

Selective Entrance Test 2020



Department of
Education

CANDIDATE INFORMATION BULLETIN

YEAR 10

YOUR ASET CONFIRMATION EMAIL HAS DETAILS OF:

- what day the test will be held;
- what time you should arrive;
- where you should go on the day of the test;
- what time the test will finish; and
- your student identification (ID) number.

THE TEST TIMETABLE

There will be four separate tests. The time allowed for each and the order in which they will be taken are as follows:

1	Reading Comprehension	35 minutes
2	Communicating Ideas in Writing	25 minutes
3	Quantitative Reasoning	35 minutes
4	Abstract Reasoning	20 minutes

There will be a short break between the second and third test.

Candidates who arrive late for the first test will be admitted only at the discretion of the supervisor, and additional time will not be allowed.

You should bring:

- your ASET Confirmation Email;
- two grey lead pencils for the multiple choice tests;
- a good quality eraser;
- a pencil sharpener;
- two blue or black pens for the writing test; and
- snacks/drink to have during breaks.

No other equipment is needed. For example, you will not require a ruler, paper or calculator.

WRITING YOUR ANSWERS

You will be given an answer booklet to record your answers to the Quantitative Reasoning, Reading Comprehension, Abstract Reasoning and Communicating Ideas in Writing tests. All questions in the Reading Comprehension, Quantitative Reasoning and the Abstract Reasoning tests are multiple choice.

For each multiple choice question there are four small ovals labelled A, B, C and D. Use an HB or B black-lead pencil to mark clearly the oval of your choice.

Example (Answer 'B' selected)



If you wish to change your answer, carefully rub out the first mark and then mark your new choice.

Points will not be deducted for incorrect responses, only awarded for correct ones.

Please remember, when working on the multiple choice answer sheet do not:

- use ink, ball-point pen or felt pen on any part of the answer sheet;
- fold or tear the answer sheet; or
- make marks anywhere other than in the designated areas on the answer sheet.

WHAT ARE THE TESTS LIKE?

The tests aim to measure a candidate's aptitude for problem-solving; reasoning; creative thinking; comprehension; interpretation; and applying known concepts to new situations. These types of thinking skills, also known as higher-order thinking skills, are necessary in order to perform the sorts of tasks that will be expected of you in the tests.

Reading Comprehension

This test assesses your ability to understand and interpret a range of texts, which may include fiction, non-fiction, poetry and drama, together with diagrams, tables, charts or maps. The stimulus material may come from a range of subject areas though no special knowledge in these areas is needed. All the information you need to answer the questions is printed on the paper, so if you do not know or fully understand something you may be able to work out what it means from the stimulus material.

There will be 35 multiple choice questions. Each question has four alternative answers marked **A**, **B**, **C** and **D**. You are to select the correct answer from the four alternatives.

Communicating Ideas in Writing

This test is to assess your ability to generate fresh and original ideas that show your creativity, and to communicate these ideas to a reader in a way that is convincing, clear, coherent and organised.

You will be given a writing prompt sheet. The prompt may be an image, a statement or a combination of the two. You are required to use the prompt as the basis for a piece of writing. You do not have to write in a particular style or text type. You should choose the style or text type that will best allow you to demonstrate your ability to write and express yourself. You can choose to use a variety of styles and more than one text type if you think this will help.

The style(s) or text type(s) you use should allow you to respond to the prompt in the way that is most interesting to you, and that suits the subject matter you choose to write about. The prompt sheet might suggest to you a story; a description; a conversation; a discussion; a poem; or a combination of these. You might do one or more of the following: tell a real or imagined story; describe a situation, incident or scene; outline or explain something; express and/or discuss a point of view; or make an argument. Whichever way you choose to write, markers will be seeking clear, lively, vivid and interesting writing containing ideas that are developed, coherent and organised.

The writing prompt must be the basis of your writing. You will be penalised if the markers cannot see a direct link between the prompt and your writing. You will also be penalised if the markers see evidence that your writing has been prepared beforehand.

You will have 25 minutes to plan and write. It is not essential to plan; however, it is important to spend some time thinking about the prompt. Any writing on the planning page will not be marked.

If you finish your writing before the time is up, use the rest of the time to go over your work and to make alterations which you feel would improve it.

Two markers will mark your writing. In assessing Communicating Ideas in Writing, they will consider the following issues:

THOUGHT and CONTENT

- the approach to the prompt and how this is developed; and
- the freshness and originality of ideas.

STRUCTURE and ORGANISATION

- the shape of the writing and how this supports the thought and content; and
- the organisation and coherence of the writing.

EXPRESSION and STYLE

- the effectiveness and appropriateness of the language; and
- the expressiveness and fluency of the language.

Quantitative Reasoning

This test assesses quantitative reasoning ability, which is in contrast to a test of school achievement in mathematics. Consequently, the material used for the questions in this test is selected from a wide variety of sources, and may differ from standard school-based curriculum materials.

The test requires candidates to: extract and interpret information; identify connections, relationships and patterns; solve problems; and identify similarities and differences. There will be 35 multiple choice questions. Each question has four alternative answers marked **A**, **B**, **C** and **D**. You are to select the correct answer from the four alternatives.

The answer to the question is clearly important, as is the process by which you arrive at the answer.

Abstract Reasoning

This test assesses the ability to use abstract reasoning skills, which includes the capacity to recognise relationships, hypothesise and evaluate. The test asks you to identify and complete various picture sequences or patterns.

In questions 1–30 you must identify the missing part of a pattern or next object in a sequence. For each question you are given four possible answers marked **A**, **B**, **C** or **D**. You are to choose the correct answer from the four alternatives.

