

Student Information Bulletin 2018

All you need to know about the Queensland Core Skills Test



QCAA

Queensland Curriculum
& Assessment Authority

For all Queensland schools

ISSN 1038-3786

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Common Curriculum Elements (CCEs)

| | | |
|----|----------|---|
| 1 | α | Recognising letters, words and other symbols |
| 2 | α | Finding material in an indexed collection |
| 3 | α | Recalling/remembering |
| 4 | α | Interpreting the meaning of words or other symbols |
| 5 | α | Interpreting the meaning of pictures/illustrations |
| 6 | α | Interpreting the meaning of tables or diagrams or maps or graphs |
| 7 | α | Translating from one form to another |
| 9 | π | Using correct spelling, punctuation, grammar |
| 10 | π | Using vocabulary appropriate to a context |
| 11 | π | Summarising/condensing written text |
| 12 | α | Compiling lists/statistics |
| 13 | α | Recording/noting data |
| 14 | π | Compiling results in a tabular form |
| 15 | π | Graphing |
| 16 | ϕ | Calculating with or without calculators |
| 17 | ϕ | Estimating numerical magnitude |
| 18 | ϕ | Approximating a numerical value |
| 19 | ϕ | Substituting in formulae |
| 20 | π | Setting out/presenting/arranging/displaying |
| 21 | β | Structuring/organising extended written text |
| 22 | β | Structuring/organising a mathematical argument |
| 26 | π | Explaining to others |
| 27 | π | Expounding a viewpoint |
| 28 | α | Empathising |
| 29 | β | Comparing, contrasting |
| 30 | β | Classifying |
| 31 | β | Interrelating ideas/themes/issues |
| 32 | θ | Reaching a conclusion which is necessarily true provided a given set of assumptions is true |
| 33 | θ | Reaching a conclusion which is consistent with a given set of assumptions |
| 34 | θ | Inserting an intermediate between members of a series |
| 35 | θ | Extrapolating |
| 36 | β | Applying strategies to trial and test ideas and procedures |
| 37 | ϕ | Applying a progression of steps to achieve the required answer |
| 38 | β | Generalising from information |
| 41 | θ | Hypothesising |
| 42 | θ | Criticising |
| 43 | θ | Analysing |
| 44 | θ | Synthesising |
| 45 | θ | Judging/evaluating |
| 46 | π | Creating/composing/devising |
| 48 | θ | Justifying |
| 49 | β | Perceiving patterns |
| 50 | β | Visualising |
| 51 | α | Identifying shapes in two and three dimensions |
| 52 | α | Searching and locating items/information |
| 53 | α | Observing systematically |
| 55 | α | Gesturing |
| 57 | α | Manipulating/operating/using equipment |
| 60 | π | Sketching/drawing |

| Baskets | |
|----------|---------------------------------|
| α | comprehend and collect |
| β | structure and sequence |
| θ | analyse, assess and conclude |
| π | create and present |
| ϕ | apply techniques and procedures |

The Queensland Core Skills Test

This bulletin is all about the Queensland Core Skills (QCS) Test.

The QCS Test is a Queensland test, designed for Queensland students. You should already know that we have identified Common Curriculum Elements (CCEs) in the senior curriculum. Every item on the QCS Test covers at least one of them. That means if you have worked hard in class and on your assignments, you should find yourself in familiar territory.

The CCEs are grouped into five baskets; α (comprehend and collect), β (structure and sequence), θ (analyse, assess and conclude), π (create and present), ϕ (apply techniques and procedures).

The Queensland Curriculum and Assessment Authority (QCAA) has the job of preparing the QCS Test. We have drawn together a team of skilled item writers and test developers who work throughout the year to make sure the test is accurate and is as fair as possible to everyone who sits it.

Students who sit the QCS Test will receive an individual result. Your result on the QCS Test does not directly determine your Overall Position (OP). However, it plays a very important part in the calculations of OPs. Your individual result on the QCS Test contributes to group results that allow us to compare groups of students across subjects and across schools. You will want to do your best on the test.

Read what follows so that you know what the test is about.

Who, where and when

Who sits the test

If you are eligible for an OP, you **must** sit all four testpapers of the QCS Test. If you are absent from any one of them, you will become ineligible. If the absence is unavoidable because of an unexpected illness, injury or exceptional circumstance, read the section on special provision (see page 4).

If you are not eligible for an OP, you **may** sit the test if you wish to do so. Unsure about eligibility? Ask a student adviser in your school. Every student has a right to sit the QCS Test in the year they exit Year 12. It is your decision.

If you have special needs, read the section on special provision (see page 4).

Where you sit the test

Usually, you sit the test at your school.

When the test is held

The test is held once each year, for a total of seven hours, on the Tuesday and Wednesday of the third-last week of Term 3 of the state school year.

Dates are given on the QCAA website at www.qcaa.qld.edu.au/senior/qcs-test/test-dates.

In 2018 the test will be held on 4 and 5 September. Write the dates in your diary. The schedule is:

| | Tuesday | Wednesday |
|-----------|--|---|
| Morning | Paper 1 Writing Task (2 hours) | Paper 3 Short Response (2 hours) |
| Afternoon | Paper 2 Multiple Choice I (1 hour 30 minutes) | Paper 4 Multiple Choice II (1 hour 30 minutes) |

Special provision

If you want a QCS Test result, you will need to sit all four testpapers. The test is held once each year under controlled conditions and it is not possible to sit the test on another date. We know this may pose a problem for some students, so we make provision for them.

If you have a medical condition or impairment, or if another factor makes it difficult or impossible for you to sit the test, you may be eligible for special provision.

There are four types of special provision available:

Before the test

- **Special arrangements** — you may apply if your access to the test will be affected by a medical condition, an impairment or exceptional circumstances. We may approve variations such as enlarged testpapers, restbreaks during the test or use of a computer.
- **Exemption** — you may apply if you are unable to access the test because of a medical condition, an impairment or exceptional circumstances (available to OP-eligible students only as it is not mandatory for OP-ineligible students to sit the test).

After the test

- **Absentee exemption** — you must apply if you were unavoidably absent from all or part of the test, e.g. because of illness (available to OP-eligible students only).
- **Declaring a test grade null and void** — you may apply if you sat all four testpapers and believe that illness or exceptional circumstances significantly affected your performance during all or part of the test.

You will need to submit documentation that covers the days of the test and provides details of the reason for your absence or your impaired performance, e.g. a medical certificate from the doctor you have seen on the day of the test that states the name of your medical condition and how you were affected.

If you are approved for exemption or have your test result declared null and void, you will not receive a QCS Test result. Special provision will not affect your OP and there will be no mention of special provision on your Senior Statement or Statement of Results.

If you wish to apply for special provision, talk to someone at your school, such as a guidance officer, for advice and help in completing an application form and gathering the necessary documentation.

See the *Special provision handbook*, available at www.qcaa.qld.edu.au/qcs-test/special-provision.

Becoming test-wise

It is important that you know how to handle the different types of items on the QCS Test. The following four strategies apply to all the testpapers.

1. *Use the perusal time effectively.*
This is the time for you to read and consider the testpaper. You are not allowed to write on the testpaper, response book or response sheet or use a calculator during this time. Do not waste the 10 minutes available. This is your chance to get an overview before you start. Scan the testpaper. Plan your approach.
2. *Manage your time.*
The time limit for each testpaper will be rigidly enforced — you must cease working as soon as the instruction to stop work is given — so you must pace yourself. Set deadlines and meet them. Your time management should be specific to each testpaper.
3. *Think and plan before you respond.*
Give yourself time to absorb the meaning of each task or item and what it is asking you to do. Make sure you do everything required of you.
4. *Review what you have done.*
If you pace yourself effectively, you will have a few minutes left to check your work before the time allowed expires. Another look sometimes helps. You may, for example, find blank spaces where you have used correcting fluid or tape and have not finished what you wanted to write. Simply putting a line through anything you wish to delete is a better correction strategy.

Four testpapers, one test

No single mode of assessment tells us enough about your strengths, so three different testing modes are used: extended writing, multiple choice and short response. We test specific skills in each of the testpapers. The four testpapers combine to give a comprehensive assessment of your achievement in a range of CCEs.

Writing Task (WT)

This testpaper will ask you to write about 600 words of continuous prose. We provide you with a variety of stimulus pieces (visual and written) grouped around an overall concept.

Have a purpose in mind before you write. Keep your focus directly related to the overall concept and the stimulus pieces. Write in clear, effective prose. Your response can be an essay, a story, a drama script, a feature article, a report, or anything else that seems appropriate to your focus. Ensure that your central idea is clear and is soundly developed from start to finish.

Special tips: Respond clearly to the overall concept and to ideas in one or more of the stimulus pieces. Write in any genre (form or style of writing) you choose, other than poetry.

Multiple Choice (MC I and MC II)

Items are presented in units based on common stimulus material in a variety of forms, and occasionally, as stand-alone items. The stimulus material is drawn from many disciplines, including language, literature, philosophy, history, the physical, life and social sciences, art and mathematics. Rather than testing you on the content of these disciplines, the items test your achievement in the CCEs embodied in the senior curriculum.

You select the correct response from four alternative responses for each item and then colour in the appropriate oval on the response sheet. There are 50 items on each MC testpaper. To be well prepared, ensure you know how to interpret verbal texts, graphs, tables, diagrams, illustrations and maps. Check the list of CCEs at the beginning of this booklet and make sure you become familiar with them.

Special tips: Make sure you understand what each item is asking before you respond. The options are presented in order of length (shortest to longest or longest to shortest) or numerical magnitude (ascending or descending).

Short Response (SR)

Short Response items relate to stimulus material and cover many CCEs, but you have to provide the response. It may be a number, a mathematical or visual expression, a sentence, a paragraph, or a longer prose piece. For example, you might be asked to:

- give a factual response
- compare and contrast
- demonstrate your best vocabulary
- give a viewpoint and support your opinion.

Some items are mathematical in nature. You could be expected to:

- substitute into an equation
- perform calculations
- present data in a table
- draw diagrams or graphs
- prove a result.

Other items exercise your verbal or visual skills. You might have to:

- construct an argument based on evidence
- search for information in a passage
- interpret part of a poem
- compare two artistic interpretations of a subject.

Special tips: Read each item very carefully. Consider *all* the information given in the stimulus. Make sure you know what is expected from you in each item. Pay careful attention to any cues beside an item. You will not receive credit for a response to a question that was not asked or a task that was not set.

How your responses will be marked

Test scripts remain the property of the QCAA. Test scripts are not returned to you after the test. You should retain your copies of the Writing Task and Multiple Choice testpapers and the Short Response miniature testpaper. We suggest you keep your draft of your Writing Task response too.

Each **WT response** is marked independently by at least three different people who are experienced in marking extended pieces of writing. We train them to apply specific criteria and standards to your writing and we monitor their marking consistency during the marking operation to ensure fairness.

