discovery of the wreck of the *Titanic*.
- describe the artefacts found on the ship.
- list the members of Dr Ballard's team.
- explain why the *Titanic* sank.

Shade one bubble.



2 Compare the beliefs of Dr Ballard's team with the beliefs of the team from RMS Titanic Inc.

The members of RMS Titanic Inc.

- think it unnecessary to remember the tragedy.
- have a different idea of how to remember the tragedy.
- share Dr Ballard's view of how to remember the tragedy.
- have a different idea of why the tragedy should be remembered.

3 What is the relationship between the diagram and the main text?

- The diagram adds background information to the main text.
- The diagram explains key words from the main text.
- The diagram challenges the ideas of the main text.
- The diagram gives a summary of the main text.

4 ... *those who died on that cold night in April 1912.* (Paragraph 3)

What is the main effect of these words?

- to make the text suspenseful
- to appeal to the readers' emotions
- to remind the readers of the details
- to impress the readers with detailed knowledge

5 What is one thing the Titanic Historical Society refuses to do?

- display *Titanic* artefacts publicly
- collect artefacts saved by survivors
- consider the wreck site as a memorial
- dive to the wreck site to get *Titanic* artefacts

Shade one bubble.



6 The focus of the main text is to discuss

- where to see the best *Titanic* artefacts.
- why people are interested in the *Titanic*.
- who first discovered the wreck of the *Titanic*.
- beliefs about displaying artefacts from the *Titanic*.

**Read *Jacob* on page 3 of the magazine and answer questions 7 to 12.**

7 How does Jacob know where the track is?

- He sees it.
- He feels it.
- He hears it.
- He smells it.

8 What is the main difference between Jacob and the others?

- the way they see
- the way they talk
- the way they hear
- the way they walk

Shade one bubble.



**9** *Jacob paused. 'I suppose I don't think about it mostly.'*

After Jacob says this he continues by

- telling a story.
- providing a warning.
- giving an explanation.
- presenting an argument.

**10** What is Jacob most likely to have said before they went outside?

- 'Can you show me around outside?'
- 'Will you tell me what you can see?'
- 'Let's play who can spot things first!'
- 'Come on, I'll show you what I mean by seeing.'

**11** *'But we can see all those things with our eyes,' ...*

Why does Mary say this?

- to show Jacob's ideas were wrong
- to give an answer to Jacob's question
- to give another example of Jacob's ideas
- to show Jacob that she did not understand him

**12** Which of these best describes Jacob in this text?

- He avoids new situations.
- He wishes he was like other people.
- He finds other ways to deal with his situation.
- He is good at getting other people to do what he wants.

## YEAR 9 READING

Read *And then there were 8* on page 4 of the magazine and answer questions 13 to 19.

13 Why did the IAU say that Pluto is no longer a planet?

- They discovered that Pluto was shrinking.
- They decided that there were too many planets.
- They redefined the meaning of the word 'planet'.
- They realised they had classified Pluto incorrectly.

Shade one bubble.



14 What point does Cookie first make about Pluto's new classification?

- It does not change Pluto itself.
- It does not represent Pluto properly.
- It influences people's opinion of Pluto.
- It is disappointing for Pluto to be demoted.

15 What does The Doc think of the new classification?

- It teaches a lesson to science critics.
- It makes more people interested in science.
- It explains how to deal with scientific disasters.
- It demonstrates the changeable nature of science.

16 Who mentions an immediate impact of the new classification?

- Cookie
- Spacegirl
- Bookman
- The Doc

Shade one bubble.



17 *It's more like comparing fruit and vegetables – they're all food.*

Why does Spacegirl say this?

- to build on Cookie's ideas
- to challenge Cookie's argument
- to dispute the IAU's classification
- to change the topic of the discussion

18 Why does Pearly consider the IAU's third criterion as problematic?

- It is not flexible enough.
- It has been changed too often.
- It leaves room for interpretation.
- It needs to be tested scientifically.

19 Which of the following best describes the tone of the heading?

- admiring
- playful
- critical
- ironic

**Read *Our body rhythms* on page 5 of the magazine and answer questions 20 to 25.**

20 When is your blood pressure generally highest?

- early morning
- early evening
- late evening
- around 2 a.m.

Shade one bubble.



21 A person wakes at 2 a.m.

Which of the following tasks does the text suggest it would be most difficult for this person to do?

- open their eyes
- get back to sleep
- write down a message
- wake up in the morning

22 Which of the following facts about melatonin is referred to in the text?

- Melatonin production decreases as people age.
- Light severely reduces the production of melatonin.
- The pineal gland is the centre for the production of melatonin.
- As our eyes register the arrival of darkness, melatonin is produced.

23 Who is the intended audience of this text?

- scientists
- students
- teachers
- doctors

24 The writer assumes readers will have some prior knowledge about their bodies.

What do readers need to know?

- what hormones are
- where the pineal gland is
- what the parts of the brain do
- the different chemicals in the brain

25

What is the main idea in this text?

- how the pineal gland works
- how your sleep cycle changes
- how your body changes over 24 hours
- how hormone levels in your body change as you grow

Shade one bubble.



Read *The stowaway* on page 6 of the magazine and answer questions 26 to 32.

