



PAPER J

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**.

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.

ENGLISH

**Educational
Assessment**

Read *Open to review* and answer questions 1 to 7.

Open to review

Everyone is a critic—mostly unpaid. I am paid. Reviewing is my career. My income is dependent upon the tools of my trade: words, wit and wisdom. Film reviews are my specialty, followed closely by biographies.

I find my work immensely satisfying but feel reviewers, generally, are misunderstood—maligned even. The very nature of our work is criticism, positive and negative. Often the negative criticisms are the ones by which a reviewer is mostly remembered! While seasoned reviewers tend to have a formula ensuring objectivity and impartiality, barbed comments—those single, indulgent departures from the formula, enticing litigation—sell. A few recent ‘one-liners’ spring to mind (authors shall remain anonymous).

The plot thickened; pity the characters weren’t there to see it happen.

An unwelcome departure from the writer’s previous ventures into mediocrity.

‘Shambolic’ is a word too infrequently applied to films of this style.

This was Benson’s debut as a playwright. Described in advertising as a satirical work, the tragedy unfolded scene by scene.

At times like these I draw inspiration from my friends and family; the book provided none.

It [the movie plot] lumbered along, collapsed, and writhed on the ground while the main characters watched.

These are the comments which gain reviewers that barbarous reputation. Single lines embedded in lengthy well-constructed reviews. The tantalising snippets that are remembered—that come back to bite!

Spare a thought next time you ponder a review. The literary critic has performed a community service, providing a considered opinion about entertainment offerings (burnt or otherwise), possibly saving you time and money in the process. If occasionally you meet a razor sharp comment, enjoy it, but recognise it as a stylistic departure!

1. 'Open to review' is a deliberate pun and refers to the idea that reviewers
 - (A) need to be balanced in their criticisms.
 - (B) pass judgement after attending 'opening nights'.
 - (C) should not hide anonymously behind unfavourable comments.
 - (D) are judged for their own work as much as they judge the work of others.

2. Which option best captures the ideas in paragraph two?
 - (A) Positive reviews are not very entertaining.
 - (B) Reviewers should be wary about their nasty remarks.
 - (C) Critics deliberately provoke circumstances which may lead to legal action.
 - (D) Readers tend to react more to the incisive negative comments in a review.

3. The tone of the 'one-liners' in paragraph three is
 - (A) acidic.
 - (B) tactful.
 - (C) tasteful.
 - (D) poignant.

4. The statement 'An unwelcome departure from the writer's previous ventures into mediocrity' implies that
 - (A) the writer's style lacks verve but a positive review could provide motivation to improve.
 - (B) the writer's international experiences have had a positive influence on the latest work.
 - (C) the writer's present offering is an innovative work that has produced a stunning result.
 - (D) the writer's prior work was pedestrian and the change in approach is less than successful.

5. What does the writer mean when she says that some comments may 'come back to bite'?
 - (A) The authors of the texts are likely to be deeply hurt by the comments.
 - (B) The comments will cloud the judgement of the future audiences of the texts.
 - (C) The reviewers who made the comments could find themselves getting into trouble.
 - (D) The comments do not lose their power no matter how many times they are repeated.

6. The writer's use of the term 'community service' is intended to be
 - (A) caustic.
 - (B) flippant.
 - (C) derisive.
 - (D) defamatory.

7. Which statement about reviewers' comments would the writer most likely agree with?
- (A) Comments that are highly scathing would be rejected by readers.
 - (B) Reviewers rely too much on sensationalism to attract their readers' attention.
 - (C) Experience gives reviewers the confidence to be more colourful in their comments.
 - (D) Although reviewers strive to be objective, personal feelings sometimes get in the way.

For questions 8 to 10 choose the words which best fit the style and meaning of the passage.

Clarence House

The weather next morning was dull, but at least it was dry and warm, and Tranmere's narrow streets were packed with sauntering holidaymakers. Dylan set out again for Clarence House. This time, however, he found the enormous gates closed. ____ (8) ____, but secured with lock and chain.

'Odd,' he muttered to himself.

Or was it? Perhaps the man he had seen yesterday had departed and this was great-uncle Marcus's guarantee ____ (9) ____.

The sound of an approaching car interrupted Dylan's thoughts—and at the same time answered a few questions. ____ (10) ____, he recognised it immediately as the one parked outside Clarence House yesterday. As it slowed and came to a halt, Dylan recognised the man at the wheel.

8. (A) Once opened
(B) And not only closed
(C) He had not expected that
(D) Although it was not open to everyone
9. (A) against further invasion of his privacy.
(B) to avoid further invasion of his privacy.
(C) prevention of further invasion of his privacy.
(D) protecting from further invasion of his privacy.
10. (A) Meanwhile a car swept past him
(B) Since the car tore down the road
(C) Just then a car clearing the bend
(D) For as the car came round the corner

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StudentBounty.com

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Sources

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The following year levels should sit THIS Paper:

Australia	Year 12
Brunei	Pre-University 2
Hong Kong	Form 6
Malaysia	Upper 6
New Zealand	Year 13
Pacific	Year 12
Singapore	Junior College 1
South Africa	Grade 12



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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)	(F)
(C)	(C)	(C)	(C)	(C)	(C)
(D)	(D)	(D)	(D)	(D)	(D)

LAST NAME

B	A	C	H
○	○	○	○
(A)	●	(A)	(A)
●	(B)	(B)	(F)
(C)	(C)	●	(C)
(D)	(D)	(D)	(D)

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

FIRST NAME										LAST NAME			
J	A	M	A	L			B	I	N	A	B	A	S
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
☐ A	☐	☐ A	☐	☐ A	☐ A	☐ A	☐ A	☐ A	☐ A	☐	☐ A	☐	☐ A
☐ 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	LEVEL OF DIFFICULTY
1	D	Interpret a pun in the title of a persuasive text	TD	Easy
2	D	Synthesise a part of a persuasive text to identify the writer's main argument	RF	Medium
3	A	Identify the tone of quotations used in a persuasive text	RF	Easy
4	D	Interpret a quotation used in a persuasive text	RF	Medium
5	C	Interpret an idiom used in a persuasive text	VOC	Medium
6	B	Infer the writer's intention in using a particular phrase in a persuasive text	RF	Medium/Hard
7	C	Synthesise a persuasive text for the writer's opinion of the subject	RF	Hard
8	B	Identify the best option to complete a description with subject reference in previous sentence	SYN	Medium/Hard
9	A	Identify the prepositional phrase to best complete a sentence	SYN	Medium/Hard
10	D	Identify the correct clause to complete a sentence	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