

Year 7

Reading Magazine

Example test

NAPLAN NATIONAL ASSESSMENT PROGRAM
Literacy and Numeracy

acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

Read books – and change lives!

Read books for Book Aid International.

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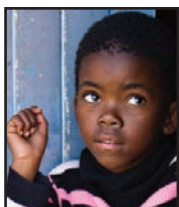
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- 2 Find sponsors. Ask friends and family to give you money for every book you read.**
- 3 Read as many books as you can in one month.**
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Why should you help?

Many adults and children in Sub-Saharan Africa cannot read very well. Families often do not have money to pay for books of their own. Book Aid International helps to provide books and libraries. Without this help, many African children might not see or read a book during their childhood.



“I am a Maasai boy and one day our school was invited to a reading tent in Vigwaza. We walked for almost three hours to reach the main road. From there we boarded a bus to Vigwaza. There were many other children from other schools there. I chose a book called *Mgabga Pazi*. The story was very, very nice and I enjoyed it. In our school there were no such books. When we arrived home everybody was exhausted, but we were very excited to tell our parents what we had seen. The reading tent made me see these books for the first time in my life, so I will always remember it.”

A Special Day

An extract from Finders Keepers by Emily Rodda

On Saturday Patrick woke up with a little shock, knowing that this was a special day. For a moment he couldn't think exactly why, and then, with an excited flutter of his stomach, he remembered. At ten o'clock today he was going to find out once and for all about Finders Keepers. He got dressed more carefully than usual, went downstairs and turned on the TV. Quickly he switched channels. Cartoons, cartoons, advertisement, man talking, snow, snow ... and still nothing at all on Channel 8.

"Patrick, tune it in, darling, if you're going to watch." Judith wandered past with the newspaper under her arm and her eyes half closed. She headed for the kitchen. Patrick turned off the TV and followed.

"What's for breakfast, Mum?"

"We'll see," Judith murmured vaguely, plugging in the electric kettle. She blinked sleepily at him and smiled. "You look nice, darling," she said. "You're all ready. But we can't go till eight-thirty at the earliest, you know. Nothing'll be open till then."

Patrick's stomach lurched. "We aren't going out, are we?" he asked anxiously.

She began to make the tea. "Don't say you've forgotten!" she said.

"I promised you, last Saturday. Your new sneakers, remember?"

"Oh—oh, but I can't go out this morning, Mum. There's something I've got to watch on TV. At ten o'clock. I've got to! My sneakers'll be all right for another week," gabbled Patrick, panic-stricken.

Judith faced him, hands on hips. "Patrick," she said wearily, "it's all organised."

The outsider

On an Arctic island long ago, a stranger is approaching a village.

"Papa," I yell. "Someone is coming."

Papa gathers Uncle and the other men. They come to stand beside Finn, Tuaq and me in a show of communal strength.

"He must be from one of the groups that have already arrived at the coast," Uncle suggests.

Papa nods. He doesn't take his eyes off the approaching figure.

"Get Nana," he tells Miki.

If the man wants to stay, Nana will decide. She's already walking towards us, wearing her priestess cape trimmed with raven feathers and arctic fox fur.

"Hullo-o-o," the man calls into the wind.

Papa waits until he can see the stranger's eyes. The man is not from any villages we join with on the coast.

"Good morning," Papa says cautiously.

"I am Hulag," the man responds.

Papa doesn't say his name. Instead he nods in Nana's direction. "This is Ananaksaq." Nana is famous throughout the icelands and Papa is reminding Hulag how powerful our village is.

"It's an honour to meet you." Hulag's eyes measure Nana up and down. He doesn't look impressed. His grin says he thinks it will be easy to charm this old woman with an oil-stained parka and dirty face.

Papa leads, but Nana decides, and she has made her first decision. This man must wait out in the cold.