26

What is the figure doing as the elderly man leaves the bus?

- drinking a cup of tea
- watching and waiting
- talking to the passengers
- checking the prime-mover

27

*... a bus halted nearby, its air brakes hissing, the gravel crushed and cracking under the massive wheels, ...* (Paragraph 1)

What is one effect of this description?

- It hints that the driver is dangerous.
- It suggests the weariness of the travellers in the bus.
- It supports the image of moths around a grimy bulb.
- It emphasises how vulnerable the figure in the shadows is.

28

*The figure stepped from the darkness and tried the door. Locked.*

What is the main effect of the single-word sentence?

Write your answer on the lines.



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Shade one bubble.



- 29** Why is the knapsack referred to as *tell-tale*?
- It shows the woman has very little luggage.
  - The knapsack is too large for carry-on luggage.
  - The knapsack has the woman's name on the outside.
  - It shows the woman has not previously been on the bus.

- 30** What is one reason the woman took a long time to tie her shoelaces?
- It was very dark.
  - Her laces were tangled.
  - She was avoiding eye contact.
  - She was hiding from the figure.

- 31** Which word best describes how the woman behaves?
- recklessly
  - nervously
  - impatiently
  - strategically

- 32** At the end of the text, the woman permits herself to smile. She is pleased because
- she has boarded the bus.
  - she has the best seat on the bus.
  - the bus driver will look after her.
  - she has escaped from the figure in the darkness.

## YEAR 9 READING

Read *Gorillas under threat* on page 7 of the magazine and answer questions 33 to 36.

33 *They're calling on you* most directly appeals to the readers' feelings of

Shade one bubble.



- guilt.
- horror.
- despair.
- insecurity.

34 According to the texts, recycling mobile phones helps

- support businesses in Africa.
- protect scarce coltan reserves.
- prevent the destruction of forests.
- stop chemicals seeping into the earth.

35 How does *Crisis in the Congo* differ from *They're calling on you*?

*Crisis in the Congo*

- focuses more on conservation.
- highlights ways that you can help.
- details precise solutions to a problem.
- explains the broader background issues.

36 *Crisis in the Congo* suggests a conflict of values between

- commercial hunters and coltan miners.
- the Jane Goodall Institute and the government.
- commercial hunters and traditional forest peoples.
- the Jane Goodall Institute and the local communities.

**Read *The photo* on page 8 of the magazine and answer questions 37 to 41.**

**37** What is the main purpose of the first paragraph?

- It suggests the difficulties Johnno will face.
- It establishes the narrator's familiarity with Johnno.
- It highlights the significance of Johnno's grin and hairstyle.
- It identifies the differences between the narrator and Johnno.

Shade one bubble.



**38** What does the narrator mean when he says the glasses *simply refused to materialise*?

- He couldn't find them.
- He couldn't recall them.
- He couldn't see properly without them.
- He couldn't see them in the photograph.

**39** When the narrator is looking at the photo he is mainly feeling

- comforted by its depiction of happier times.
- startled by its power to evoke vivid memories.
- bewildered by the way it conflicts with his memories.
- amused by the manner in which his friend has changed.

**40** What is the narrator mainly doing in the third paragraph?

- questioning his emotions
- examining evidence
- making up excuses
- distorting the facts

41 What function do the glasses have in this text?

- They represent the complication.
- They introduce a comic element.
- They resolve the main conflict.
- They symbolise friendship.

Shade one bubble.



**Read *Being a science writer* on page 9 of the magazine and answer questions 42 to 47.**

42 *Science is new – only about 400 years old, as a going concern – and prodigious, having transformed our conception of the universe and of our place in it.*

Which of the following quotes contradicts this statement?

- Astronomy did lead to everything else.*
- ... science writers are often misunderstood.*
- ... on this occasion I turned out to have been right.*
- ... science has not yet been absorbed into our common consciousness.*

43 According to the writer, the main difficulty science writers face is

- finding new science topics.
- meeting the reader's expectations of science.
- overcoming the reader's unfamiliarity with science.
- keeping up with the rapid developments in science.

44 Why did the writer refuse to write about *The Bionic Man*?

- He had no expertise in the topic.
- He was not passionate about the topic.
- He did not realise the potential of the topic.
- He did not want to write about the same topic again.

45

Which statement is the most convincing criticism of the writer's argument?

Shade one bubble.



- Mentioning literature and poetry is irrelevant to the argument.
- The writer is obviously a capable science writer, so it can't be that hard.
- The writer introduces concepts that he fails to explain, leaving the reader confused.
- All subjects have specialised knowledge that creates difficulties for those attempting to write about them.

46

Which word best describes the tone of the last paragraph?

- indifference
- satisfaction
- amusement
- frustration

47

What core belief about science is implied by the writer of this text?

Write your answer on the lines.



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**STOP – END OF TEST**

**Do not write on this page.**

## PRACTICE QUESTIONS

Read *Surf lifesavers* on page 12 of the magazine and answer questions P1 and P2.

**P1** What is the main topic of this text?

- beaches
- surf lifesavers
- different cultures
- Australian society

Shade one bubble.



**P2** The writer supports men and women being surf lifesavers today.

Give evidence from the text that supports this opinion.

Write your answer on the lines.



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