

Mathematics level 1

Measurement and Geometry

Example: Measurement

Clare goes to see a movie.

The movie starts at 3.20 pm.

It lasts for 110 minutes.

What time does the movie finish?

- A 4.10 pm
- B 4.30 pm
- C 5.10 pm
- D 5.30 pm

ANSWER C: 5:10 pm

Students select option A: as they may break 110 minutes into 1 hour and 50 minutes, but only add 50 minutes to 3:20 pm forgetting about the additional 1 hour.

Students select option B: as they may add 3:20 and 1:10 together, not considering that there are 60 minutes in 1 hour.

Students select option D: as they may think there are 50 minutes in 1 hour, therefore adding 2 hours and 10 minutes to 3:20 pm.

COMMENTARY

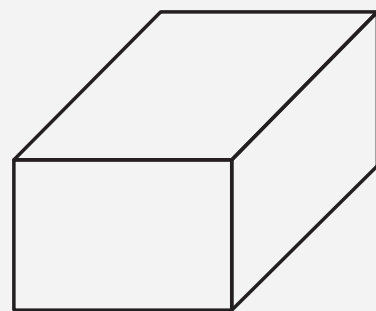
Students are required to identify how to solve the worded problem of identifying the end time for a movie. Students need to add the length of the movie (110 minutes) to the start time of 3:20 pm. Students need to be aware that there are 60 minutes in an hour and account for this in their calculation.

Example: Geometry

This is a rectangular prism.

How many faces does it have?

- A 3
- B 6
- C 8
- D 12



ANSWER B: 6

Students select option A: as they may only count the visible faces.

Students select option C: as they may find the number of corners of the prism.

Students select option D: as they may find the number of edges of the prism.

COMMENTARY

Students are required to understand the term 'face' and apply it to a 2-dimensional representation of a 3-dimensional object.

Mathematics level 1

Number and Algebra

Example: Number

Jack has 3 boxes of pens.

There are 24 pens in each box.

How many pens does Jack have altogether?

- A** 27
- B** 62
- C** 72
- D** 75

ANSWER C: 72

Students select option A: as they may add 3 and 24 from the question.

Students select option B: as they may make a calculation error in 3×24

Students select option D: as they may make a calculation error in 3×24

COMMENTARY

Students are required to read and understand a worded problem, to identify which operation to use and to carry out the calculation correctly. Students need to multiply or add repeatedly to find 3 groups of 24.

Example: Algebra

These numbers follow a pattern.

21, 14, 16, 9, 11, 4, 6

What rule describes this pattern?

- A** subtract 7 then add 2
- B** subtract 7
- C** add 7 then subtract 2
- D** add 2

ANSWER A: subtract 7 then add 2

Students select option B: as they may only look at the difference between the first and second terms.

Students select option C: as they may identify the differences but confuse the operations.

Students select option D: as they may only look at the difference between the last two terms of the pattern.

COMMENTARY

Students are required to identify the given pattern of subtract 7, add 2, by working out the difference between each of the terms in the pattern. They are then required to identify the rule that describes this.

Mathematics level 1

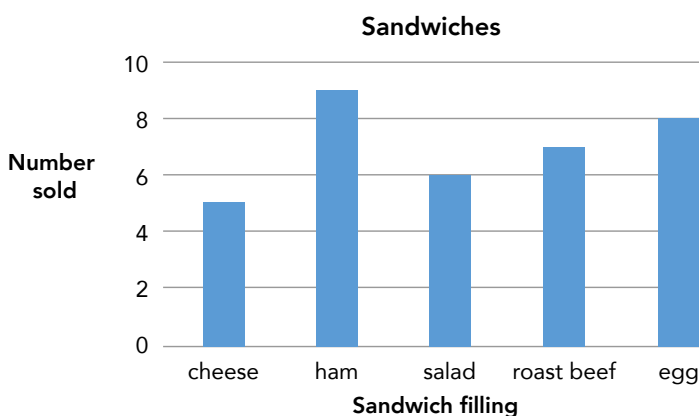
Statistics and Probability

Example: Statistics

This graph shows the number of sandwiches with different fillings a cafe sells in one day.

How many more egg than salad sandwiches did the cafe sell?

- A 1
- B 2
- C 6
- D 8



ANSWER B: 2

Students select option A: as they may think 1 space between the lines is equal to the value of 1.

Students select option C: as they may identify the total number of salad sandwiches.

Students select option D: as they may identify the total number of egg sandwiches.

COMMENTARY

Students are required to read and interpret a column graph, where the scale is 2 units. They also need to find the difference between two of the columns.

Example: Probability

Olivia puts 1 red counter and 20 green counters in a bag.

She takes one from the bag without looking.

What is the chance that the counter she takes is green?

- A impossible
- B unlikely
- C likely
- D certain

ANSWER C: likely

Students select option A: as they may misunderstand the problem.