Comets

tail of gas and dust

the nucleus of a comet

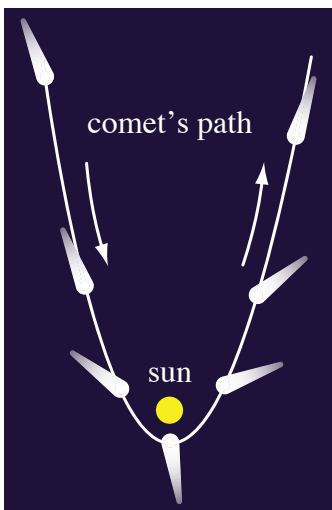


Figure 1: A comet's path around the Sun

Comets are made from debris left over when our Solar System was formed. The solid part of a comet, the nucleus, is a chunk of ice typically measuring a few kilometres across. The ice in a comet is mainly made up of frozen ammonia, methane and water. Harvard University astronomer Fred L. Whipple, a pioneer in comet research, described the nucleus as a 'dirty iceberg' to reflect the fact that bits and pieces of dust and rocky material are mixed in with the ice.

There are over 3000 known comets. They travel in various orbits around the Sun, usually going deep into the far reaches of our Solar System. The orbits of some comets bring them close to the Sun after many years in darkness. When they come near the Sun, comets reflect the Sun's light and can therefore be seen in our sky. Some comets take between two and three hundred years to orbit the Sun.

The Sun's heat and light cause comets to shed material, which normally forms into the characteristic long tail. As a comet approaches the Sun, the heat makes it expand, evaporating gas and releasing dust. The gas and dust form a fuzzy head and a long tail. Comet tails always point away from the Sun, regardless of the direction of the comet's motion.

One of the most famous comets is Halley's Comet, which appears in our skies approximately every 75 years. When it last came close to the Sun, in 1986, it was not as bright as expected. Recently, a much more spectacular comet was Hale-Bopp. It shone brightly in the night skies in 1996 and 1997, and had an impressive double tail that was easy to see with the naked eye for several months.

Pet dogs – what do you think?

May 21

Dear Editor,

Dogs are working animals, not pets. They belong out on the farm, rounding up sheep and cattle. In the city they are just a smelly, noisy nuisance. They leave their mess all over the streets, and some of them never stop barking.

Where are their owners? Why are these supposedly wonderful friends left alone to pine and whine and dig up the garden, or to bark at anyone who dares to walk past 'their' house?

If we must have dogs in the city, they need to be trained properly. Aside from the street-poopers and the barkers, there are the chasers and the bounders. These dreadful creatures rush up and almost knock you flat before you have time to decide if they are greeting you or attacking you.

Farm dogs earn their keep, but these city slickers consume far more than their fair share of the world's resources. And of course, it's not just scraps. It's gourmet cuisine, individually tinned or freeze-dried, which the pampered darlings can eat at their leisure from personalised doggy bowls, before having a home-visit haircut and shampoo or retiring to their fur-lined baskets.

Sarah Williston

May 28

Dear Editor,

Yes, Sarah Williston (May 21), we do give dogs a good life, but they pay us back generously, with affection and intelligence and good humour.

Dogs are wonderful companions, loyal and trustworthy. They will play safely with the kids, or keep a house-bound person company all day long. Dogs are increasingly being used in nursing homes and hospitals as a welcoming and calming presence, and in some places, teachers even have a pet dog in the classroom.

It is true that training a dog takes considerable time and effort, but it is time well-spent. Taking responsibility for a canine pet builds character, as well as offering a lot of pleasure.

Sincerely,
John Bonavista



The first day

On his first day at a new school, Michael has been sent to the Principal's office.

'I'm Michael. I'm new here.' I gave her my best shallow smile and hoped she'd take the offer. She had to have better things to be doing with her time.

'I know who you are, Michael, and I know why you're here.' In other words shut up and let me do the talking. Fair enough too. I took the advice. She didn't look all that angry though. If anything she almost seemed amused by me and her tone was friendly. I tried to remind myself who she was, in case it was some sort of trap. She took a deep breath, like I was a small part in a big battle she'd long since stopped trying to win, and smiled at me.

