



UNSW
THE UNIVERSITY OF NEW SOUTH WALES
SYDNEY • AUSTRALIA

**EDUCATIONAL ASSESSMENT
AUSTRALIA**

**PAPER
C**

ICAS

**INTERNATIONAL COMPETITIONS AND
ASSESSMENTS FOR SCHOOLS**

ENGLISH

2007

DO NOT OPEN THIS BOOKLET UNTIL INSTRUCTED.

50 QUESTIONS
TIME ALLOWED: 50 MINUTES

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.

There are **50 MULTIPLE-CHOICE QUESTIONS** (1–50).
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.

**PLEASE SEE BACK COVER FOR A LIST
OF THE YEAR LEVELS THAT SHOULD
SIT THIS PAPER**

Read *The Grand Escape* and answer questions 1 to 7.

The Grand Escape

It began as mild discomfort within Marco's chest, and emerged at last. An acute longing to be out.

'I'm going,' he said from the velveteen basket.

'You say that every night,' Polo complained, 'and here we are, same as always.'

'I used to mean someday; now I mean soon,' Marco told him.

It never occurred to Mr and Mrs Neal that their cats could talk. Not only could they talk, but they spoke the English language. What other language would they know, Marco wondered, having been with the Neals since they were ten weeks old?

They used to be content there in the Neal household, it's true, with no thought at all of leaving. Marco could still remember their first trip to the clinic for shots, and the vet telling the Neals that if they wanted happy, healthy cats, they should never, ever let them out.

But one day, Marco and Polo were surprised to find the front door open wide.

Marco would always remember it, a time like no other. Things felt different outdoors. They smelled different outdoors. Blades of grass moved before his eyes. Branches swayed. Toads hopped and lightning bugs flew. Marco went from one bush to another, his tail straight up in the air, quivering with anticipation. He sniffed and stared and pranced and even rested, for a moment, with his belly against the cool earth.

By the time the Neals discovered the door open and came looking for him, Marco had been outside for an hour, and he would never be the same again.

From then on, when Marco sat by the window and watched the birds, he remembered the look of the sky when it was directly overhead, the sound of the wind as it went through the trees, the smell of a pine cone, the taste of a bug, the feel of moss beneath his paws.

And that's how it all began—the Grand Escape.



1. Polo was complaining because
 - (A) he had a pain in his chest.
 - (B) he did not want to go to the clinic.
 - (C) he was tired of hearing the same thing.
 - (D) he wanted to sleep in the velveteen basket.

2. The two cats had lived with the Neals since
 - (A) they were kittens.
 - (B) they learnt to speak English.
 - (C) the Neals bought them from the vet.
 - (D) the Neals found them outside the house.

3. In the sentence 'What other language would they know ...?' the word 'they' refers to
 - (A) Marco and Polo.
 - (B) Mr and Mrs Neal.
 - (C) Mrs Neal and Polo.
 - (D) Mr Neal and the vet.