The **SR responses** are also marked by experienced and specially trained markers whose judgments are monitored throughout the marking operation as part of rigorous quality-control processes. We provide them with a detailed marking scheme for each of the items they are to mark and intensive training in how to apply it. The marking schemes are directly related to the CCEs tested by the items. The testpaper is usually grouped into five marking units; each marking unit is marked independently by at least two different markers, so your responses are marked by at least 10 independent markers.

The **MC response sheets** are scanned electronically twice. You will receive one mark for each correct response, zero for each incorrect response, zero for items you do not attempt, and zero when you give more than one response for an item.

What happens to your QCS Test results

Your WT, MC and SR results are combined to give you one of five grades, from **A** (highest) to **E** (lowest). This grade is recorded on your Senior Statement, with your levels of achievement in Authority and Authority-registered areas of learning, and results in recorded areas of learning.

If you are OP-eligible, your school gives you a subject achievement indicator (SAI) for each Authority subject you have studied. The QCAA uses QCS Test data, both subject-group and school-group, to scale your SAIs in calculating your OP and up to five Field Positions (FPs).

The QCS Test data from Year 12 students who are ineligible for an OP are not used.

Eligible students are allocated to OP bands from **1** (highest) to **25** (lowest), and to FP bands from **1** (highest) to **10** (lowest). Your OP and FPs will be reported on your Tertiary Entrance Statement.

Before the test

The best preparation for the QCS Test comes through the study of your school subjects. You should also:

- know what is being tested (the 49 CCEs)
- know which CCEs are found in each of the subjects you are studying
- be aware of the knowledge that is assumed in the test (see page 42)
- understand the key terms that are used in the test items (see page 30)
- know the test procedures in advance and understand the implications of not following directions, i.e. engaging in academic misconduct (see page 8)
- know what equipment you will need for each test session and what equipment you are not permitted to take into the test room (see pages 7, 8)
- refine your test-taking strategies
- sit a sample test as practice for the real thing
- apply for any special provision relevant to your circumstances (see page 4)
- prepare yourself mentally and physically for the test days.

Equipment

It is best to have your equipment organised well before the test days, so you do not have to scramble to get it together at the last minute. If you forget to bring essential equipment, you may not be able to respond to some items, for example, when you need a compass to draw a circle, or a ruler to measure a length.

Two things matter: that your response is clear and easily read by markers and that you use the equipment that best allows you to respond the way you want to.

If you are in any doubt about what equipment you can use in the test, ask the chief supervisor *before* the test date.

What you can take into the test room for each testpaper

| Session | Permitted equipment – essential | Permitted equipment – optional | Not permitted |
|---|--|--|--|
| Writing Task | pens (black ink) | pencils pencil sharpener eraser correcting fluid/tape highlighter transparent container to carry equipment other approved items as permitted by the chief supervisor | own paper dictionary thesaurus electronic devices any other items |
| Multiple Choice I Multiple Choice II | 2B pencils pencil sharpener eraser ruler approved calculator | highlighter transparent container to carry equipment other approved items as permitted by the chief supervisor | own paper dictionary thesaurus protractor drawing compass electronic devices any other items |
| Short Response | pens (black ink) pencils eraser ruler protractor drawing compass coloured pencils approved calculator | pencil sharpener correcting fluid/tape highlighter transparent container to carry equipment other approved items as permitted by the chief supervisor | own paper dictionary thesaurus electronic devices any other items |

Pen or pencil

When you respond in writing to the WT and SR testpapers, make sure that you use black ink. Black ink makes your response easier to read. It doesn't matter whether you print or use cursive script.

On the SR testpaper, except for written responses, you don't have to use black ink if it doesn't suit the type of response you need to give. If you prefer, complete a graph in pencil, especially if you may want to change your original response. To complete a table, you might use pencil, pen or both. Use your discretion. For some items, presentation is important. Coloured pencils may be necessary when you have to draw a diagram, shade a figure, or when you have to sketch. Four or five different colours will be sufficient. A highlighter might also be useful. Of course, when the item specifies the type of equipment you must use, follow the instructions.

There is no choice on the MC testpaper – a 2B pencil must be used to record your responses.

Electronic devices

Mobile phones, iPods, smart watches and translators are not permitted to be in your possession during the test. No form of personal computer is permitted, e.g. laptop, notebook, hand-held organiser, pocket PC. Having such devices in your possession is considered to be an act of academic misconduct. If you have such a device with you when you come to the test room, hand it to a supervisor immediately.

Calculators

The calculator you use is to be hand-held and solar- or battery-powered. The calculator should be able to perform addition, subtraction, multiplication, division, square roots and powers. The calculator must NOT allow access, during the test sessions, to the following functions: computer algebra system (CAS), spellchecker, dictionary, thesaurus or translator. A calculator that has any of these functions — whether inbuilt or downloaded — must be in test mode during the test sessions. The test mode must prohibit access to the functions. If the calculator cannot be put into test mode, a different calculator that meets the requirements must be used instead. Items for the test are developed so that using a calculator with more advanced functions, such as those of a graphics calculator, should not constitute an advantage or a disadvantage for a student. Therefore, graphics calculators (without CAS) may be used. Know how to use the calculator you will take into the test and become proficient at using it. Since mobile phones and smart watches are not permitted, you should not depend on using the calculator facility of a mobile phone or smart watch during the test.

Loose sheets of paper

The WT is the only testpaper for which you will be supplied loose sheets of paper. You will **not** be given, nor are you allowed to have, loose sheets of paper when you sit the MC or SR testpapers.

You may write on the MC testpapers if you need to. Working space is provided for SR items and you may also write on the blank pages and on the duplicate specialised response areas provided in the spare pages at the end of the SR testpaper. The SR testpaper must remain intact, i.e. pages or parts of pages may not be removed from it.

Cheating and other forms of academic misconduct

Don't cheat. Cheating is an act of academic misconduct and is contrary to the rules of the test. We do check carefully to identify instances of cheating. Each year, we compare the MC results of each pair of students sitting the QCS Test for the number of correct and identical incorrect responses. Where pairs of students have similar response patterns, we also look at SR and WT results, the Form QCS 11 (which records temporary absences from the test room) and the seating plan for students who are at the same school. Where there is a high number of exactly matching correct and incorrect responses for students from the same school — beyond what could have happened by chance alone — we contact the school and the situation is investigated.

Academic misconduct includes, but is not confined to:

- bringing unauthorised equipment or materials into the test room. **Don't take your mobile phone or smart watch into the test room.** Leave it outside or hand it to a supervisor. Bring with you only the permitted materials that you will need for a particular test session
- beginning to write during perusal time or continuing to write after the instruction to stop work was given. Either of these would constitute having an unfair advantage over other students
- making it possible for another student to copy your responses — deliberately or knowingly. Be vigilant about covering your responses, particularly your MC response sheets which are separate from the testpaper. Cover your response sheet or turn it face down unless you are recording a response
- looking at another student's work. You should be seated 1.5 metres from the students closest to you. Make sure you do not look at their work
- plagiarising someone else's work. Your response must be your own work and not a reproduction of someone else's writing
- having written words on your body or clothing or on paper that you bring into the test room with you. Bringing in your own paper is not permitted for any of the subtests
- communicating with any person other than a supervisor, e.g. through talking or whispering, passing notes, making gestures or sharing equipment with another student.

A student who engages in academic misconduct may not receive their QCS Test grade and their test results will not be included in the scaling parameters for their school.

Getting ready in mind and body

Think positively — believe you can do your best on the test; then make it happen. If you are prepared for the test, you will be able to keep any anxiety under control. Being a little anxious can actually help improve your performance but if you worry too much, you will go into the test with a negative attitude. A poor attitude can exhaust you before you begin. It can undermine your ability to concentrate on the tasks at hand. If you assume the worst will happen, you might not do your best.

In the days before the test, spend a few hours reviewing basic arithmetical operations, sample items, solutions and explanations. Hours of work the night before will not significantly improve your performance on the test and might even make you feel more anxious.

On the day or evening before the test, check your equipment, double-check the starting time and venue and organise your transport. After that, relax. Above all, get a good night's sleep!

What to expect on the test days

We set specific procedures for your supervisors to follow for each testpaper. Plan to arrive early because students will be admitted to the room 20 minutes before the test begins.

After preliminary instructions, the supervisor will give you 10 minutes to look over the testpaper. This is called 'perusal time'. During this time, you are **not** allowed to write anything down or to use your calculator or other equipment, but it is all right to scan, react, visualise, or plan your approach to the testpaper — as long as you do it in your head.

For the WT, the supervisor will provide you with three loose sheets of paper for your rough work and the draft of your response. No loose paper is provided, or allowed to be used, for the SR or MC testpapers. You may write in the MC testpaper, but your responses must be recorded on the response sheet. We provide you with spare pages at the end of the SR testpaper for drafting or rewriting responses. Make sure that you clearly identify the final version of your response by crossing out all rough work and any superseded response.

The maximum amount of working time you will be given for the whole test is:

- 2 hours for each of the WT and SR testpapers
- 1 hour 30 minutes for each MC testpaper.

During the WT test session, the supervisor will alert you 45 minutes before the finishing time. By this time you should be writing the final version of your response in your response book. As it will **not** be marked, do not hand in the draft written on the loose sheets of paper. The supervisor will alert you again 30 minutes, and then 10 minutes, before the time is up.

During the MC and SR test sessions, the supervisor will alert you 30 minutes, and then 10 minutes, before the finishing time.

After you have finished, you can take with you:

- for the WT, the testpaper and the loose sheets of paper on which you wrote your first draft
- for the MC, each testpaper
- for the SR, the miniature copy of the testpaper.

Response books (WT and SR) and response sheets (MC) become the property of the QCAA and will not be returned to you after the test.

So you know what to expect, have a close look at the directions on the sample testpaper covers included in this bulletin: for the WT see pages 14 and 15, for the MC see pages 27 and 28 and for the SR see page 41.

The Writing Task testpaper

The Writing Task testpaper comprises:

- an explanatory passage (*Your task is to ... or About your task ...*) that provides the overall concept for the testpaper and some suggestions to help you find the focus for your response
- stimulus pieces drawn from a variety of sources and related to the overall concept, which will give you ideas for your writing.

The Writing Task is a test of your command of written English. However, it is not based on the English syllabus. You will be expected to produce a sample of your very best writing by drawing on skills you have developed in your study of a wide range of subjects.

To do well, you must:

- focus on the overall concept
- select an idea or ideas from the stimulus pieces from which you can develop your own perspective on the concept
- consider your audience, purpose and context.

You do not have to read and digest all of the stimulus material before you begin to write. Your response must, however, focus on the concept and use some aspect of one or more of the related stimulus pieces.

You are free to use whatever approach you feel is most appropriate for your response. Some examples are:

- *exposition* — an explanation, an argument, a review, or the text of a speech
- *information* — a feature article, the text of an interview or speech, a business letter, a scientific report or instructions on how to do something
- *personal expression* — a reflection or a personal letter
- *literature* — a short story, or a television or drama script.

