

ICAS

PAPER

F

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.

# VIKINGS – THE UNTOLD STORY

Viking history and stories about Vikings are often dominated by dramatic events and personalities but what of everyday Viking life?

*Summer in the year 986, Hordaland fylke, Norway. Home of Olaf and Helde Nordstrom and their 14-year-old son, Erik.*

‘This porridge has lumps, Helde!’ Olaf bellowed. Erik smirked. He knew what was coming and it wouldn’t be pleasant. Fun though. Helde emerged from the cooking space at the far end of the house. It was some 20 metres to Olaf’s seat by the window but Helde covered the distance – plaits flying, her bulk wiping out the grass sods stacked neatly by the fireplace – in milliseconds. Erik shifted quickly, just enough to keep out of the way but still retain a clear view. Another happy family scene was about to unfold in the Nordstrom household!

At times Erik pondered his father’s neural capacity. Perhaps it helped if one worked in the kitchen, as Erik did every morning, observing Helde’s mounting frustration. Clay pots cracking, spilling their contents over hot coals, Helde savagely pouring porridge dregs into yet another ‘second-hand’ pot, all the while cursing her husband for buying cheap pots, Olaf upstairs in Viking Valhalla – oblivious. On a bad day, the hot coals, caked in porridge, spluttered into lifelessness. A very bad day. Not unlike today!

Erik watched as Olaf the Awful (his nickname) sat impassively as the dogs licked the porridge dripping from his shoulder, down his arm, onto the dirt floor (another bone of contention). ‘Incongruous,’ Erik thought, simultaneously marvelling at the extent of his vocabulary. ‘Here we have one of the most feared Vikings in the neighbourhood bloodied and bowed before breakfast. Now this is the stuff of legends!’



1. Helde could be described as
    - (A) clumsy and reckless.
    - (B) youthful and amusing.
    - (C) impatient and volatile.
    - (D) friendly and good-natured.
  
  2. Which sentence is meant to be ironic?
    - (A) 'He knew what was coming and it wouldn't be pleasant.'
    - (B) 'Another happy family scene was about to unfold in the Nordstrom household!'
    - (C) 'At times Erik pondered his father's neural capacity.'
    - (D) 'Not unlike today!'
  
  3. The word 'incongruous' means
    - (A) devastating.
    - (B) extraordinary.
    - (C) unclean.
    - (D) absurd.
- 

**For questions 4 and 5 choose the best option to complete the passage.**

### **SPACE EXPLORATION**

Space exploration actually began when humans first looked at the sky and wondered about the drama above: why the Sun rose each morning, why the Moon looked different at different times and why some stars were brighter than others.

Throughout history, philosophers, writers, scientists and engineers have speculated about the nature of our universe. The first astronomical records, (4) 4000 years ago in Mesopotamia, were used more for astrology than for science. Wars, for example, were planned according to the relative positions of Mars and Saturn. (5), understandably, gave astrologers great power.

4.
  - (A) kept with remarkable accuracy
  - (B) stored and surprisingly accurate
  - (C) astonishingly accurate even when
  - (D) with great accuracy even today compared to
  
5.
  - (A) The ability to offer such advice
  - (B) When they offered such advice
  - (C) The reason for offering such advice
  - (D) Because they could offer such advice

# 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 8
<b>Brunei</b>	Form 2 & 3
<b>Hong Kong</b>	Form 2
<b>Indian Subcontinent<sup>1</sup></b>	Class 8
<b>Indonesia</b>	Year 9
<b>Malaysia</b>	Form 2
<b>Middle East<sup>2</sup></b>	Class 8
<b>New Zealand/Pacific<sup>3</sup></b>	Year 9
<b>Singapore</b>	Secondary 1
<b>Southern Africa<sup>4</sup></b>	Grade 8

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.



## 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	C	Infer a character's personality from a narrative	TC	Medium
2	B	Identify an example of irony in a narrative	WC	Hard
3	D	Identify the meaning of a word: incongruous	VOC	Medium
4	A	Identify the option that correctly maintains text cohesion	SYN	Medium/Hard
5	A	Analyse the text to identify the option that correctly maintains text cohesion	SYN	Medium/Hard

## 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