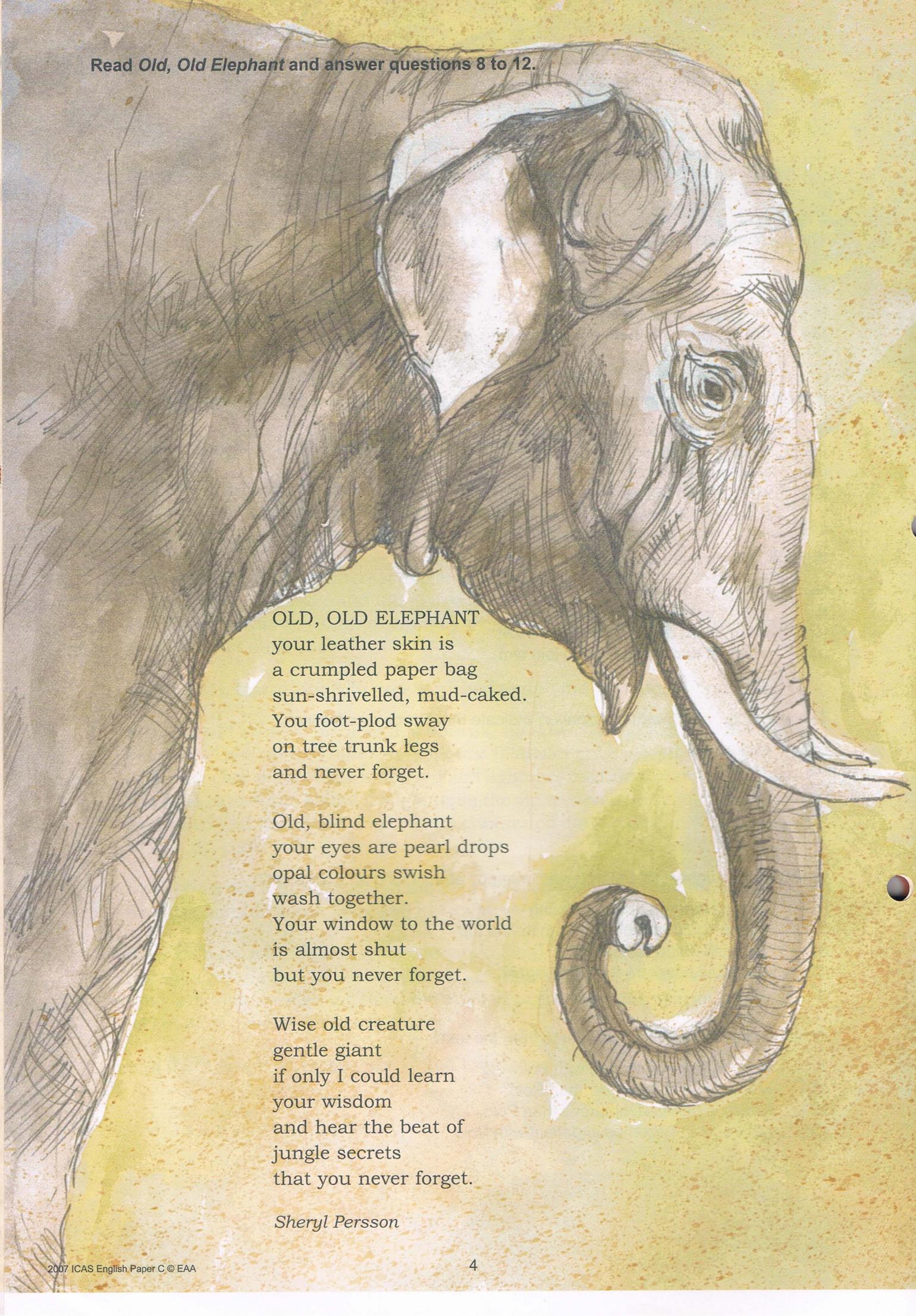
4. What did Marco think was 'a time like no other'?
 - (A) when he sat by the window
 - (B) when he was outside for an hour
 - (C) when he lay in his velveteen basket
 - (D) when he convinced Polo to join him

5. The words 'quivering with anticipation' indicate that Marco was feeling
 - (A) excited.
 - (B) amazed.
 - (C) shocked.
 - (D) frightened.

6. Which words suggest that Marco was unhappy about being an indoor cat?
 - (A) 'with no thought at all of leaving'
 - (B) 'Marco could still remember their first trip'
 - (C) 'He sniffed and stared'
 - (D) 'he would never be the same again'

7. What can the reader tell about Marco from the text?
 - (A) Marco plans his escape with Polo.
 - (B) Marco is much healthier than Polo.
 - (C) Marco is more adventurous than Polo.
 - (D) Marco often becomes impatient with Polo.

Read *Old, Old Elephant* and answer questions 8 to 12.



OLD, OLD ELEPHANT
your leather skin is
a crumpled paper bag
sun-shrivelled, mud-caked.
You foot-plod sway
on tree trunk legs
and never forget.

Old, blind elephant
your eyes are pearl drops
opal colours swish
wash together.
Your window to the world
is almost shut
but you never forget.

Wise old creature
gentle giant
if only I could learn
your wisdom
and hear the beat of
jungle secrets
that you never forget.

Sheryl Persson

8. In this poem the elephant's skin is compared to
- (A) an opal.
 - (B) pearl drops.
 - (C) caked mud.
 - (D) a paper bag.
9. In the line 'You foot-plod sway' the poet is referring to the way the elephant
- (A) feels.
 - (B) moves.
 - (C) thinks.
 - (D) remembers.
10. When the poet refers to the elephant as having 'tree trunk legs', she is making a comment about
- (A) how wise the elephant is.
 - (B) how healthy the elephant is.
 - (C) the size of the elephant.
 - (D) the colour of the elephant.
11. What do the words 'gentle giant' suggest about the elephant?
- (A) The elephant is harmless despite its size.
 - (B) The elephant is different to other elephants.
 - (C) The elephant is feared by people.
 - (D) The elephant is lively despite its age.
12. Which of the following statements is **TRUE**?
- (A) The poet thinks the elephant has learnt a lot over its long life.
 - (B) The poet thinks that the elephant has been poorly treated.
 - (C) The poet wants to visit the place where the elephant was born.
 - (D) The poet wants to find out where the elephant came from.