Note: You are **not** permitted to write a poem.

Within the two hours allowed, you should:

- decide your approach to the overall concept
- look over the stimulus pieces
- select relevant ideas from the stimulus pieces
- build on these with your own thoughts. Do not summarise the stimulus material — respond to it.
- plan your response in detail
- draft, edit and revise your response on the loose sheets of paper
- write your final version in the response book
- proofread the final version of your response.

Your response should be about 600 words in length. As preparation, practise writing to this length, and take note of how many lines you need for 600 words of your handwriting.

Write so that you demonstrate:

- responsiveness to the overall concept and ideas in the stimulus pieces
- development and resolution of a clear central idea
- organisation of your ideas and images
- selection and use of effective vocabulary (the right words in the right places)
- control over grammar, punctuation, spelling, and sentence structure
- ability to write to an appropriate length.

Planning, drafting and revising

There is no single right way to do it. Here is one strategy that works for some students in many writing situations. Your teachers may help you come up with other strategies better suited to your writing habits and specific writing situations.

The first five points have to do with **planning**.

1. Read '*Your task is to ... or About your task ...*'

This passage provides the focus for what you are required to do and provides the overall concept for the testpaper. Take the time to read this passage before looking at the stimulus material because it may provide some suggestions for how you might respond.

2. *Scan and reflect on the stimulus material*
During the perusal time, react to the testpaper in general terms. Visualise. Associate ideas.
3. *Jot down points*
After the perusal time, take stock of the suggestions provided in *Your task is to ...* or *About your task ...* and of ideas in the stimulus material. Do not worry about developing or organising yet.
4. *Focus*
Decide the central idea that will be your focus. Highlight possible aspects that could be developed. Plan the development and resolution of the central idea. Ensure that you deal with the overall concept of the testpaper. Identify a structure for your writing.
5. *Choose a genre — and stay with it*
Choose a prose form or genre with which you feel comfortable and which is appropriate to your purpose and audience. Select the one that will allow you to produce your *best* writing in response to the testpaper. Once you make up your mind, stay with your choice. It's not wise to change halfway through the task.

The next four points relate to **drafting**, which you should do on the loose sheets of paper supplied. You can draft your response in one go and revise later, or you can revise as you go along. Do whatever you know works best for you.

6. *Write an effective opening*
First impressions are important in any form of writing. A good opening can give you a focus, a reason and a structure for everything that follows. Your opening can be a sentence or a paragraph.
7. *Sketch out an ending*
This may change by the time you finish your draft, but it will give you a goal to work toward.
8. *Fill in the middle*
This will support your central idea. Flesh out your ideas. Elaborate. Bring in the specifics.
9. *Finish the draft*
By the time you get to the end, you may want to change your preliminary ending. That is fine — as long as it follows from the opening and the middle supporting material. In many writing situations, you need something dramatic. Final impressions stay with the reader.

You are not finished yet. A very important stage is **revision**.

10. *Pause to reflect*
Read what you have written. Look for clear connections between paragraphs. You want your writing to flow from the opening to the ending.
11. *Work on the problem areas first*
Solve the problems first. Keep changes to a minimum to save time. Make sure you know where all the redrafted material will fit.
12. *Apply the polish*
Work on the style. Use active verbs, and vivid images where appropriate. Don't go too far — your style should never call attention to itself. It should *support* your purpose. Vary the word order and length of your sentences.
13. *Take care with your handwriting*
Write as legibly and as neatly as you can. Make sure your handwriting is large enough and tidy enough to be read easily. Use every line on a page unless you have very large or particularly untidy handwriting.
14. *Write the final version in your response book and proofread it*
This is your last chance to smooth things out. Do not forget to check for, and correct, any errors in grammar, punctuation and spelling.
15. Make sure you have given your response a title.
16. Make sure you have ticked the outline/s on the cover of your response book to identify the stimulus pieces you responded to.
17. *Finally ...*
Do not leave any loose sheets of paper in your response book. Anything written on loose sheets of paper will not be marked.

How to manage your time

You may have the best of intentions but you may still run out of time if you do not have a sense of how long it takes to prepare polished work. If you have not had much experience at writing to a time limit, practise by setting yourself two hours to compose, from start to finish, a piece of writing for one of your school subjects.

How much time you will need to plan, draft, revise, transcribe and proofread your work will be influenced by the genre or form of writing you choose. For example, planning a drama script may require more time than planning an essay because there are more variables to handle.

In general you might spend:

- 20 minutes in focusing and planning your response
- 55 minutes in drafting and revising on the loose sheets of paper
- 45 minutes in writing and proofreading the final version in your response book.

Here are a few pitfalls to avoid:

- *Starting the draft too soon*
If you start drafting before you know what you want to write, you will waste time and may produce work that is poorly organised. Some people decide to change their focus midway through a draft and then have to repeat the process.
- *Producing a sketchy plan*
Some students try to plan their work but end up short-circuiting the process. They jot down a few headings or points but then they plunge right in. In general, the more detailed your plan is, the more efficient your drafting will be.
- *Writing out two complete draft versions of your work*
Some people draft and then completely redraft their work. They almost always find themselves in a rush at the end of the test session and may not finish. They have little time to check over their work, so they miss errors that could have been eliminated. The best strategy is to work from a detailed plan to produce, in your response book, one carefully written version that you proofread at the end.

Your response

Before attempting to write a response to the testpaper you need to have a clear focus on what is required. By providing advice for you on the testpaper, we have tried to make the task direct and unambiguous. There are two places on the testpaper where you can read advice: the directions on the front cover and inside the testpaper itself in *Your task is to ...* or *About your task ...*

Read both, carefully.

Your task is to ... or *About your task ...* is a good starting point when you first open the testpaper. It is a good idea to read this advice before exploring the stimulus pieces. Taking time to read this before making the big decision about what to write will also help to calm and centre you. It restates exactly what is required of you to respond effectively and, also, it may offer writing suggestions.

We select stimulus material for the testpaper that is likely to appeal to a wide cross-section of the Year 12 population — material designed to excite and provoke. You may not like everything on the testpaper — you probably won't. And you won't have to read every piece of stimulus material on the testpaper either. You may find you want to respond to only one piece; you may decide that you want to combine ideas from a couple of pieces. It's your choice.

There are almost as many ways of responding to the testpaper as there are students sitting the test. It's really up to you. Stimulus pieces are chosen, as in the case of the sample testpaper (see fold-out), to link unequivocally with the overall concept. If you look carefully at each stimulus piece in the sample testpaper in this document you will see that all have a direct bearing on the theme/topic/concept, *flight*.

The stimulus pieces are intended to give you a range of different ideas that you can use in your writing. But be warned! If you respond to too many stimulus pieces in your writing it may be at the expense of responding directly to what is central to the testpaper. Similarly, if you memorise and reproduce directly something you have previously written for a school task, you risk being penalised for not responding to both the concept of the testpaper and one or more of the stimulus pieces.

You should choose the genre or form of writing for your response carefully. You have already been given the advice to 'choose a prose form with which you feel comfortable'. Think twice before you write in an unfamiliar style or form. It would be unwise, for example, to attempt to write a film script unless you had some knowledge of, and experience with, this form of writing. You should have a reasonable feel for the genres or forms in which you write best. Exploit your strengths. By Year 12 you have a considerable wealth of personal knowledge and experience. Don't overlook this when considering what to write. In other words, write about what you know.

The best writing to produce on the day will be a piece that displays conviction, sincerity and authority.

And now for some final advice.

- *Length is important.*
The cover direction, 'Write about 600 words', must be taken seriously. There is a penalty for excessive or insufficient length. More is not necessarily better. We consider 600 words to be a length that a student can cope well with in two hours. If a response is too long there is a tendency for it to reveal defects in structure; conversely, if it is too short, it is possible that the central idea will not be sufficiently developed. Not only do you run the risk of being penalised for a response that falls short of 600 words, you also risk being penalised for deficiencies in other aspects.
- *Don't copy chunks of the stimulus material.*
Where significant amounts of the stimulus material are included as part of your response, these chunks are excluded from the word count.
- *Don't plagiarise.*
By that we mean don't memorise a piece of someone else's writing and reproduce it as your response. Most markers are very well read and are quick to spot such attempts. The internet allows us to track plagiarised writing quite efficiently. Plagiarism is an act of academic misconduct (see page 8). It's not worth the risk.
- *Legible handwriting is important.*
Markers will make a committed attempt to read poor handwriting but they cannot ignore errors due to missing or indecipherable letters. In schools, teachers may become familiar with a student's handwriting and may guess at their meaning or their spelling. Markers cannot do this. They must assess what they see and they are unable to give credit to writing that they cannot decipher. Time management may be a consideration for you in producing legible handwriting.

WT testpaper: sample cover

Queensland Core Skills (QCS) Test

2018

Paper 1

Writing Task

Directions

Do not open this testpaper or start writing until the supervisor directs you to do so.

- 1 Time allowed: **2 hours**
- 2 Perusal time: **10 minutes**
- 3 Equipment:

| Permitted | | Not permitted |
|------------------|-----------------------|--------------------|
| pens (black ink) | correcting fluid/tape | own paper |
| pencils | highlighter | dictionary |
| pencil sharpener | transparent container | thesaurus |
| eraser | other approved items | electronic devices |

You are not permitted to borrow or lend equipment.

- 4 This testpaper contains stimulus material in the form of text and images, all related to an overall concept.
- 5 **You are to respond in writing to some aspect of the overall concept and the stimulus material.**
- 6 Don't plagiarise. Your response must be your own work and not a reproduction of someone else's writing.
- 7 **Write your response in about 600 words of continuous prose.** You may write in any form other than poetry.
- 8 Give your work a title.
- 9 Tick the appropriate outline/s on the cover of your response book to identify the stimulus piece/s you responded to in your writing.
- 10 Markers will look for the following qualities in your writing:
 - **responsiveness to the concept and stimulus material**
 - **clarity and development of ideas**
 - **effectiveness of organisation of ideas**
 - **control of form to create the desired effect**
 - **control of vocabulary, sentence structure, grammar, punctuation, spelling**
 - **appropriateness of length.**
- 11 Points to observe:
 - Use the loose sheets of paper provided to write a rough draft.
 - Edit and proofread your draft.
 - Write your final version in your response book.
 - Ensure that your writing is legible.
 - **Write your final version in black ink.**
 - Do not hand in your loose sheets of paper.
- 12 You will be given warnings 45 minutes and 30 minutes before finishing time. You will be given a final warning 10 minutes before finishing time.



