



PAPER
F

Practice
Questions



ICAS International
Competitions
and Assessments
for Schools

DO NOT OPEN THIS BOOKLET UNTIL INSTRUCTED.

STUDENT'S NAME:

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

Use a 2B or B pencil.

Do **NOT** use a pen.

Rub out any mistakes completely.

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

ENGLISH

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

Your score will be the number of correct answers.

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

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

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

Questions may sometimes be placed next to each other.

Make sure you read **ACROSS** the page and answer the questions in the correct order.

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

Educational
Assessment

VIKINGS – THE UNTOLD STORY

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

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

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

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

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



1. Why are some words in the text written in italics?
 - (A) They indicate that the information can be disregarded.
 - (B) They have been written by someone other than the author.
 - (C) They provide information which sets the scene for the narrative.
 - (D) They confirm the previous statement about the stories of Vikings.

2. Helde could be described as
 - (A) clumsy and reckless.
 - (B) youthful and amusing.
 - (C) impatient and volatile.
 - (D) friendly and good-natured.

3. How did Erik respond to the events at breakfast?
 - (A) He was amazed by his mother's actions.
 - (B) He was amused by his father's behaviour.
 - (C) He was nervous about the effects of the violence.
 - (D) He was annoyed at being expected to help with the meal.

4. Which sentence is meant to be ironic?
 - (A) 'He knew what was coming and it wouldn't be pleasant.'
 - (B) 'Another happy family scene was about to unfold in the Nordstrom household!'
 - (C) 'At times Erik pondered his father's neural capacity.'
 - (D) 'Not unlike today!'

5. The word 'incongruous' means
 - (A) devastating.
 - (B) extraordinary.
 - (C) unclean.
 - (D) absurd.

6. Which word from the text has a meaning **OPPOSITE** to 'agitatedly?'
 - (A) 'quickly'
 - (B) 'savagely'
 - (C) 'impassively'
 - (D) 'simultaneously'

7. From whose point of view is this story told?

- (A) Olaf's
- (B) Erik's
- (C) Helde's
- (D) the author's

8. The tone of this text is

- (A) authoritative. (B) respectful. (C) thoughtful. (D) humorous.

For questions 9 and 10 choose the best words to complete the passage.

SPACE EXPLORATION

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

Throughout history, philosophers, writers, scientists and engineers have speculated about the nature of our universe. The first astronomical records, ____ (9) ____ 4000 years ago in Mesopotamia, were used more for astrology than for science. Wars, for example, were planned according to the relative positions of Mars and Saturn. ____ (10) ____, understandably, gave astrologers great power.

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

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Sources

“Vikings—the untold story” text and graphic © EAA 2006.

The following year levels should sit THIS Paper:

Australia	Year 8
Brunei	Form 2 & 3
Hong Kong	Form 2
Indonesia	Year 9
Malaysia	Form 2
New Zealand	Year 9
Pacific	Year 8
Singapore	Secondary 1
South Africa	Grade 8



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- Rub out all mistakes completely.
- Print your details clearly in the boxes provided.
- Make sure you fill in only one oval in each column.

FIRST NAME

D	E	B	B	I	E
☐	☐	☐	☐	☐	☐
☐ A	☐ A	☐ A	☐ A	☐ A	☐ A
☐ B	☐ B	☒	☒	☐ B	☐ C
☐ C	☐ C	☐ C	☐ C	☐ C	☐ C
☐ D	☐ D	☐ D	☐ D	☐ D	☐ D

LAST NAME

B	A	C	H
☐	☐	☐	☐
☐ A	☒	☐ A	☐ A
☒	☐ B	☐ B	☐ C
☐ C	☐ C	☒	☐ C
☐ D	☐ D	☐ D	☐ D

FIRST NAME	LAST NAME
C H A N	A I B E N G
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☐ B ☐ B ☐ B	☐ B ☐ B ☐ B ☐ B ☐ B
☐ ☐ C ☐ C	☐ C ☐ C ☐ C ☐ C
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FIRST NAME										LAST NAME			
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☐ B	☐ B	☐ B	☐ B	☐ B	☐ B	☐	☐ B	☐	☐	☐ B	☐	☐ B	☐ B
☐ C	☐ C	☐ C	☐ C	☐ C	☐ C	☐	☐ C	☐	☐	☐ C	☐	☐ C	☐ C
☐ D	☐ D	☐ D	☐ D	☐ D	☐ D	☐	☐ D	☐	☐	☐ D	☐	☐ D	☐ D

[illegible][illegible]

☐ Male ☐ Female



☐ Yes ☐ No

— — — — —

Day		Month		Year	
0	0	0	0	0	0
1	1	1	1	1	1
2	2		2	2	2
3	3		3	3	3
	4		4	4	4
	5		5	5	5
	6		6	6	6

(A)	(K)
(B)	(L)
(C)	(M)
(D)	(N)
(E)	(O)
(F)	(P)
(G)	(Q)

TO ANSWER THE QUESTIONS

Example:
Choose the word that is closest in meaning to the underlined word.

I want you to give this important matter prompt attention.

- (A) quiet
- (B) careful
- (C) immediate
- (D) deliberate

Immediate is the word closest in meaning to prompt in this sentence, so you would fill in the oval (C), as shown.

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



START

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)
- 5 (A) (B) (C) (D)
- 6 (A) (B) (C) (D)
- 7 (A) (B) (C) (D)
- 8 (A) (B) (C) (D)
- 9 (A) (B) (C) (D)
- 10 (A) (B) (C) (D)

QUESTION	KEY	DESCRIPTION OF SKILL	AREA	DIFFICULTY
1	C	Interpret the use of italics for a preface to a narrative	TD	Easy
2	C	Infer a character's personality from a narrative	RL	Medium
3	B	Infer a character's attitude and response from events in a narrative	RL	Medium
4	B	Identify an example of irony in a narrative	TD	Hard
5	D	Identify the meaning of a word: incongruous	VOC	Medium
6	C	Identify a word from a narrative that is opposite in meaning to a given word	VOC	Medium
7	B	Synthesise a narrative to determine the narrative voice	RL	Easy
8	D	Synthesise a narrative to identify the tone of the text	RL	Easy
9	A	Identify the option that correctly maintains text cohesion	SYN	Medium/Hard
10	A	Identify the option that correctly maintains text cohesion	SYN	Medium/Hard

LEGEND

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

RL Reading – Literary	questions which require students to comprehend and interpret texts such as stories, poems, extracts from novels, reviews, plays
RF Reading – Factual	questions which require students to understand and interpret information and argument texts, including texts which incorporate diagrams, tables and images from a range of curriculum areas, e.g. reports, editorials, advertisements, explanations
TD Textual devices	questions which require students to recognise and to interpret textual devices which include figurative and rhetorical language (e.g. metaphor, rhetorical question, pun) and text conventions (e.g. use of different font sizes and types, captions)
SYN Syntax	questions about accuracy and clarity within sentences or texts (e.g. pronoun reference, tense) and the recognition of grammatical terms (e.g. noun, main clause)
VOC Vocabulary	questions about the meaning of words or phrases

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

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