For questions 13 and 14 choose the sentence which contains NO ERRORS.

13. (A) When Jon came home in the holidays, I knew he won't go swimming.
(B) When Jon comes home in the holidays, I know he won't go swimming.
(C) When Jon comes home in the holidays, I knew he wouldn't go swimming.
(D) When Jon came home in the holidays, I know he wouldn't go swimming.
14. (A) I hope that Louise will meet my uncle when he arrived at the airport.
(B) I hope that Louise would meet my uncle when he had arrived at the airport.
(C) I hoped that Louise will meet my uncle when he had arrived at the airport.
(D) I hoped that Louise would meet my uncle when he arrived at the airport.

Clean and Dine

Feeling a little dirty? Parasites giving you trouble? Just drop by the local cleaning station and all your dead, decaying cells, mucus and parasites will be nibbled away. This cleaning service is not only beneficial for you, it also provides a meal for your cleaner. It is your own very personal symbiotic cleaning service.

Cleaning symbiosis describes a relationship between two animals. In this relationship, the parasites, dead and decaying skin cells and other harmful and unwanted materials that live on one animal are removed by another animal. The materials which are removed provide a meal for the animal that does the cleaning. Such symbiotic relationships are important in marine environments, for example, where some fish rely on cleaning other fish for their own nutrition.

There are more than 100 species of fish that spend all or part of their lives eating the body waste of other fish and marine animals. The most common cleaner fish are butterfly fish, wrasses and surferperches. Their clients not only include other fish, but also sharks, turtles, crustaceans, sea urchins and starfish.

Cleaner fish often work at 'cleaning stations' among coral reefs. These stations are like 'drive-thru' services, where clients swim up and a cleaner fish

takes their order. Client fish take motionless, open-finned poses to signal they need cleaning. They will turn upside down or on their side and even hold their gill covers open so the cleaners can get inside and nibble at their filaments. Some fish even change colour when they want a good grooming. Scientists are not certain why they do this, but it may help the cleaners see the parasites.

Cleaner fish are extremely thorough. They clean inside the mouth, gills, around the fins and in all the other little nooks and crannies which are perfect spots to gobble up accumulated mucus, dead cells and nasty parasites.

The blue-stripe cleaner wrasse can eat up to 1200 parasites a day at a rate of 4.8 per minute. This type of efficiency is important because too many parasites can be deadly and as research shows that parasites return within one to six days, regular cleaning is important.

While many cleaners rely on parasites and body waste for nutrition, there is also another benefit—self-preservation. By providing an essential service for larger fish and animals that would normally eat them, cleaner fish avoid becoming prey. After all, do not bite the hand that cleans you!



15. What is the main purpose of the paragraph which is written in *italics*?
- (A) to argue the benefits of personal hygiene
 - (B) to ask the reader to imagine they are cleaning a fish
 - (C) to advise people who want to learn how to clean a fish
 - (D) to provide a context which explains a symbiotic relationship
16. How do client fish indicate when they are ready to be cleaned?
- (A) They remain still and open their fins.
 - (B) They stretch their mouths wide open.
 - (C) They swim up to the 'cleaning stations'.
 - (D) They roll around and open their gill covers.
17. Which group of words from paragraph five provides evidence that cleaner fish are 'extremely thorough'?
- (A) 'clean inside'
 - (B) 'nooks and crannies'
 - (C) 'perfect spots'
 - (D) 'accumulated mucus'
18. Why is regular cleaning for client fish important?
- (A) Parasites affect the colour of client fish.
 - (B) Cleaner fish can only remove 1200 parasites a day.
 - (C) Parasites return to live on client fish very soon after cleaning.
 - (D) Cleaner fish do not remove all the parasites found on client fish.
19. Synonyms are words which have the same meaning.
Which of the following pairs of words are synonyms in the text?
- (A) 'decaying' and 'deadly'
 - (B) 'common' and 'regular'
 - (C) 'nibble' and 'gobble'
 - (D) 'important' and 'essential'
20. Why has the cartoon been included with the text?
- (A) to provide an alternative point of view
 - (B) to include an additional piece of information
 - (C) to summarise the information in a humorous way
 - (D) to illustrate the order in which the cleaning is done

Read *The Seasons of Kakadu* and answer questions 21 to 26.

The Seasons of Kakadu

The Gundjehmi-speaking people are indigenous to the Kakadu region of the Northern Territory of Australia. In this text, a Gundjehmi-speaking child describes the seasons.

In the Gundjehmi-speaking people's land in Kakadu, there are six seasons in the year.