Queensland
Government



Queensland Curriculum
& Assessment Authority

For all Queensland schools

WT response book: sample cover

Queensland Core Skills (QCS) Test

2018

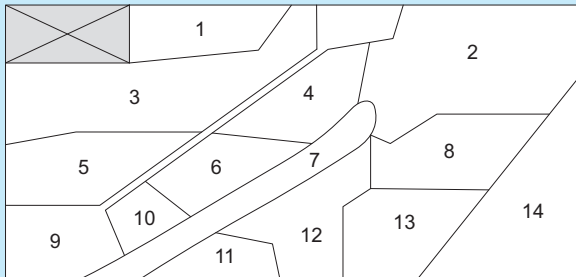
Paper 1

Writing Task

Directions

- 1 Write the **final version** of your response in this book.
- 2 Write your response in about **600 words** of continuous prose.
You may write in any form other than poetry.
- 3 Do not leave any loose sheets of paper in this book.
A response on loose sheets of paper will not be marked.
Loose sheets of paper will be discarded.

The outline below matches the layout of the Writing Task testpaper.



- 4 Tick the appropriate outline/s above to identify the piece/s you responded to in your writing.

If you fail to indicate the piece/s, you run the risk of a penalty for being unresponsive to the stimulus material.

Response book



QCAA Queensland Curriculum & Assessment Authority

For all Queensland schools

Note: The outline of the stimulus material above is based on the layout of the WT testpaper, QCS Test 2010.

The Multiple Choice testpapers

A Multiple Choice testpaper is made up of several units, each comprising one or more items.

The features of a unit are:

- *introduction* — introduces the unit and/or comments on the stimulus material
- *stimulus material* — sets the context for the item/s by providing numerical, verbal, visual, tabular or graphical material
- *item* — comprises the stem and four response alternatives
- *stem* — sets the task or the question to which you respond
- *response alternatives* — provide four options, from which you are to choose the best one, known as the ‘key’; the other three options are called ‘distractors’
- *footnotes and glosses* — provide additional information, such as definitions of words you are not expected to know, and source references
- *line numbers* — used for some passages of stimulus material to help you locate details.

A strategy for getting through the items efficiently

1. *Decide whether to start at the beginning of the paper and work your way through or to start with the items that you think are easier.* Scanning the stimulus material during perusal time will help you decide where to start.
2. *Either way, don't get entangled in any items that are causing you trouble.*
3. *Leave the items you find more difficult until last — but respond to them all.* Do not give up. You may run up against a few difficult items, followed by others you can respond to more readily.
4. *Do any rough working that's necessary on your testpaper.* It's your testpaper so use it in whatever way will help you.
5. *As you work your way through the testpaper, tick each item in your testpaper when you respond to it, so that you can come back to those without ticks later.* Record your responses on the response sheet as you go.
6. *When you record your response to an item on the response sheet, also mark off the chosen option in your testpaper for later checking.*
7. *Go back to the items that you did not respond to in the first round.* Keep at it and finish the paper.

Remember this: *You won't be penalised for incorrect responses, so respond to every item, even if you eventually have to guess.* Guessing should be your last resort. Keep working systematically on those items for which the correct response is not obvious.

Tips which may help you to be test-wise for this testpaper

- In the case of a group of items relating to the same piece of stimulus material, consider the stimulus material in conjunction with the items.
 - In some units you may decide to read the stimulus material thoroughly before responding.
 - Sometimes the introduction will tell you to scan the stimulus material and refer back to it as you respond to the items.
 - At other times, especially in verbal units, you may prefer to scan the stimulus material, read closely the first one or two items and then go back to the stimulus material in depth. This will focus your view of the stimulus material.
- Set the items into context. Of the four possible responses, more than one may appear to be correct (though only one will be). You will want to select the best option, given the context set by the stimulus material and the conditions specified in the stem.
 - Usually you can choose the correct response in two stages. First, cross out the options that seem to be wrong. Second, cross out the options that are less appropriate, given the context.
 - Select your best choice from the options that remain. Do not look for a ‘trick’ or something hidden in the item. At this stage what appears right probably is right.
 - In some numerical items, you may be able to calculate the right answer and then find it among the response alternatives.

Here are items relating to the same piece of stimulus material.

Items 36–38

Figure 1 shows part of a cartesian graph. The x- and y-axes are marked. The axes have equally spaced points marked on them, one unit apart. Likewise, the horizontal and vertical lines on the graph are equally spaced so that the graph area is divided into a grid consisting of 1 unit by 1 unit squares. A further series of lines is also shown, which are labelled L_1, L_2, \dots, L_8 . These lines pass through the point with coordinates $x = 0$ and $y = 0$, and the intersection points indicated in Table 1.

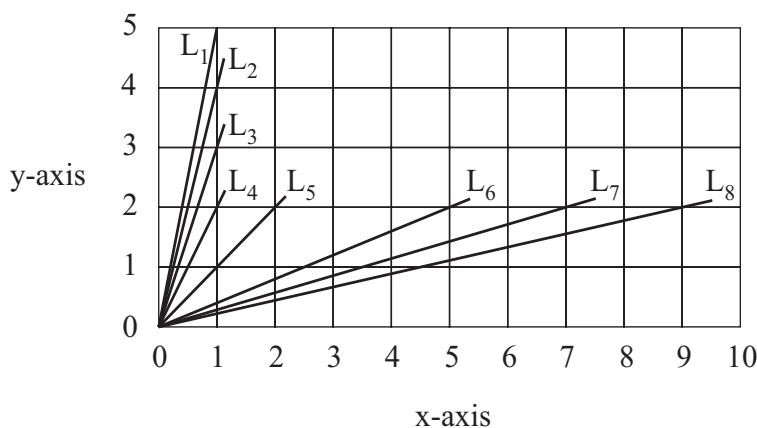


Figure 1

Table 1

| Line | Intersection |
|-------|----------------|
| L_1 | $x = 1, y = 5$ |
| L_2 | $x = 1, y = 4$ |
| L_3 | $x = 1, y = 3$ |
| L_4 | $x = 1, y = 2$ |
| L_5 | $x = 1, y = 1$ |
| L_6 | $x = 5, y = 2$ |
| L_7 | $x = 7, y = 2$ |
| L_8 | $x = 9, y = 2$ |

It is possible to work out the lengths of parts of the lines shown. For example, the length of the part of the horizontal line $y = 2$, between the y-axis and the line L_2 , is 0.5 units. This is because line L_2 starts at the point where $x = 0$ and $y = 0$, and crosses the vertical line $x = 1$ where $y = 4$.

Line L_2 has a slope such that $\frac{y}{x} = \frac{4}{1}$.

It is also possible to work out the areas of sections between lines by determining the areas of appropriate triangles.

Note: Lengths are measured in units and areas in square units.

Item 36

The length, in units, of the part of the line $y = 2$ between the y-axis and the line L_3 is closest to

- A 0.3 .
- B 0.4 .
- C 0.5 .
- D 0.6 .

Item 37

The length, in units, of the part of the line $x = 7$ between the line $y = 2$ and the line L_8 is closest to

- A 0.3 .
- B 0.4 .
- C 0.5 .
- D 0.6 .

Item 38

The size of the area, in square units, bounded by the line L_1 , the y-axis and the line $y = 5$ is

- A 0.5 .
- B 2.0 .
- C 2.5 .
- D 5.0 .

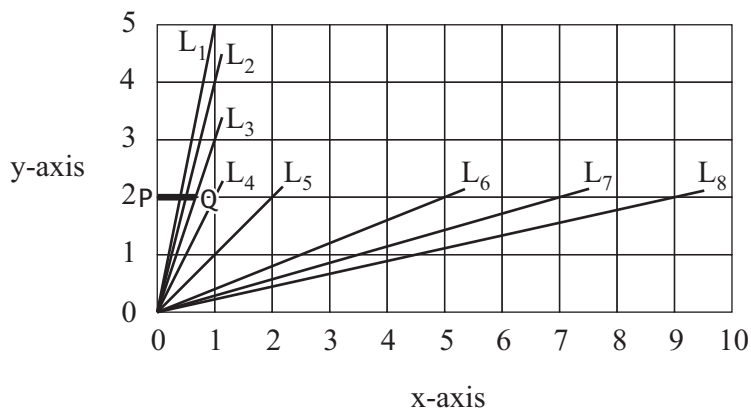
For Item 36, the key is option **D**.

On the diagram below, the line $y = 2$ cuts the y-axis at point P and the line L_3 at point Q. The required length is PQ.

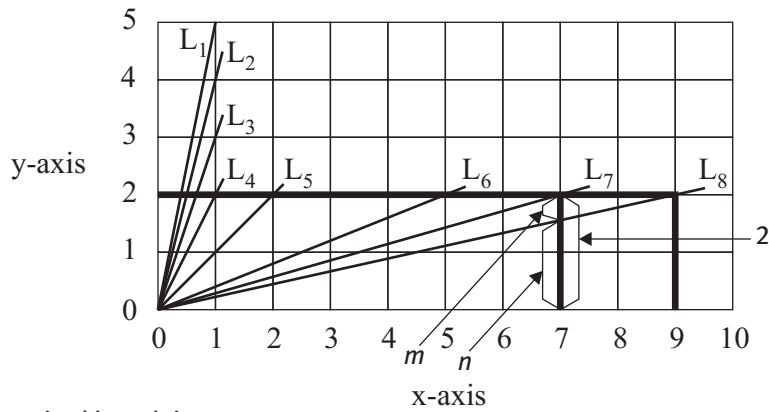
Slope of $L_3 = \frac{y}{x}$

$$\therefore \frac{3}{1} = \frac{2}{PQ}$$

$$\therefore PQ = \frac{2}{3} \approx 0.67 \text{ units, which is closest to } 0.6 \text{ (D).}$$



For Item 37, the key is option **B**.



The required length is m .

Slope of $L_8 = \frac{n}{7} = \frac{2}{9}$

$$\therefore n = \frac{14}{9} = 1\frac{5}{9}$$

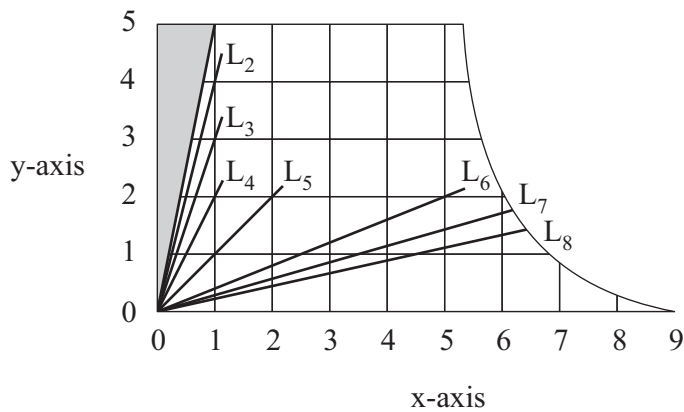
But $m = 2 - n$

$$= 2 - 1\frac{5}{9}$$

$$= \frac{4}{9} \approx 0.44, \text{ which is closest to } 0.4 \text{ (B)}$$

For Item 38, the key is option **C**.