Students select option B: as they may identify the chance for red, not green.

Students select option D: as they may think as there are more green counters the outcome is certain.

COMMENTARY

Students are required to visualise a problem involving probability, where one item is selected from a set.

Reading level 1

Critique and Review

Holiday Fun

Holiday Fun at Central Gardens Shopping Centre

Fitness activities for kids by Move Health Clubs
12.30 pm, 1.30 pm and 2.30 pm

DATES Tuesday 25 July
Wednesday 26 July
Thursday 27 July
Tuesday 1 August
Wednesday 2 August
Thursday 3 August

MEET CHUCKLES
COME AND SAY HI TO THE CUTEST BIRD IN THE WORLD.
TUESDAY 1 AUGUST TO FRIDAY 4 AUGUST
11 AM – 2 PM

Dawes Bowling Lounge School Holidays Offer
1 game of bowling, shoe hire, chips and soft drink, all for only \$12.00*
Just present this coupon.

*Valid for 2 children under 12 (\$12 each).
Monday–Friday 10 am–4 pm during July/August school holidays only.
Valid at Central Gardens only.

Live performances by the Anna Lo Talent School
Friday 4 August at 12.30 pm and 2 pm

Clay Model Fun House
Monday 24 July to Saturday 5 August
10 am to 4 pm daily

Star Cinemas
See the latest movies at Star Cinemas Central Gardens.
For session times and bookings, go to www.starcinemas.com or call 2777 5566.

The main purpose of the information is to persuade people to

- A have fun in the holidays.
- B come to the shopping centre.
- C improve their fitness by being active.
- D choose carefully between the activities.

Answer: B. come to the shopping centre.

Explanation

This question requires students to reflect on the language and form of the text to identify its purpose. Phrases such as 'Meet chuckles', 'Come and say hi' and 'See the latest movies' are written in the imperative mood – the grammatical construction that communicates orders and requests. The text layout includes images (a bird and some stars) and large, bold typeface intended to attract attention. There is a 'detachable' coupon in the upper-right corner. These elements make this text recognisable as an advertising flyer. Once the student has identified that the text is an advertisement, the purpose of the text and the correct answer becomes clear: the text is intended to encourage people to visit the Shopping Centre to participate in the activities.

Text complexity

This text is a promotional flyer for school holiday activities at a shopping mall, something that is likely familiar to any student from an urban area. There are multiple sections that are separated by a variety of styles of borders. Information is conveyed concisely while keeping an energetic tone, intending to persuade readers. The vocabulary is unlikely to add significant complexity for students performing at this level, though the term 'Shopping Centre' may be unfamiliar depending on the variety of English learned and used by the student.

Reading level 1

Finding Information

Fun Park



Welcome to Gallexicus Fun Park.
We hope you enjoy the rides.



Note: All children need to satisfy both age and height restrictions.

Rides	Child accompanied by an adult		Unaccompanied child		Other restrictions	Notes
	Minimum Age	Minimum Height	Minimum Age	Minimum Height		
Galletron Power Builder	★	★	6 years	120 cm	maximum height 180 cm	③
Star Explorer	3 years	80 cm	6 years	★	maximum height 130 cm	②
Comet Express	4 years	90 cm	8 years	120 cm	–	① ③
Orbitor Ride	6 years	110 cm	10 years	120 cm	–	① ③
Galaxy Explorer	4 years	100 cm	8 years	120 cm	–	① ② ③
Crystal Mountain	4 years	100 cm	10 years	130 cm	–	③
Zorbitron's Driving School	◆	◆	7 years	★	maximum 14 years of age	①
Moon Crater	★	★	6 years	★	–	③
Lookout Tower	★	★	6 years	120 cm	Children under 3 years must be seated on an adult's lap	

Key

①	Ride not suited for people with back or neck problems.	◆	Adults cannot accompany children on this ride.
②	You will get wet.	★	No restrictions.
③	Special effects and loud music.		

A child wants to ride on the Comet Express with an adult. What is the height restriction for the child?

- A minimum 80 centimetres
- B minimum 90 centimetres
- C minimum 110 centimetres
- D minimum 120 centimetres

Answer: B. minimum 90 centimetres

Explanation

The student is required to cross-reference multiple headings in a table to locate information that is not near key words. The relevant information is in the row 'Comet Express'. The first two columns are the age and height restrictions for accompanied children and the next two are the height and age restrictions for unaccompanied children. The student must read both the question and the text carefully to be able to select the relevant cell amidst the competing information.

Text complexity

This text has mainly familiar content and structure. The main text is a table that shows the requirements to ride each attraction at a fictional fun park. There is also a smaller table that is a key to the symbols used in the main table.

The text's complexity comes mainly from the density of the information contained in the two tables and the fact that the main table cannot be understood completely without reference to the key. Additionally, there is difficult vocabulary like 'minimum', 'restrictions' and 'unaccompanied', and also non-words used as names, like 'Zorbitron', 'Orbitor' and 'Gallexicus'.