In **Gurrung** we love finding the shells of *dini dini*—cicadas. We put them on our nature table, which we change for every season. The late afternoon wind, *mabilil*, brings the smell of the sea across the land. There are whirly whirly winds, too, which we run and jump into.

In **Gunumeleng** we love watching *Namarrgon*, the lightning man, line up all the clouds in the sky, ready for a storm. This is when his children, *aldjurr*, change their colours. This is also the time when we find shiny red bush apples that lie on the ground, ready for us to eat.

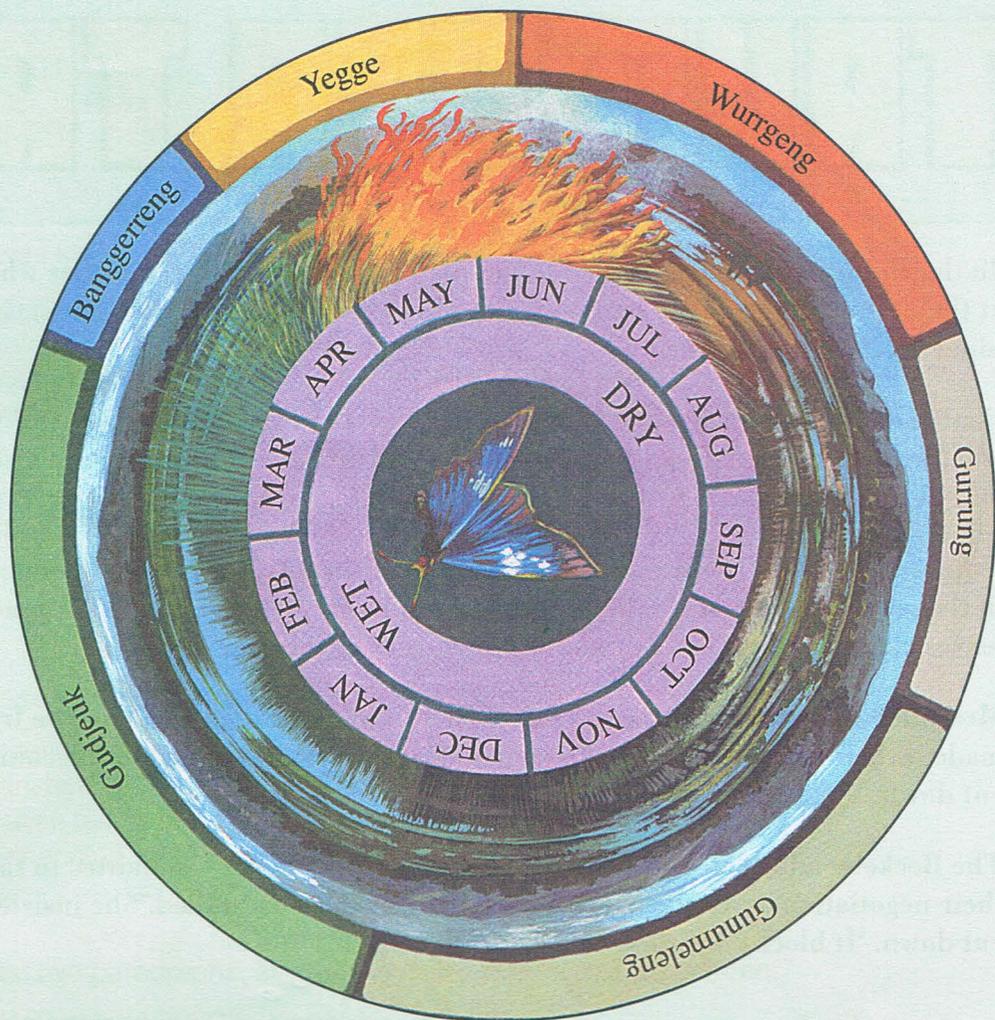
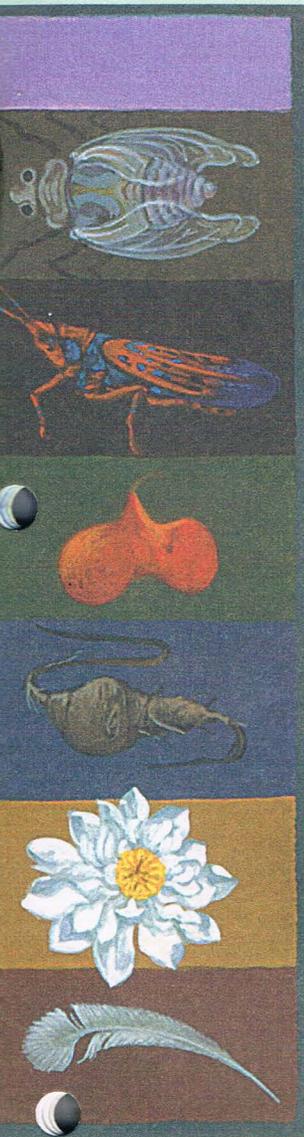
In **Gudjeuk** we love to make shelters out of sheets of paperbark. We eat the luscious red fruit of *anmamdak*, the canthium plum. When night falls, we like to watch the glow beetles dance in the darkness, or lie in our beds and listen to the drumming of the rain.