On the diagram below the required area is shaded in.



Using the formula for the area of a triangle,

$$\begin{aligned} A &= \frac{1}{2} \times \text{base} \times \text{height} \\ &= \frac{1}{2} \times 5 \times 1 \text{ square units} \\ &= 2.5 \text{ square units.} \end{aligned}$$

It is also possible to answer Items 36–38 by consideration of the graph coordinates, by measurement and the use of proportion, or by estimation.

Here are some items from a unit requiring you to read closely and draw inferences from a passage.

Items 96–98

The following passage is from an article entitled *The Failure of Art Schools*, by John McDonald.

5 The graduates of many of today’s art schools are the legions of the lost. They have been processed into art world zombies by an overdose of clotted theory, ground down by their lecturers — often the aging hulks of sixties radicalism — who make a great display of their ideological correctness while treating genuine intellectual curiosity as a vice that must be exterminated before the undergraduates acquire a taste for it. But while the desire for ‘radical’ credentials remains undimmed, while the enforcement of a particular dogma is just as crushing, the actual political content of what is being taught has grown as soft as marshmallow. Today, entirely trivial ideas are being passed on with the solemnity of holy writ.

Item 96

The writer uses the expression ‘legions of the lost’ (line 1) to suggest that

- A art schools are producing fewer and fewer graduates.
- B many art school graduates are doomed to eternal conformity.
- C lecturers in art schools give their students too little guidance.
- D graduates are unable to find their way through the maze of competing theories.

Item 97

In the writer’s opinion, the views held by lecturers in many art schools are

- A rigid.
- B correct.
- C illogical.
- D revolutionary.

Item 98

According to this passage, the lecturers at art schools are

- A unorthodox, but want to be seen as traditionalists.
- B traditionalists, and this is the image they wish to project.
- C conformists, but want to be seen as independent thinkers.
- D independent thinkers, and this is the image that they wish to project.

Item 96 takes a bit of thought. Option **A** is obviously wrong, and **C**, though it may have some truth to it, is not specific enough to the concerns raised in the passage. **B** and **D** are relevant, but **B** is a more logical inference from the author’s opinion, since there is nothing to suggest competing theories in the passage. Option **B** is the key.

In Item 97, again, two options, **B** and **C**, are easy to discard. The passage certainly refers to ‘revolutionary’ thought, but not as an important feature of the theory put forth by the lecturers, so the key must be option **A**, an inference drawn from the first half of the passage.

Making the correct choice in Item 98 depends on your ability to eliminate **B** in favour of **C**. Though the lecturers might be traditionalists, this is not the image they want to project, so **B** is only partly correct. The truth of both propositions in **C** can be inferred from the evidence, so the key is option **C**.

In the next unit, you have to interpret the meaning of words, synthesise and evaluate.

Items 1–2

The following passage is an extract from *Disappearing Through the Skylight: Culture and Technology in the Twentieth Century*, by O B Hardison.

5 While we deplore the lack of inventiveness and the reliance on imitative, run-out ornament in our furniture-making, our hardware and our chinaware, we are prone to overlook a beauty that is wholly and typically modern in our everyday machinery. The ordinary
handphone has its values in the directness with which it is designed for its purpose, and in
10 the simplicity and the relationships of its lines and volumes. The machinery in the power-house has a potent line-and-form fascination that anyone alert to art must feel. But most common in experience today is the aesthetic value of the motor-car ... The sheer volume-design of the automobile, its dependence on stream-lines and expressive mass instead of ornament ... and its absolute sense of fleetness, are qualities that, within the field of the
arts of use, speak art-sense, and are qualities to which we respond instinctively.

Item 1

In the context of this passage, to be ‘alert to art’ (line 6) is to

- A understand the machinery of art forms.
- B see artistic possibilities in mechanical objects.
- C be fascinated by the artistic expression of physical power.
- D have an appreciation of beauty in whatever form it occurs.

Item 2

According to this passage, the appreciation of design-beauty in everyday machinery is

- A uncommon but prized.
- B pervasive and deplored.
- C intuitive but undervalued.
- D sought after and overrated.

For Item 1, the key is option **D**. Option **A** is obviously wrong, while option **B** is somewhat true in that it refers to machinery. Option **C** picks up the ‘fascination’ mentioned in line 6, but is only marginally relevant to the passage in its focus on ‘physical power’. Option **D** captures the wider application of ‘arts of use’ set out by the writer (line 10) as well as the art in mechanical objects.

For Item 2, the key is option **C**. The task here is to find the pair of expressions that best describes the writer’s views on the ‘appreciation of design-beauty’. Options **B** and **D** can be eliminated because the expressions used do not apply correctly to the passage. While one of the expressions in option **A** does apply to the passage, those in option **C** accurately deal with the point the writer is making as it refers to ‘instinctive’ appreciation.

This unit tests achievement in interpreting the meaning of a map, calculating with or without a calculator, approximating, analysing, deducing and visualising.

Items 34–38

The populations of animals and plants that exist in a certain area of land can be estimated by counting the number of individuals in a small portion of the area. The results for the small portion can be extended (extrapolated) to cover the whole area. Belt transects are counting areas which can be used in estimation studies of larger areas. Figure 1 illustrates belt transects W, X, Y and Z which are rectangular counting areas. The intersection of the vertical and horizontal belt transects creates squares Q, R, S and T.

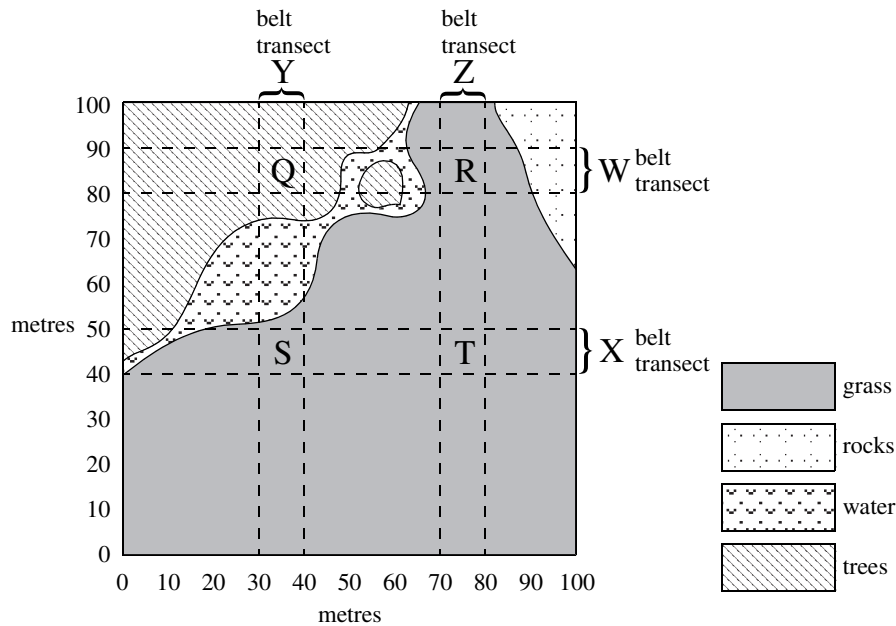


Figure 1

Item 34

The area in square metres of each belt transect is

- A 100 .
- B 1000 .
- C 10 000 .
- D 100 000 .

Item 35

The area in square metres covered by water is closest to

- A 100 .
- B 400 .
- C 800 .
- D 1400 .

The following additional information refers to items 36–38.

Identical procedures were used to count ants of various species in the belt transects of the area shown in Figure 1. The results are in Table 1.

Table 1

| Ant species | Transect | Number counted | | | |
|-------------|----------|----------------|-------|------|---------|
| | | January | April | July | October |
| 1 | W | 29 | 32 | 24 | 26 |
| | X | 2 | 3 | 2 | 0 |
| 2 | W | 100 | 100 | 1900 | 100 |
| | X | 4100 | 2600 | 300 | 2900 |
| 3 | W | 1800 | 1000 | 700 | 800 |
| | X | 100 | 50 | 40 | 50 |

Item 36

Ants of species 3 do not live on rock or grass or in water.

Assume that ants of this species are equally distributed in the tree-covered part of the area. The number of ants of this species that would be counted in square Q in April is closest to

- A 100 . C 400 .
- B 200 . D 1000 .

Item 37

This item will not be considered here.

Item 38

Ants of species 2 are quite uniformly spread over the grassland in January provided the grassland is not close to rocks or water.

The total number of ants of species 2 that would be expected to occur in January in all the grassland would be closest to

- A 10 000 . C 50 000 .
- B 30 000 . D 100 000 .

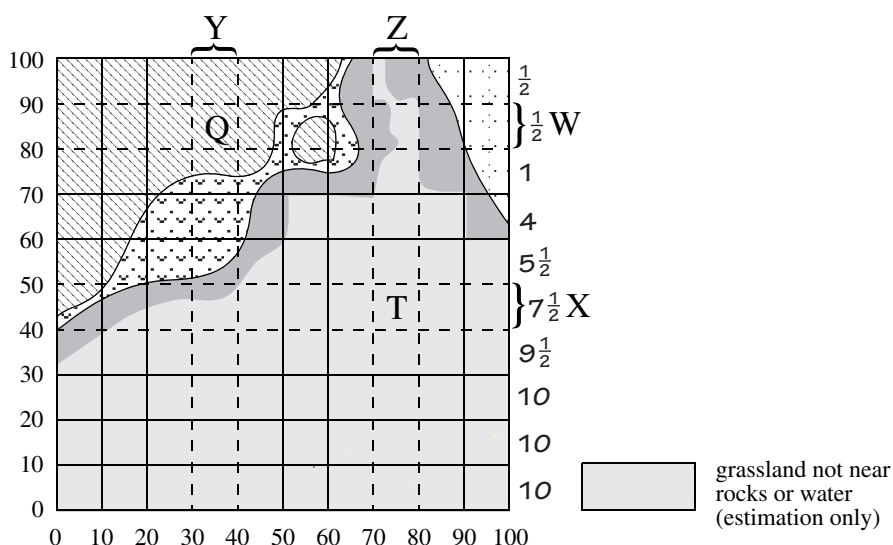
For Item 34, the key is option **B**. Since each belt transect has dimensions 100 metres by 10 metres, the area is 1000 square metres.

For Item 35, the key is option **C**. By drawing more lines to complete the square grid in Figure 1, you can count the number of squares that represent water. The number of such squares will be more than seven but fewer than nine. As each square of the size of Q, R, S or T has an area of 100 square metres, the required area is between 700 and 900 square metres. The closest response is 800.

For Item 36, the key is option **B**. It is best to look at the two belt transects that contain Q but there are data for only one, W, in Table 1. There are between 5 and 6 squares the size of Q representing the tree-covered area in the belt transect W. Between one-fifth and one-sixth of the ants can be expected in square Q.