Reading level 1

Interpret Meaning

Beans

An old farmer was becoming frail. He decided to give his farm to a younger man. He had two nephews but he was not sure if he could trust either of them. He invited them to his farm and gave them a test.

He gave each nephew a pot and a handful of beans. He told the nephews to plant the beans in their pot and come back in one month. He told them that he would then decide who was the most suitable man to take over his farm.

One month later the two nephews came back.

The first nephew showed the farmer his pot. 'I worked very hard, Uncle. I gave my beans sun and water just like you said. Look at my plants now. They are healthy and green and are almost up to my knee.'

The second nephew showed the farmer his pot. 'I don't understand, Uncle. I gave my beans sun and water just like you said, but nothing has grown. I don't deserve the farm.'

The farmer reached into his pocket for the keys to his farm. 'Thank you my nephews. This little test has shown me who I can trust.' He handed the keys to his second nephew. 'The beans had already been cooked. They were never going to grow.'

How did the first nephew behave when he showed the farmer his pot?

- A He pretended to be angry.
- B He was rude to the farmer.
- C He boasted about his plants.
- D He teased the second nephew.

Answer: C. He boasted about his plants.

Explanation

The student is required to interpret explicitly stated information when there is a conflicting argument. After reading the whole text, the reader knows that when the first nephew is speaking to the farmer, he is being deceitful by boasting about the size and health of the plants he claims to have grown. The reader must, along with dismissing the other wrong options, decide whether the deceit or the boasting constitutes the nephew's behaviour.

The explicit evidence in the text is that the nephew behaves and speaks as if he is very proud of his efforts. This behaviour is part of his lie, but it is how he is acting in the text. 'He was rude to the farmer' is an attractive, wrong option because being deceitful might be construed as being disrespectful or rude. However, the nephew never behaves rudely, he purposely tries to conceal the truth by behaving as if he had grown the plants himself.

Text complexity

The text has many familiar aspects. It is a short, linear, fable about an uncle testing the honesty of his nephews by setting them a task of growing some plants from beans he gives them. The vocabulary is a range of familiar words with a few words that may be slightly less familiar e.g. 'frail' and 'suitable'.

The key aspect of complexity in this text comes from its level of subtlety. The main idea, that the Uncle is testing his nephew's honesty not their farming skills, is obviously implied by explicit information given in the last sentence of the story. So, to understand the story, the reader must review the events they have just read and reinterpret them in the light of this new information.

Reading level 1

Interpret Meaning

Fun Park



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Key

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Which ride could Yusuf and Salima go on together?

- A Galletron Power Builder
B Star Explorer
C Orbitor Ride
D Moon Crater

	Age	Height
Yusuf	6 years	110 centimetres
Salima	8 years	132 centimetres

Answer: D. Moon Crater

Explanation

This question requires students to deal with extensive competing information. There are four pieces of information set out in the question, all of which must be compared to the correct set of ride requirements. This in itself might run counter to the reader's expectations as the correct section is 'Unaccompanied child', despite the questions asking about two children riding together. There is also information that must be taken into account in the column 'Other restrictions'.

The structure of the table is logical and the requirements are laid out clearly, but having to compare four pieces of information to three different columns in a table entails managing a considerable amount of complexity.

Text complexity

This text has mainly familiar content and structure. The main text is a table that shows the requirements to ride each attraction at a fictional fun park. There is also a smaller table that is a key to the symbols used in the main table.

The text's complexity comes mainly from the density of the information contained in the two tables and the fact that the main table cannot be understood completely without reference to the key. Additionally, there is difficult vocabulary like 'minimum', 'restrictions' and 'unaccompanied', and also non-words used as names, like 'Zorbitron', 'Orbitor' and 'Gallexicus'.

Reading level 1

Vocabulary

While on his holiday, James had acquired a camera.

What had James done?

- A** fixed a camera
- B** lost a camera
- C** bought a camera
- D** dropped a camera

Answer: C. bought a camera

Reading level 3

Vocabulary

Finish this sentence by selecting the correct option.

Something that is incontrovertible

- A** is beyond doubt.
- B** cannot be changed from its original form.
- C** has been weakened.
- D** is difficult to make a decision about

Answer: A. is beyond doubt.

Level 2

Vocabulary

Three of the words below have almost the same meaning. One word has a **different meaning**. Select the word that has a **different meaning** from the other three words

- A** commission
- B** order
- C** request
- D** receive

Answer: D. receive

Level 2

Vocabulary

The words below mean that something **lasts for a long time**, or **lasts for a short time**.

Drag each word to the appropriate box.

lasts for a long time

lasts for a short time

temporary - transitory - enduring -
momentary - durable - constant

Answer:

lasts for a long time

lasts for a short time

enduring
durable
constant

temporary
transitory
momentary