In **Banggerreng** we love to walk through the spear grass looking for the hiding yam vines so we can dig them up to cook. This is the time when the tall spear grass falls over from the knock 'em down storms. It is fun to make cubbyhouses with bundles of grass before the fires come and eat them up.

In **Yegge** we love to swim among the waterlilies in the lagoon and nibble on their seeds. This is the dry season, when the wind blows the fires across the land, cleaning away the old grass and fallen branches. As we walk through the bush, we chew on the fat billygoat plums.

In **Wurrngeng** we love to huddle around the campfire on the cold nights, under a sky full of bright stars. We listen to the wind blowing through the trees, and we hear *gordol*, the grass owls, calling. We make up our own songs about the bush and the seasons. Soon it will be **Gurrung** again!

21. According to the text, what season would you be in if you were listening to the rain inside your paperbark shelter?
- (A) Gunumeleng
 - (B) Gudjeuk
 - (C) Banggerreng
 - (D) Yegge
22. The writer has chosen words like 'the knock 'em down storms' and 'the fires come and eat them up' in order to
- (A) make fun of nature.
 - (B) give the land human qualities.
 - (C) show that the natural world is unusual.
 - (D) describe the power of nature in a technical way.



23. According to the text, the Gundjeihmi-speaking people eat two types of
- (A) yam.
 (B) seed.
 (C) plum.
 (D) apple.
24. The words written in *italics* in the text are
- (A) scientific names.
 (B) diagram captions.
 (C) Gundjeihmi terms.
 (D) English translations.
25. According to the diagram, the two longest seasons in Kakadu are
- (A) Gurrung and Wurrngeng.
 (B) Gudjeuk and Wurrngeng.
 (C) Gunumeleng and Gurrung.
 (D) Gunumeleng and Gudjeuk.
26. What do the Gundjeihmi-speaking children do in April?
- (A) listen to the grass owls
 (B) search for cicada shells
 (C) make cubbyhouses with the long grass
 (D) watch the lightning man line up the clouds

TRUMPER TREE

To the children, the park seemed to be shrinking. Cass could remember when the paddock at the bottom of the valley had been full of bushes and long yellow grass. Great for playing hidey in. Now it was gone.

First came the two high squat blocks of units that hid the early winter sun. Within a year what was left of the tall grass was covered by identical red brick town houses. The paddock had disappeared.

Trumper Park was their island in the middle of the city noise. The Trumper Tree grew in the centre of the park half-way up the hill, its great grey branches spreading wide, its leaves changing from olive-green to yellow-gold as the year grew older.

Mrs Valchase hated that tree. Its leaves blew into her walled garden. The fruit bats that made it their home were much too noisy. And now she'd applied to the council to have it cut down.

The Becketts and their neighbours had formed a residents' committee to save the tree, but their negotiations with the overbearing Mrs Valchase had failed. She insisted the tree be cut down. 'It blocks my view,' she claimed.

* * * * *

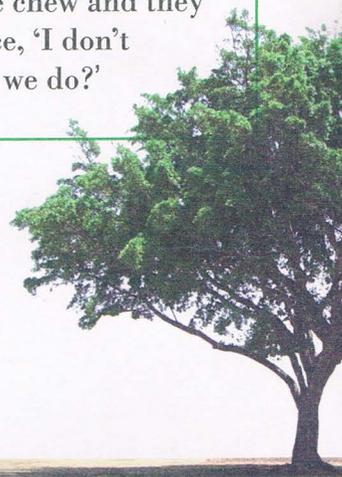
The grass looked green and inviting under the Trumper Tree. Cass threw herself down in the shade, stretching her arms and legs on the cool grass. Lying like this, she gazed into the spreading canopy of branches. Dark green leaves patchworked with blue sky drifted and changed with the breeze, dappled sunlight flecking the ancient grey roots. 'It really is a special tree. Mum's right, it does seem to know everything.'

'You talk as if the tree is a person, Cass.' Carl bit into a sandwich and Cass stretched out her hand for one.