In April the number of ants in belt transect W is 1000. When 1000 is divided by 5 the answer is 200. When 1000 is divided by 6 the answer is approximately 166. Thus the closest response is 200.

For Item 38, the key is option **B**. In January, there are 4100 ants in belt transect X, which contains approximately 9 squares of grassland. However, belt transect W contains approximately 2.5 squares of grassland for only 100 ants. For the explanation that follows, consult the variously shaded grid which has been adapted from Figure 1.



The problem is to decide how close to rocks or water is too close, and not to speculate that the population density of ants increases with the distance away from rocks or water, i.e. closer to the bottom of Figure 1. There is nothing in the stimulus material or stem to justify saying this. So if you can **estimate** the number of ants in square T, say, you can use this to **calculate** the number of ants in the grassland which, like T, is not close to rocks or water.

Since there were only 100 ants in the 2.5 squares of grassland in belt transect W, it is reasonable to **estimate** that there are about 40 ants ($100 \div 2.5$) in any square adjacent to rocks or water. In belt transect X, there are 2 or 3, say 2.5, such squares. If you take it as 2.5 squares, then 4000 [4100–100] ants are uniformly spread over the other squares of grassland.

There are about 58 or 59, say 58.5, squares of grassland that are not near rocks or water. But transect X contains about 7.5 of these squares. So an **estimate** of the total number of ants in all the grassland is

$$\frac{4000}{7.5} \times 58.5 \approx 31000$$

Even when you add on a few hundred ants to take into account the squares near rocks or water, the closest response is 30000.

The items in the next unit require you to interpret the meaning of pictures and illustrations, visualise, analyse and classify.

Items 97–100

Figure 1 shows two hollow balls, one inside the other. The balls enclose two separate *spaces*, one inside the other, which are inaccessible from the outside world and from each other. (The volume occupied by the materials that make up each ball is not called a space.)

Each ball has two *surfaces* – inner and outer. A surface is a continuous lining or interface that can be painted everywhere with a paintbrush without having to raise the brush when going from one position to another.

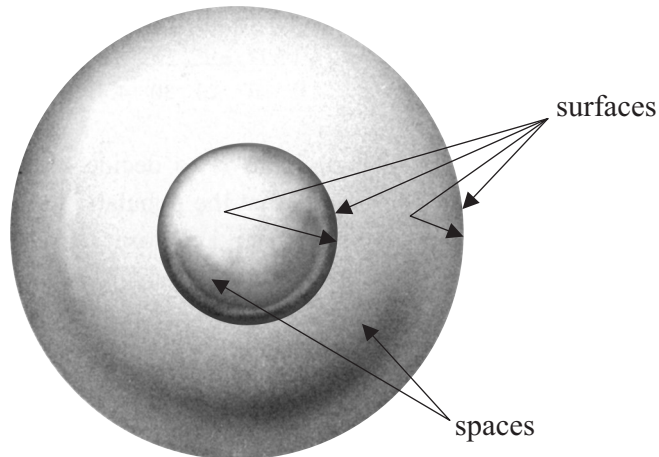


Figure 1

Item 97

Figure 2 depicts a hollow box that has a rectangular depression in the top.

For this box, which of the following is true for the number of *surfaces* and the number of *spaces*?

| | surfaces | spaces |
|----------|----------|--------|
| A | 1 | 0 |
| B | 1 | 1 |
| C | 1 | 2 |
| D | 2 | 1 |

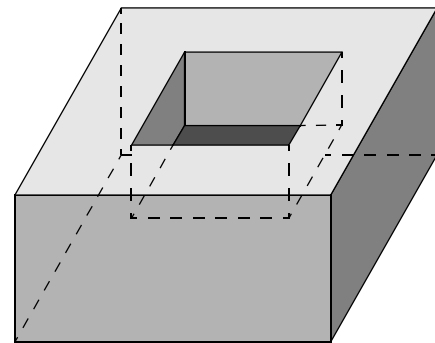


Figure 2

Of the four items in this unit, only Item 97 will be discussed.

For Item 97, the key is option **D**. To respond to this item correctly, you must carefully consider the meanings given to ‘surfaces’ and ‘spaces’ in the stimulus material at the beginning of the unit.

Of particular importance is the parenthetical comment that ‘the volume occupied by the materials that make up each ball is not called a space’. So the volume occupied by the materials that make up the box is not called a space either. There is only one **enclosed** space and that is inside the **hollow** box.

Also, since the box is hollow, there is a surface inside it as well as the surface outside it. The indentation does not reach the bottom of the box, nor is it a hole through the box, and so it does not divide the space inside or create new spaces. Nor does the indentation affect the number of surfaces.

Thus there is an outside **surface**, an inside **surface**, and a **space** within: two surfaces, one space.

MC testpapers: sample cover (MC I)

Queensland Core Skills (QCS) Test

2018

Paper 2

Multiple Choice I

Directions

Do not open this testpaper or start writing until the supervisor directs you to do so.

- 1 Time allowed: **1 hour 30 minutes**
- 2 Perusal time: **10 minutes**
- 3 Equipment:

| Permitted | Not permitted |
|-----------------------|--------------------------|
| 2B pencils | own paper |
| pencil sharpener | dictionary |
| eraser | thesaurus |
| ruler | protractor |
| approved calculator | drawing compass |
| highlighter | other electronic devices |
| transparent container | |
| other approved items | |

You are not permitted to borrow or lend equipment.

- 4 This testpaper has 50 test items, numbered 1 to 50.
- 5 The 50 items are arranged within 9 units.
- 6 For each item there are four alternative responses, represented by the letters **A, B, C, D**.
- 7 Respond to the items on the response sheet provided.
- 8 With your 2B pencil, colour in the whole area within one to represent your response (**A, B, C or D**) to each item. If you want to change a response, follow Direction 3 on the response sheet.
- 9 Be vigilant about covering your response sheet. Turn it face down unless you are actually recording a response.
- 10 You may write on this testpaper but **only your response sheet will be marked**.
- 11 You may attempt the units in any order.
- 12 Points to observe:
 - Work through each unit, considering items in the order given.
 - Do not waste time on any one item. If you find an item too difficult, return to it later.
 - Even if you are unsure, make a decision and colour in a response. Marks are not deducted for incorrect responses.
- 13 You will be given a warning 30 minutes before finishing time. You will be given a final warning 10 minutes before finishing time.



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For all Queensland schools

Note: For MC I, the items are numbered 1 to 50. For MC II, the items are numbered 51 to 100. The number of units differs from year to year. In past years the number of units has varied from 9 to 13.

MC: sample response sheet

Write your student number here

| | | | | | | | | | |
|---|---|--|--|--|--|--|--|--|--|
| 1 | 7 | | | | | | | | |
|---|---|--|--|--|--|--|--|--|--|

Attach your barcode ID label here.

Directions

- 1 Use a 2B pencil.
- 2 With your 2B pencil, colour in the whole area within the (i.e. ●) to represent your response (A, B, C, or D) for each item.
- 3 To change a response, erase the existing response. Do not cross out. Ensure that your new response is clearly coloured in. If it appears that there is more than one coloured in for an item, that item will be marked as incorrect.
- 4 Do not use correction fluid or highlighter on this response sheet.

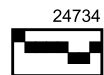
QCS Test 2018
Paper 2
Multiple Choice I

Response sheet

| | | A | B | C | D |
|--------|----|-----------------------|-----------------------|-----------------------|-----------------------|
| UNIT 1 | 1 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 2 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 3 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 4 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| UNIT 2 | 5 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 6 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 7 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 8 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 9 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| UNIT 3 | 10 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 11 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 12 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| UNIT 4 | 13 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 14 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 15 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 16 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 17 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 18 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 19 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| UNIT 5 | 20 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 21 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 22 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 23 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 24 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 25 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 26 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | A | B | C | D |
|--------|----|-----------------------|-----------------------|-----------------------|-----------------------|
| UNIT 6 | 27 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 28 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 29 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 30 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 31 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| UNIT 7 | 32 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 33 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 34 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 35 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 36 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 37 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 38 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 39 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| UNIT 8 | 40 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 41 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 42 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 43 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 44 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 45 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 46 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| UNIT 9 | 47 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 48 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 49 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | 50 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2018



The Short Response testpaper

The Short Response testpaper is made up of several units, each comprising one or more items.

The features of a unit are:

- *introduction* — introduces the unit and/or comments on the stimulus material
- *stimulus material* — sets the context for the item/s by providing numerical, verbal, visual, tabular or graphical material
- *star-value* — rates a specific item relative to others in the paper in terms of worth/effort, from [*] lowest, to [*****] highest
- *item* — comprises the item number, star-value, stem, cue/s and response area
- *stem* — sets the task or the question to which you respond
- *cue* — provides essential further instructions on how to respond
- *response area* — provides the space where you respond, e.g. a ruled area or a grid or a designated space in which to write, draw, complete a diagram or fill in a table, and so on. The size of the response area is indicative of the length of response expected.
- *footnotes and glosses* — provide additional information, such as definitions of words you are not expected to know, and source references
- *line numbers* — used for some passages of stimulus material to help you locate details.

Tips which may help you to be test-wise for this testpaper

- *Understand the key terms before you sit the test* as you will then have a better chance of tackling the tasks effectively and efficiently. We make the tasks explicit by using certain key terms that tell you exactly what type of response you have to provide. You will not waste time wondering what is expected of you. **Review the key terms and meanings on page 30.** We do not list common terms that everyone should know. Highlight those terms that are unclear to you and ask your teachers about them.
- *Learn to allocate your time effectively.* As a guide for planning your time, the item and star-value distribution is presented on a fold-out at the back of the testpaper. It indicates how many stars there are in total on the testpaper, how many stars are allocated to each item, and in which item the middle star occurs. It may be useful to leave this folded out and visible during the test session.
- *Know that we provide **spare** pages at the end of the testpaper.* As well as providing blank pages within the spare pages, particular response areas such as grids or diagrams are repeated in full within the spare pages. There you might: add material that you could not fit into the response area of an item; redraft something you have already written in the response area; redo an item that needs a specialist response area. When we mark the responses, we will focus more on the quality or accuracy of your response than on its elegance, so you should not have to draft and redraft your responses. You will not have enough time to do this for most items. Be sure to clearly direct a marker to any new or additional material in the original response area. *Do not forget to cross out the previous version. When in doubt we mark the first version we come to that is **not** crossed out.*
- *Be aware that many items in the Short Response testpaper will be open-ended.* Some of these items will ask you to analyse or interpret stimulus material and then support your opinion. Several opinions may be valid *if* they are properly supported. In these items there will not be just one correct response. Your response should be able to ‘stand alone’. Explain clearly and fully and do not assume the marker reading your response will infer information or data you omit to mention or ‘fill in the gaps’ for you. They are instructed to grade what is there and not to do the work for the student so be explicit with your explanations.
- *Make sure that the permitted equipment you bring with you to the test is in good condition.* Be familiar with the approved calculator you will be using in the test — do not borrow one on the day of the test and expect to be able to use it effectively! Know how to use the memory function on the calculator so that answers can be as accurate as possible. Some items require you to use equipment such as a protractor, ruler or drawing compass and it is important that your equipment is reliable, e.g. the ruler should have a straight edge and should be able to measure accurately in millimetres and centimetres. A sharp pencil will give more accuracy when constructing lines or curves.
- *Be aware that you are instructed to use a pen with black ink for written responses* to make your writing as easy to read as possible for the markers. If for some reason you do not use black ink, markers will still make the best effort to read and grade your responses.