In questions 31–40 you are asked to put five objects or patterns in a logical sequence and identify the middle one. For each question in this set you are given five possible answers marked **A**, **B**, **C**, **D** or **E**. You are to choose the alternative (**A**, **B**, **C**, **D** or **E**) that most logically fits in the middle of the sequence.

PRACTICE EXAMPLES

Reading Comprehension

Questions 1 – 3

The following passage is from the novel *The Adventures of Tom Sawyer*, which is set in the USA in the 1840s. Tom and his half-brother Sid are living with their Aunt Polly.

All through supper Tom's spirits were so high that his aunt wondered 'what had got into the child.' He took a good scolding about clodding Sid, and did not seem to mind it in the least. He tried to steal sugar under his aunt's very nose, and got his knuckles rapped for it. He said:

'Aunt, you don't whack Sid when he takes it.'

'Well, Sid don't torment a body the way you do. You'd be always into that sugar if I warn't watching you.'

Presently she stepped into the kitchen, and Sid, happy in his immunity, reached for the sugar bowl – a sort of glorying over Tom which was well-nigh unbearable. But Sid's fingers slipped and the bowl dropped and broke. Tom was in ecstasies. In such ecstasies that he even controlled his tongue and was silent. He said to himself that he would not speak a word, even when his aunt came in, but would sit perfectly still till she asked who did the mischief, and then he would tell, and there would be nothing so good in the world to see that pet model 'catch it.'

- 1 The words 'happy in his immunity' (line 12) suggest that Sid is
- A generally a good-natured child.
 - B blissfully unaware of what is happening.
 - C well aware of his good fortune on this occasion.
 - D shrewdly weighing up the likely costs associated with stealing the sugar.
- 2 The relationship between Tom and Sid is characterised by
- A mutual antagonism.
 - B good-natured teasing.
 - C a healthy respect for each other.
 - D a willingness to conspire against authority.
- 3 The writer's attitude to Tom is
- A neutral.
 - B mocking.
 - C affectionate.
 - D disapproving.

Communicating Ideas in Writing



It all turned out for the best ...

Quantitative Reasoning

Question 1

- 1 Consecutive whole numbers are numbers such as 2, 3, 4, 5 . . .

Seven consecutive whole numbers add to 63.

What is the middle number of the seven numbers?

- A 3
- B 6
- C 8
- D 9

Question 2

- 2 Three ♥ cost the same as two ♦.

Five ★ cost the same as six ♥.

Which of the following is true?

- A Five ★ cost the same as two ♦.
- B Two ★ cost the same as five ♦.
- C Five ★ cost the same as four ♦.
- D Two ★ cost the same as four ♦.

Answers: 1. C 2. A 3. C

Question 3

3 Nat, Jarrod and Kate score a total of 84 points in a game.

Nat scores twice as many points as Jarrod and six more than Kate.

How many points does Jarrod score?

- A 18
- B 24
- C 30
- D 36

Question 4

Tim has a bag containing only red, yellow and green jelly beans.

- The number of red jelly beans is 15.
- The number of yellow jelly beans is $\frac{1}{3}$ the number of red jelly beans.
- $\frac{1}{2}$ of his jelly beans are green.

4 How many of Tim's jelly beans are green?

- A 9
- B 10
- C 18
- D 20

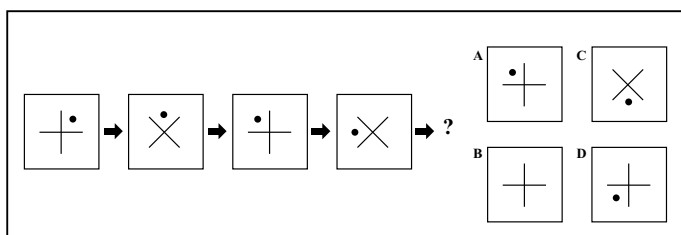
Answers: 1. D 2. C 3. A 4. D

Abstract Reasoning

Next in Sequence

In the following item there are four shapes forming a sequence going from left to right. You are to choose from the alternatives (A, B, C and D), the one which would most logically come next in the sequence.

Example

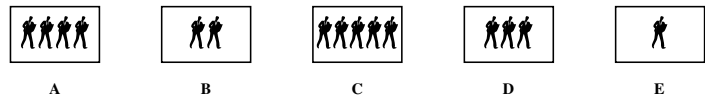


In the sequence above, the dot rotates anticlockwise, and the cross alternates between two positions, so D is the answer. Alternatively, the whole pattern can be seen rotating 45° anticlockwise, again giving D.

Middle of Sequence

In each of the following items, five objects or patterns can be rearranged to form a logical sequence. You are to select the alternative (A, B, C, D or E) that is the middle object in the sequence.

Example



In the sequence above, the arrangement will be E, B, D, A, C (or C, A, D, B, E). So D is the answer.

HOW CAN YOU DO YOUR BEST?

- Listen carefully to verbal instructions.
- Read the instructions on the front cover of each test carefully.
- Read each test question carefully before you answer it.
- Do not rush. If you find one question too difficult do not spend a long time on it. Leave it out but be sure you place your next answer against the correct question number.
- Each question is of equal value so it is unwise to spend too much time on any one question.
- If you cannot decide between two answers in the multiple choice tests, mark the letter of the answer you think is most likely correct. You may have time to go back to that question but in the meantime you have done the best you can.
- No marks will be deducted for incorrect answers so it is best not to leave any answers blank.
- You should try to allow a little time at the end of the test to review and check over your answers.
- Do not worry if you have left questions out and cannot finish the tests. Remember that the tests are challenging and you have done the best that you can.