'I suppose I do a bit. But I can't imagine it not being there. What are we going to do? We must do something.'

Carl sat chewing, his glasses balanced on the very tip of his nose. One more chew and they would slip off. 'Well,' Carl lifted his head and his glasses slid back into place, 'I don't know if we can do anything more, Cass. If adults can't stop them, what can we do?'

27. Why did the children feel as if the park was shrinking?
- (A) Their favourite tree was being cut down.
 - (B) They could no longer see the winter sun.
 - (C) The grass was growing wildly in their play area.
 - (D) The park was gradually being replaced by buildings.



28. In the second paragraph the town houses are described as 'identical'. By using this word, the writer indicates that they
- (A) look the same.
 - (B) are neat and tidy.
 - (C) have square gardens.
 - (D) are hidden behind trees.
29. 'Trumper Park was their island in the middle of the city noise.' This means that the park
- (A) occupied a central location in the city.
 - (B) was situated in the noisiest part of the city.
 - (C) had a paddock where people could relax after a day's work.
 - (D) was a quiet haven away from the rush and noise of the city.
30. Which word in the fifth paragraph supports the view that Mrs Valchase is 'overbearing'?
- (A) 'failed' (B) 'insisted' (C) 'blocks' (D) 'claimed'
31. What did Cass see when she looked up from under the tree?
- (A) blue sky reflected on the glossy leaves
 - (B) large branches that blocked out the city
 - (C) green leaves falling in a zig-zag manner
 - (D) an ever-changing pattern of leaves and sky
32. Based on the last two paragraphs, in what ways are Cass and Carl different?
- (A) Cass is determined but Carl has given up hope.
 - (B) Cass is cautious while Carl cannot be bothered.
 - (C) Cass is bad-tempered but Carl makes friends easily.
 - (D) Cass is decisive whereas Carl cannot make up his mind.

For questions 33 to 35 choose the correct option to complete the passage.

It has always been my dream to join a circus. I especially admire the trapeze performers _____ (33) _____ seem to have nerves _____ (34) _____ steel. _____ (35) _____ my efforts to copy their antics only took me as far as the local hospital.

33. (A) they (B) who (C) what (D) which
34. (A) to (B) of (C) with (D) from
35. (A) Despite (B) Because (C) However (D) Therefore

BOOK REVIEWS

Kalpana's Dream Judith Clarke

Sometimes dreams can come true, though in the most unexpected ways, as Judith Clarke reveals in this warm and gentle story which has a zany and slightly unnerving subplot.

The main story concerns Kalpana and her great-granddaughter, Nirmolini. In her home in India, Kalpana has decided that when you are old you have to do new things, and one of the new things she wants to do is fly to Australia, by herself, to visit Nirmolini. So fly to Australia she does much to her family's consternation. But building a special relationship with Nirmolini proves difficult as neither speaks the other's language. Kalpana is patient though, and eventually via some colourful runners and a young man with a skateboard, she and Nirmolini establish a relationship that is full of unexpected joys.

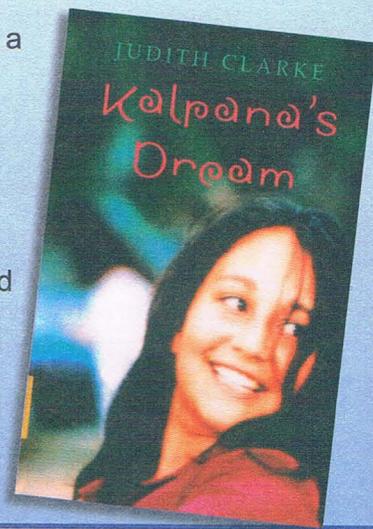
And as for Ms Dillymore, Nirmolini's English teacher, and her boyfriend Count Dracula? Well, you're just going to have to decide for yourselves the truth about that one!

This is a cleverly constructed story, full of humour and tenderness, and unexpected twists and turns, especially the ending! Definitely one to share and discuss.

★★★★ Allen & Unwin \$14.95

Reviewed by Kerry Foster

Age guide 10+



36. What is the greatest problem facing Kalpana and Nirmolini?
- (A) They are from different generations.
(B) They do not speak the same language.
(C) They are unable to follow their dreams.
(D) They do not get along with their families.
37. As it is used in the review of *Kalpana's Dream*, the word closest in meaning to 'consternation' is
- (A) distress.
(B) gratitude.
(C) disappointment.
(D) encouragement.
38. In the phrase from the review of *Kalpana's Dream* '...and her boyfriend Count Dracula', the word 'her' refers to
- (A) Kalpana.
(B) Nirmolini.
(C) Ms Dillymore.
(D) Judith Clarke.