| Key term | Meaning |
|---------------------------------------|---|
| account for | give reasons for |
| approximate | arrive at a number that is accurate to a specified degree |
| comment on | present your opinion |
| compare | recognise similarities and differences (quantities and values may be compared) |
| contrast | highlight differences |
| demonstrate | show evidence of |
| derive | present a logical sequence of steps to arrive at an expression, equation or result |
| describe | represent, picture or portray; say what something is |
| determine | arrive at an answer, showing required steps or strategies |
| discuss | investigate or examine by argument |
| draw (cf. sketch) | depict an object, idea or system pictorially, as in a clearly defined diagram or flowchart |
| estimate | arrive at a number that is sufficiently accurate to be useful for a given purpose |
| evaluate | establish the value, quality, importance, merit, relevance, or appropriateness of |
| explain | make clear; make known in detail |
| expound | present a clear and convincing argument for a definite and detailed opinion |
| express | (as normally used in mathematics) |
| find | arrive at an answer by your own strategy, unless otherwise specified |
| generalise (make a general statement) | abstract on the basis of evidence |
| identify | establish or select |
| illustrate/exemplify | support or disprove a general statement by providing a specific instance or example |
| indicate | clearly name or state the relevant point/s, or mark a feature on a diagram |
| justify | provide sound reasons or evidence on which your response is based |
| list | present facts or data |
| outline (in words) | provide a structure for; give main points or features |
| present | put forward for consideration |
| prove | validate a result with coherence and completeness |
| quote | repeat words from stimulus material |
| rank | provide information in a hierarchy |
| refer | make an allusion or direct attention to |
| show (calculations) | include all intermediate steps |
| sketch (cf. draw) | execute a drawing or painting, giving essential features, but not necessarily with detail or accuracy |
| state | clearly present or say |
| substitute (in) | put in place of |
| suggest | propose |
| summarise | present essential ideas and information in fewer words and in an appropriate sequence |
| transcribe | write your own accurate copy |
| verify | validate a particular result |

Sample items

Here is a sample unit, with some of its features labelled.

UNIT ONE

Introduction → The next two items refer to this passage.

Stimulus material (verbal) ———→

5 In certain rice growing areas, the disease schistosomiasis has been common for centuries. Schistosomiasis in humans results from infection by tiny parasites which, after eating through the skin, move through the body in the bloodstream, feeding and growing to mature worms.

10 Because of the methods employed in planting and cultivating rice paddies, there is a high incidence of schistosomiasis among rice farmers. While the farmers work in flooded fields and irrigation ditches, their legs, hands and arms are exposed to water infested with the parasites which cause the disease.

15 Most of the parasites eventually lodge in or near the liver where they mature and lay thousands of eggs. The infection impairs the liver's function, which results in fevers, severe abdominal pain, nausea and lethargy. Victims may live for many years but death can follow in five to ten years after infection.

Some of the schistosoma eggs pass out of the bloodstream of an infected person, reach the digestive tract, and are eventually excreted in human wastes. Once these eggs reach rivers and streams they hatch into small larvae which are the schistosoma parasites. In order to survive, the larvae must find an aquatic snail in which to develop. When development is complete a second larval stage passes from the snail into the water and seeks another human host. If the newly hatched larvae fail to find a host snail within 24 hours of hatching, they die.

ITEM 1 [**]** ← Star-value

Stem → In the form of a diagram summarise the life cycle of the schistosoma.

Cue → Draw a clear, accurate and well-presented diagram.

Item ———→

Key term ↑

Response area

More space for the response was provided on the real testpaper.

Here is an example, with an illustration used as stimulus material.

UNIT ONE

The trademark below, which belongs to the International Wool Secretariat, represents a ball of wool.



The following item relates to another trademark.

ITEM 1 [*]

This is the trademark or logo of the American CBS-TV news network. Explain why it is appropriate.



Refer to features
of the trademark.
.....
.....

The trademark of the International Wool Secretariat is included in the introduction to ensure that you know what is meant by ‘logo’ or ‘trademark’. This item has only one star, so it should not prove difficult and should not take too much time. The number of lines provided in the response area indicates that you need write only a brief response. The stem asks you to explain why this logo is appropriate to a TV news network, and the cue advises you to refer to specific features of the trademark. If you see the logo as an eye, you might respond:

The eye suggests that the news network is awake and alert to current events and is therefore appropriate.

Even if you omit ‘and is therefore appropriate’, this is a perfectly good response because we expect a news network to be ‘awake’ and ‘alert’. Alternatively, you might choose to include the network’s audience in your discussion:

The logo is appropriate because television news sees what is going on in the world and people watch the news.

This response makes no direct reference to an eye, but words like ‘sees’ and ‘watch’ would indicate that you believe that the logo represents an eye.

You do **not** have the option of saying that the logo is inappropriate, because the item does not ask you to judge its appropriateness. The item is merely testing your ability to interpret the meaning of an illustration. Also keep in mind that you receive no extra credit for responding at great length to an item that requires, at most, a response of one or two sentences and you may find yourself short of time later in the test session.

Here is another example, slightly less straightforward.

UNIT NINE

The beginning of the instructions for the knitting of a cardigan is given below. The cardigan has a design in mohair wool worked into the pattern. The graph and the colour key for the design are on this page.

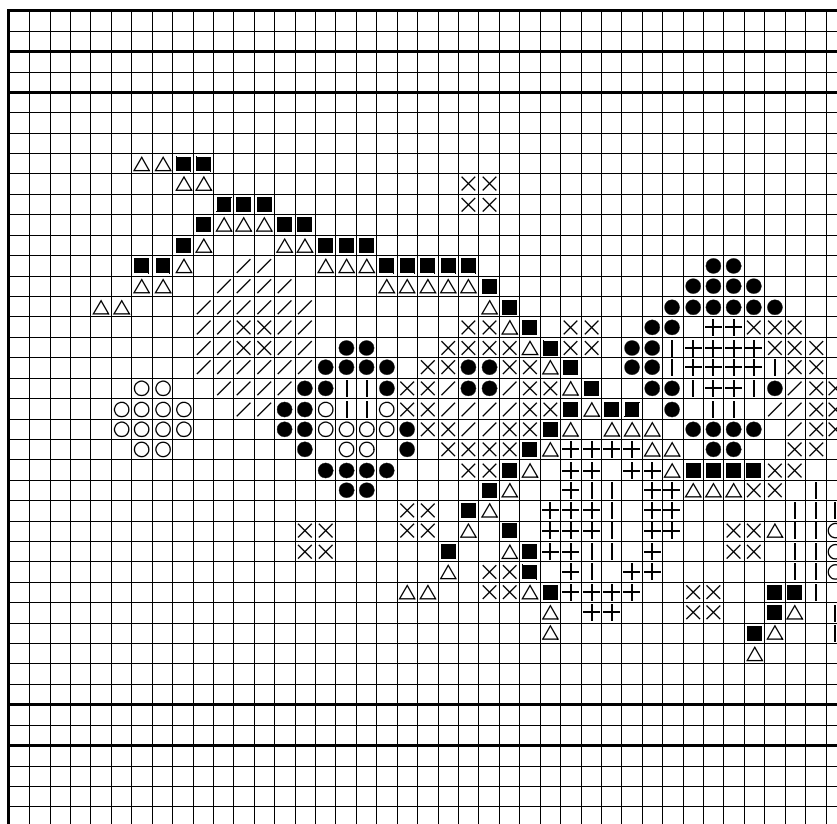
Cardigan instructions

Cast on 200 sts (stitches) in MC (the main colour).

Knit seven rows of garter stitch for the band.

Eighth Row: K2 (knit two stitches), * K2 tog (together to form one stitch), K3, rep (repeat) from * to the last three sts, K2 tog, K1 to come down to 160 sts.

Using mohair of eight different colours C1 to C8 for the design, work rows nine to 33 inclusive from the graph.



| KEY | |
|-----|-----|
| MC | = □ |
| C1 | = ⊕ |
| C2 | = ⊗ |
| C3 | = △ |
| C4 | = ○ |
| C5 | = ● |
| C6 | = ■ |
| C7 | = ▨ |
| C8 | = ▩ |

ITEM 23 [*]**

Refer to the instructions for the eighth row. Explain, using words and numbers, how the number of stitches reduces from 200 in the seventh row to 160 when the eighth row has been completed.

Show your calculations and explain your work.

.....

.....

.....

.....

.....

.....

ITEM 24 []**

You wish to reduce the number of colours in Mohair from eight to seven by not using the colour C3. This colour is to be replaced by one of the Mohair colours which you wish to retain. Since all the design is to be kept, you may not replace C3 with a colour which is already next to it (one above or one below or one on the sides or one on a diagonal) in the design.

In the grid below indicate the possible replacement/s in Mohair for C3.

| | | | | | | | |
|----|----|----|----|----|----|----|----|
| C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 |
| | | | | | | | |

Tick the box/es.

Make sure that you read the whole unit and identify, as quickly as possible:

- the *context* supplied by the stimulus material
- the *task/s* set by the stem
- the *essential further instructions* supplied by a cue.

The subject matter might not interest you since it seems, at first glance, to deal with an age-old craft you may know nothing about. But read on. You will see the unit requires more dexterity with mathematics than with knitting needles.

In Item 23, you have to structure an explanation that:

- recognises the repetition in the cycle
- calculates the number of cycles
- calculates the reduction from the beginning to the end.

Here is a sample solution for Item 23:

Step 1: After knitting 2 stitches there are 198 remaining.

The pattern then requires reduction from 5 stitches to 4. (*reduction*)

Step 2: The number of reductions is $\frac{198}{5} = 39$ with 3 stitches remaining. (*cycle and number of cycles*)

Step 3: The remaining stitches reduce from 3 to 2. (*reduction*)

Step 4: Therefore the number of stitches remaining is $2 + 4 \times 39 + 2$
 $= 2 + 156 + 2$
 $= 160$.

In Item 24, we want you to apply a strategy that will lead to the correct response (C4). Notice that the stem does not require you to show any calculations, and that the cue simply requires you to tick a box or boxes. One strategy would be to consider the colours C1 to C8 in turn. Look at enough positions of + (C1) in the design until you see Δ (C3) next to it, then try x (C2), and so on. A second strategy would be to consider all the locations of Δ (C3) in the design, then eliminate any colour that is next to it.

