

ICAS

PAPER

D

SAMPLE



ENGLISH

DO NOT OPEN THIS BOOKLET  
UNTIL INSTRUCTED.

STUDENT'S NAME:

Read the instructions on the **ANSWER SHEET** and fill in your **NAME, SCHOOL** and **OTHER INFORMATION**.

Use a pencil. Do **NOT** use a coloured pencil or a pen.

Rub out any mistakes completely.

---

You **MUST** record your answers on the **ANSWER SHEET**.

---

Mark only **ONE** answer for each question.

Your score will be the number of correct answers.

Marks are **NOT** deducted for incorrect answers.

---

Use the information provided to choose the **BEST** answer from the four possible options.

On your **ANSWER SHEET** fill in the oval that matches your answer.

---

Questions may sometimes be placed next to each other. Make sure you read **ACROSS** the page and answer the questions in the correct order.

---

You are **NOT** allowed to use a dictionary or an electronic translator.

Read the text and answer the questions that follow.

# Glow-worms

I never tire of exploring the rugged coastline near our holiday cottage. The cottage is very close to the mouth of the river. The riverbank is only ten metres away and it's a very short walk to the beach.

Late one night, I paddled my canoe down the river towards the ocean. The sensation of floating in total darkness was quite amazing. I drifted towards the river mouth until I felt the rise and fall of unseen swells and the swirling currents as the fresh water of the river mixed with the salt water of the sea. Far away, on the horizon, lightning flashed from time to time. I continued paddling and found myself inside a deep cave in one of the cliffs adjacent to the river (it was high tide so the cave was flooded) and suddenly I was underneath a galaxy of glow-worms.

I paddled in for about 30 metres. The cave was so narrow that I couldn't hold the paddle horizontally as it jammed between the walls. All the while I followed a strip of light made by thousands of glow-worms high up on the ceiling. About halfway along, the water became too shallow to continue paddling so I pulled the canoe up onto the sandy floor and picked my way along a narrow passageway for another 30 metres. Here the roof was so low that I had to crouch down to get through, but on the other



side it opened up into a huge 'room' that was packed with many more thousands of glow-worms. I was mesmerised. They shone like tiny blue-green lanterns high above me, the glow so bright that I was able to make out my immediate surroundings. I stood staring around me, transfixed by their brilliance.

1. The narrator uses the expression 'a galaxy of glow-worms' in order to

- (A) emphasise the size of the glow-worms.
- (B) describe how far away the glow-worms seemed.
- (C) contrast the brightness of the glow-worms with lightning.
- (D) compare the abundance of glow-worms to stars in the sky.

2. Which words in the text indicate the effect of the glow-worms?

- (A) 'high up on the ceiling'
- (B) 'opened up into a huge "room"'
- (C) 'packed with many more thousands'
- (D) 'able to make out my immediate surroundings'

3. The writer placed the word 'room' in inverted commas to

- (A) indicate it is not an actual room.
- (B) emphasise that the cave was very large.
- (C) show he is repeating what he has heard.
- (D) identify a word commonly used to describe a cave.

---

4. Choose the correct order in which the sentences make a meaningful passage.

- 1. The noise caused by the lightning is called thunder.
- 2. Finally it discharges, causing a huge spark, or lightning, to fly out.
- 3. Thunder and lightning occur when air currents form a storm cloud.
- 4. Inside the cloud, a massive electrical charge builds.

- (A) 1, 3, 2, 4
- (B) 3, 4, 2, 1
- (C) 3, 4, 1, 2
- (D) 1, 3, 4, 2

5. Which word is **DIFFERENT** in meaning?

- (A) aided      (B) guided      (C) helped      (D) assisted

# ACKNOWLEDGMENT

Copyright in this booklet is owned by UNSW Global Pty Limited, unless otherwise indicated. Every effort has been made to trace and acknowledge copyright. UNSW Global Pty Limited apologises for any accidental infringement and welcomes information to redress the situation.

## THE FOLLOWING YEAR LEVELS SHOULD SIT THIS PAPER:

<b>Australia</b>	Year 6
<b>Brunei</b>	Primary 6
<b>Hong Kong</b>	Primary 6
<b>Indian Subcontinent<sup>1</sup></b>	Class 6
<b>Indonesia</b>	Year 7
<b>Malaysia</b>	Standard 6
<b>Middle East<sup>2</sup></b>	Class 6
<b>New Zealand/Pacific<sup>3</sup></b>	Year 7
<b>Singapore</b>	Primary 5
<b>Southern Africa<sup>4</sup></b>	Grade 6

1 Indian Subcontinent Region: India, Sri Lanka, Nepal, Bhutan and Bangladesh.

2 Middle East Region: United Arab Emirates, Qatar, Kuwait, Saudi Arabia, Egypt, Bahrain, Oman, Turkey, Lebanon, Tunisia, Morocco, Libya, Algeria and Jordan.

3 Pacific Region: Vanuatu, Papua New Guinea and Fiji.

4 Southern Africa Region: South Africa, Botswana, Lesotho, Swaziland, Zimbabwe and Namibia.



© 2017 UNSW Global Pty Limited. Copyright in this document is owned by UNSW Global Pty Limited.



UNSW Global  
AUSTRALIA



## TO ANSWER THE QUESTIONS

### Example:

Choose the option that best completes the sentence.

Write your name \_\_\_\_\_ the paper.

- (A) to
- (B) on
- (C) of
- (D) with

The answer is on, so fill in the oval (B), as shown.

(A)  (B)  (C)  (D)



USE A PENCIL  
DO NOT USE A COLOURED PENCIL OR PEN

## START

- |   |     |     |     |     |
|---|-----|-----|-----|-----|
| 1 | (A) | (B) | (C) | (D) |
| 2 | (A) | (B) | (C) | (D) |
| 3 | (A) | (B) | (C) | (D) |
| 4 | (A) | (B) | (C) | (D) |
| 5 | (A) | (B) | (C) | (D) |

SAMPLE



Your privacy is assured as UNSW Global Pty Limited fully complies with appropriate Australian privacy legislation. Visit [www.eaa.unsw.edu.au](http://www.eaa.unsw.edu.au) for more details.



QUESTION	KEY	KEY REASONING	AREA	LEVEL OF DIFFICULTY
1	D	Interpret the use of figurative language in a literary recount	WC	Easy
2	D	Identify the quote that describes an effect in a literary recount	TC	Medium
3	A	Interpret the use of inverted commas in a literary recount	WC	Easy
4	B	Identify the correct order of sentences using grammatical clues	SYN	Medium
5	B	Analyse a set of words to identify the word that is different in meaning	VOC	Medium

## LEGEND

**Area** refers to the particular curriculum area or strand assessed by the question.

<b>TC</b> Text comprehension	questions which require students to comprehend information provided in the text as well as to interpret the information and use it to make inferences and predictions
<b>WC</b> Writer's craft	questions which require students to focus on the techniques, devices and choices that writers make to create an effect on the reader
<b>SYN</b> Syntax	questions about accuracy and clarity within sentences or texts (e.g. pronoun reference, tense) and the recognition of grammatical terms (e.g. noun, main clause)
<b>VOC</b> Vocabulary	questions about the meaning of words or phrases

**Level of difficulty** refers to the expected level of difficulty for the question.

<b>Easy</b>	more than 70% of candidates will choose the correct option
<b>Medium</b>	about 50–70% of candidates will choose the correct option
<b>Medium/Hard</b>	about 30–50% of candidates will choose the correct option
<b>Hard</b>	less than 30% of candidates will choose the correct option