Ingo and *The Tide Knot* Helen Dunmore

Have you heard the sea whisper your name? Do you crave the taste of salt spray on your lips and feel, in your blood, the turn of the tides? Perhaps, like Sapphire and Conor, you have some Mer blood flowing through your veins.

Begun in *Ingo* and continued in *The Tide Knot*, the story of the Trehalla family's connection to the sea is one of great grief, yet also deep delight. This magical story explores the challenge of being different, the depths of grief and the importance of family. In *Ingo*, the children's father mysteriously disappears and in their search for him they discover a disturbing family secret. In *The Tide Knot* they discover that the ocean can be a place of great beauty but also one of terrible, destructive power.

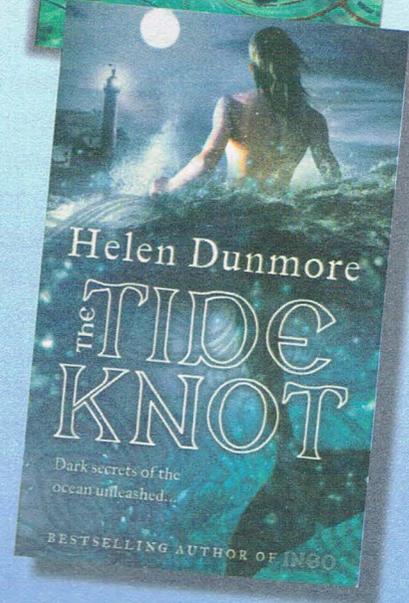
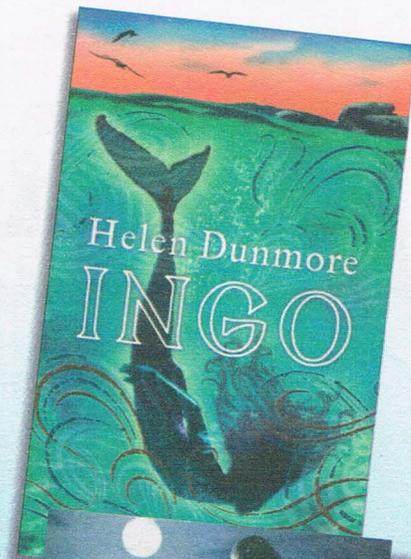
Wanting to spend more time in the extraordinary realm of *Ingo*, I was sad when the story ended. If you like the sea, or enjoy a touch of magic, or just value beautiful writing, you will love these books.

Ingo ★★★★★ HarperCollins \$15.95

The Tide Knot ★★★★★ HarperCollins \$19.99

Reviewed by Wendy Noble

Age guide 10+



39. In the second review the reviewer describes the characters' relationship with the sea as
- (A) a contrast between joy and sadness.
 - (B) a conflict between excitement and fear.
 - (C) having worsened as the characters grew up.
 - (D) having developed over a long period of time.
40. From the information provided in the review of *Ingo* and *The Tide Knot*, how does the reader know that the books are fantasy novels?
- (A) The books continue the same story.
 - (B) The characters have unusual names.
 - (C) The book covers show pictures of mermaids.
 - (D) The characters' father disappears without explanation.
41. What do *Kalpana's Dream*, *Ingo* and *The Tide Knot* have in common?
- (A) The main characters are all male.
 - (B) They all have an Australian setting.
 - (C) They all explore family relationships.
 - (D) The ocean features as a force in all of them.
42. Allen & Unwin and HarperCollins are the names of the
- (A) authors.
 - (B) editors.
 - (C) reviewers.
 - (D) publishers.

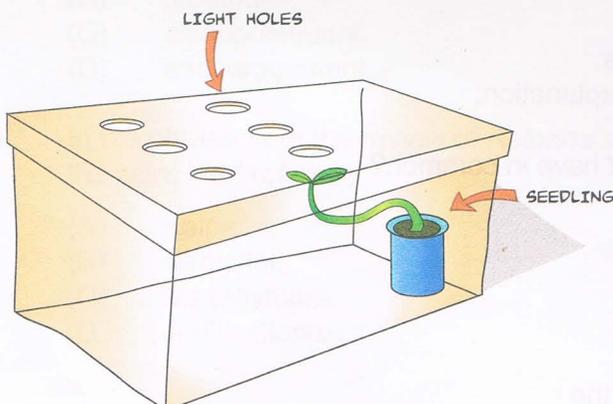
PLANT INVESTIGATIONS

Here are two experiments you can do at home.