Here is an example of an open-ended unit. It comprises two parts.

UNIT NINE

The next item refers to this illustration.



ITEM 16 [***]

I. What aspects of skiing did the artist choose to emphasise in this illustration?

List four words.

Demonstrate your best vocabulary.

II. Explain clearly how the illustration emphasises these aspects.

Write in sentences.
.....
.....
.....
.....

We are asking you to *interpret* the illustration. Like literary passages, illustrations can mean different things to different people, so we have to account for this in the marking scheme and in our marking of responses to units like this. The important thing is to see the skiing figures *in context*, to get at the artist’s intentions. It will not be enough simply to think of what skiing means to you.

Part I asks you to ‘demonstrate your best vocabulary’, which means we are looking for words that suggest something beyond the most mundane description. For example, ‘expertise’ can suggest style as well as competence. ‘Exhilaration’ connotes a sense of excitement as well as speed.

In part II, you have to provide support for the words you chose in part I. The responses awarded the highest grade will refer directly to features of the illustration. For example, you could comment on the position of the figures in relation to the foreground and background, and point to the use of sweeping lines to connote the speed of the skier.

Other items will have one correct response, but there may be more than one way to reach the solution, and you will be asked to show your work. For these, it is important not to leave out any intermediate steps you went through to reach the solution. Instructions on how to answer are often included in cues and should not be ignored.

Here is an example of a unit containing items that have one correct response, i.e. they are closed items.

UNIT TEN

Figure 1 shows **part** of a tabletop that is in the shape of a regular hexagon. It is covered with identical tiles, all of which are equilateral triangles in shape. They lie in rows as indicated. The tiles do not overlap and they completely cover the tabletop. A circular pattern has been painted on each tile.

Note: A regular shape has all sides equal and all angles equal.

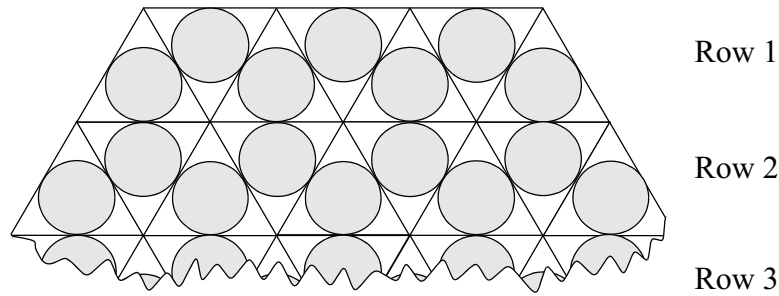


Figure 1

ITEM 19 [*]

How many triangular tiles cover Row 3? tiles

ITEM 20 [**]

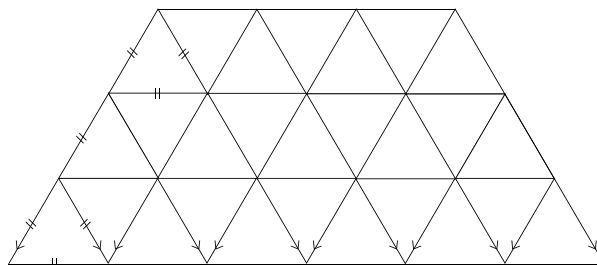
How many triangular tiles cover the entire tabletop? tiles

There are various ways to arrive at the correct answers for Items 19 and 20. Since working does not have to be shown, you are free to use any method you like, such as pattern reading or extrapolating.

The correct answer to Item 19 is 11 tiles.

You may perceive a pattern in Figure 1: two more tiles cover Row 2 than Row 1 and two more tiles cover Row 3 than Row 2. Hence $9 + 2 = 11$ tiles cover Row 3.

Alternatively, you might extend Figure 1 by drawing the tiles in Row 3. Then you could count the tiles to arrive at the same answer.



Item 20 is a little more complex. The first three rows form precisely half of the tabletop. You would realise this once you notice that the three sides of the tabletop now drawn in are of equal length. The total number of tiles covering the entire tabletop must then be $2 \times (7 + 9 + 11) = 54$.

ITEM 21 []**

An enlarged drawing of one tile is shown in Figure 2, with x representing the area of the circular pattern and y the area of each of the parts outside the circular pattern.

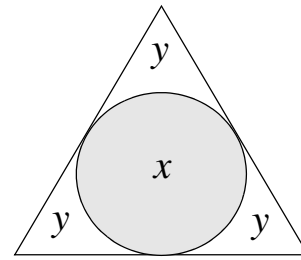


Figure 2

Express in terms of x and y the proportion of the area of Row 2 covered by circular pattern. Explain your reasoning.

.....

.....

.....

.....

.....

ITEM 22 [*]**

The simplest tabletop (in the shape of a regular hexagon) requires only 6 tiles.

Precisely draw this hexagon shape, using triangles of side 4 cm. Centre your construction on the dot in the space below. Do not show the circular detail on the tiles.

Use suitable equipment for your construction.



More space for the response was provided on the real testpaper.

Item 21 is not too difficult if you approach it the right way. The ratio of the area of the circular patterns to the area of **any** row is equivalent to the corresponding proportion for an individual tile, since only whole tiles are used. The total area of one tile is $x + 3y$ and the area of the circular pattern is x , so the required proportion is

$$\frac{x}{x + 3y}$$

You could explain your reasoning in much the same way (note that the stem tells you to explain your reasoning). It is not sufficient to give only the expression. If you do not explain your reasoning you cannot achieve the highest grade and you might deny yourself partial credit if your reasoning is on the right track but your algebraic expression is incorrect.

You could also find the areas in all nine tiles in Row 2. To be awarded an A-grade, however, your response would need to explain the extra detail in your method:

The area of the 9 circular patterns in Row 2 is $9x$ and the area of the 9 tiles in this row is $9(x + 3y)$. Therefore the required proportion is

$$\frac{9x}{9(x + 3y)} = \frac{x}{(x + 3y)}$$

Item 22 requires you to choose the right equipment. To respond to it you could use various combinations of ruler, drawing compass and protractor. Clearly, accuracy is rewarded, so you must draw the hexagonal shape with care. For the drawing to be accurate:

- the centre of the hexagon must be on the dot
- the lines must be straight
- the sides must have length 4 cm.

You could cross-check the precision of your drawing of a *regular* hexagon by using your protractor to measure the six angles to ensure that they are equal.

SR testpaper: sample cover

| | | | | | | | | | | | | | | |
|---|---|---|---|--|--|--|---|---|--|--|---|---|--|--|
| <p>Write your student number here</p> <table style="margin: auto;"><tr><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">1</td><td style="border: 1px solid black; width: 20px; height: 20px; text-align: center;">7</td><td style="width: 10px;">—</td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="width: 10px;">—</td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="width: 10px;">—</td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr></table> | 1 | 7 | — | | | | | — | | | | — | | <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;">Attach your barcode ID label here.</div> |
| 1 | 7 | — | | | | | — | | | | — | | | |

Queensland Core Skills (QCS) Test

2018

Paper 3

Short Response

Directions

Do not open this testpaper or start writing until the supervisor directs you to do so.

- Time allowed: **2 hours**
- Perusal time: **10 minutes**
- Equipment:

| Permitted | Not permitted |
|---|--|
| pens (black ink) pencils eraser ruler protractor drawing compass coloured pencils | approved calculator pencil sharpener correcting fluid/tape highlighter transparent container other approved items |
| | own paper dictionary thesaurus other electronic devices |

You are not permitted to borrow or lend equipment.

- This testpaper has 14 test items, numbered 1 to 14.
- The 14 items are arranged within 8 units.
- You may attempt the units in any order.
- Write your responses in the spaces provided.
- Write in sentences unless you are instructed to respond in a different manner.
- Use black ink for written responses.
- This testpaper must remain intact, i.e. pages or parts of pages may not be removed from it.
- Sufficient space is provided for an appropriate response to each item. However, if you need more space to complete, rewrite or redraft a response, use the spare pages at the back of this testpaper.
Be sure to:
 - label the spare page with the item number that relates to your response
 - cancel your incorrect response by ruling a single, diagonal line through your work; if you fail to do this, your original response will be marked
 - refer the marker to the appropriate page at the back.
- Points to observe:
 - Pay particular attention to any instruction block (cue) in an item.
 - An item and star-value distribution is given as a fold-out on the back page. Use this to help you manage your time.
 - Respond to as many items as you can. Give your best attempt rather than leave a blank space; items left blank attract no credit.
 - Be vigilant about covering your responses.
- You will be given a warning 30 minutes before finishing time.
You will be given a final warning 10 minutes before finishing time.

Queensland Government

Queensland Curriculum & Assessment Authority

For all Queensland schools

Note: The number of units and items varies from year to year. In past years, the number of items has varied from 14 to 24 and the number of units has varied from 7 to 11.

Frequently asked questions

Q: What knowledge is assumed for the QCS Test?

A: An elementary level of general knowledge and a knowledge of vocabulary expected of a Year 12 student. Knowledge of mathematical operations that could be reasonably expected of a student with a sound general Year 10 education.

Note on vocabulary: A word or phrase may be explained with a gloss if its meaning is necessary to an understanding of the text and if it would be unreasonable to expect a Year 12 student to determine its meaning from the context.

Note on mathematical operations: These include basic calculations and concepts such as simple algebra, percentage, ratio, area, angle, powers and power-of-ten notation.

Q: How many testpapers must I sit to remain OP-eligible or to receive an individual grade?

A: You must sit all four testpapers, as together, they form the QCS Test.

Q: Will the QCS Test be available in languages other than English?

A: No. The test is written in English because the curriculum is taught in English.

Q: What happens if I arrive late for the test?

A: You may be admitted to the test centre as long as you arrive no later than 40 minutes after the start of perusal time. Depending on your circumstances, you may be granted an extension of time equivalent to the amount of test time that you missed to complete the testpaper.

Q: I am a visa student. Do I have to sit the test?

A: You must sit the test if you are eligible for an equivalent OP. If you are not eligible, you may still sit the test and receive an individual grade.

Q: What else can I read in preparation for the test?

A: Each year the QCAA publishes a commentary on the previous year's QCS Test. It is called the *Retrospective*. It contains a number of WT responses that scored highly, the key to each of the MC items, and model responses and marking schemes for the SR testpaper, as well as lists of the CCEs tested.

Q: Where do I find copies of the *Retrospective* from previous years?

A: It is available on the QCAA website. Ask your teachers about them.

Additional materials

Past testpapers are available in all senior secondary schools or may be purchased from the QCAA. Because of copyright, electronic versions of testpapers cannot be provided.

This publication was developed by the QCS Test Unit of the Queensland Curriculum and Assessment Authority. Its purpose is to give students a detailed understanding of the QCS Test without being technical or legalistic. In the case of any conflict between the contents of this booklet and the formal rules governing the QCS Test, the formal rules take precedence.

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