LIGHTEN UP

Plant some seeds in potting mix in a small container, and let them germinate in a warm place. When the seedlings are at least two centimetres tall, put them inside a shoebox with some holes punctured in the lid. Use boxes with holes in different places. Leave the seedlings to grow for another day, ensuring there is a light source such as a lamp above the holes. What do you think will happen to the seedlings?

The seedlings bend toward the light because the cells that are on the 'dark side' of the seedling grow faster and elongate more than the cells that are receiving direct light. But how does this happen? A major plant hormone called auxin (*örk-sin*) works by stimulating cell elongation, making cells grow longer. When plants are outside and receive light on both sides during the day, auxin is kept under control by other hormones that prevent too much auxin being produced. But when plants are given a light source from only one direction, the level of auxin increases on the dark side of the plant causing an extra growth spurt in those cells.

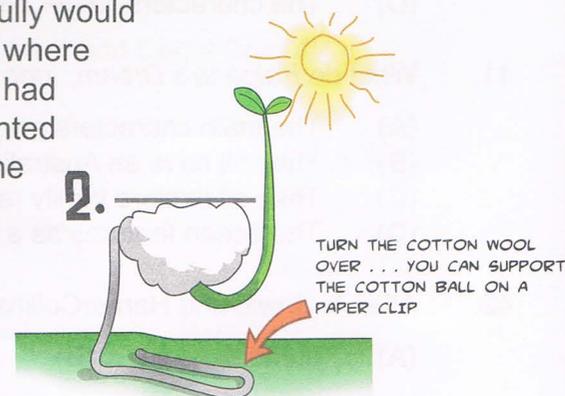
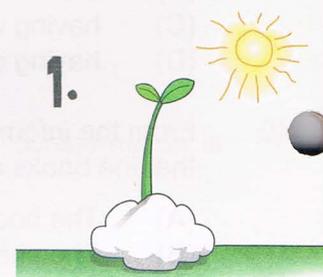


THE LAWS OF GRAVITY

How does a plant know that its roots are meant to grow down into the soil, and its shoots are meant to grow up toward the sun? You can test to see how a plant responds to gravity. Germinate some seeds on damp cotton wool (see 1). When the seedlings are at least two centimetres tall, test to see if the roots have taken hold in the cotton wool by gently turning them upside down. If they stay in place, tape the cotton wool onto a piece of cardboard and rest the cardboard upside down in a sheltered spot. What happens to the seedlings? They should curve upward, forming a hook shape. The seedlings have somehow sensed the force of gravity and responded by changing the direction of their growth (see 2).

The gravitropism response, like the phototropism response, is controlled by auxin. The cells on the bottom of the stem grow more quickly, making the bottom of the stem longer than the top. This causes it to bend upwards.

If plants couldn't sense gravity, the only plants that could ever grow successfully would be those where the seed had been planted exactly the right way up in the soil!



43. Why does the writer suggest using boxes with holes in different places?
- (A) so that it will not matter if one of the plants dies
 - (B) to measure the amount of light each hole allows in
 - (C) so that it is easier to observe if the plant is still growing
 - (D) to see what effect the placement of the holes has on plant growth
44. The letters '*ork-sin*' are placed in italics because they
- (A) provide the pronunciation of the word 'auxin'.
 - (B) are a different way of spelling the word 'auxin'.
 - (C) represent how scientists would write the word 'auxin'.
 - (D) show how the word 'auxin' is written in another language.
45. What can cause an increase in the production of auxin?
- (A) the lack of a light source
 - (B) the plant being placed outdoors
 - (C) the increase in other plant hormones
 - (D) the plant going through a growth spurt
46. In the first paragraph under the heading 'The laws of gravity', the text instructs the reader to gently turn the seedlings upside down. This should be done to check whether
- (A) the cotton wool is still damp.
 - (B) the seedlings have taken root.
 - (C) the shoots point towards the sun.
 - (D) the seedlings are two centimetres tall.
47. In the word 'phototropism', 'tropism' means 'growth'. What does 'photo' mean?
- (A) bending
 - (B) gravity
 - (C) light
 - (D) soil
48. The purposes of this text are to
- (A) instruct and argue.
 - (B) instruct and explain.
 - (C) discuss and explain.
 - (D) describe and recount.

For questions 49 and 50 choose the word which is DIFFERENT in meaning.

49. (A) deliberate
(B) intentional
(C) purposeful
(D) disastrous
50. (A) illegal
(B) doubtful
(C) suspicious
(D) questionable

ACKNOWLEDGMENT

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INDONESIA: Year 6
MALAYSIA: Standard 5
NEW ZEALAND: Year 6
PACIFIC: Year 5
SINGAPORE: Primary 4
SOUTH AFRICA: Grade 5

**PAPER
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