'You're hardly the first person to change schools, Michael, and you're certainly not the first to try to make an impression. And just between you and me, you're not the first to be sent here by Mr Jensen.' She stopped, so I gave a little nod and mumbled my agreement, which seemed to please her. 'Quite. So what do you think we should do about this?'

'Maybe we could just chalk it up to experience,' I tried, heartened by her apparent good humour. She acted as if she hadn't heard me.

'Were you pleased your family decided to move here, Michael?'

'Um, not pleased exactly,' I admitted.

'And how have you found us?' It was bizarre. She was beginning to sound like some old auntie stuck for conversation during a Christmas visit.

'All right, I suppose.'

'Yes, we are.' She smiled at something I couldn't even guess at.

'And you think we should just leave this here do you?' It had to be a trap. I nodded, not trusting myself to say anything useful.

'Let me just tell you this then. You don't want to cross me, Michael. You'll find me a very loyal person to my staff. Do you understand that?' Again I nodded. 'Of course I'll have to ring home, to let them know things haven't started too well for you, but apart from that I think you should just get back to class and concentrate on keeping a low profile, don't you?'

It didn't feel right. She was being reasonable, no doubt about that, but I couldn't quite trust her. There was something about the way she looked at me when she spoke, like she had some private joke going I would never understand. And she was an adult. There had to be something in it for her.

Salinity – an environmental emergency

Salinity is one of Australia's greatest environmental problems. It occurs when too much salt rises from under the ground to the surface and ruins the soil. In 2000, there were 2.5 million hectares of salt-affected land in Australia. This may increase to 17 million hectares by 2050.

Rising watertable

Land clearing is the major cause of Australia's dryland salinity problem. Trees act as pumps, removing water from the soil and keeping the water level in the ground well below the surface. This level is called the watertable. Water absorbed by the roots travels through the trunk and out through the leaves into the air. In a day, over 700 litres of water may pass through the leaves of a fully grown river red gum.

Beneath the ground across much of Australia there are large deposits of salt laid down by ancient seas. The salt is harmless underground, but when it comes to the surface it does damage. When trees are removed the watertable rises, bringing the salt with it.

Costs

The cost of salinity to Australia's farming production is over \$250 million a year, and the cost is increasing. The CSIRO estimates that salinity will cause the extinction of 1000 species of Australian plants and animals. Salinity also damages water pipes, roads, houses and parks. In the city of Wagga Wagga, this type of damage costs over \$3 million each year. The level of salt in the Murray River is also increasing, and by 2020 the water in Adelaide piped from the Murray may be too salty to drink.

Halting the salt

Replanting native trees is a very effective method of lowering the watertable. Native grasses have long roots that prevent water from rising to the surface, unlike many introduced grasses that have shallow roots.

Slow change

For many years, the practices that led to today's salinity problems went on without anyone knowing the consequences. This was because the effects of land clearing on watertables were not immediately obvious. Similarly, the effects of changing these practices will not become noticeable for decades, because it will take that long for seedlings planted now to become trees and restore watertables to their natural levels.

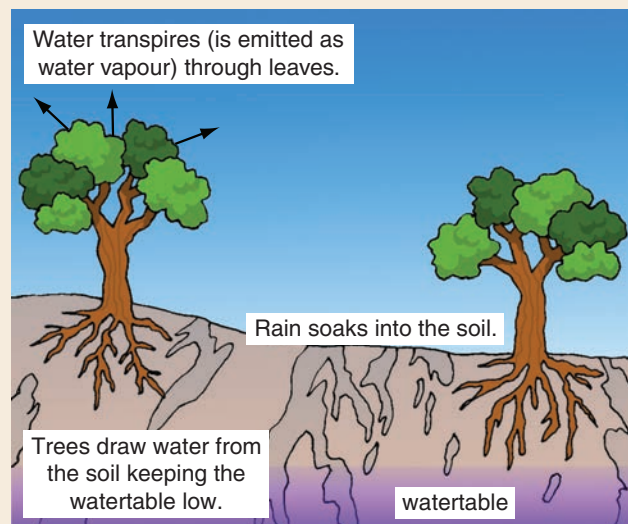


Figure 1 *Uncleared landscape*

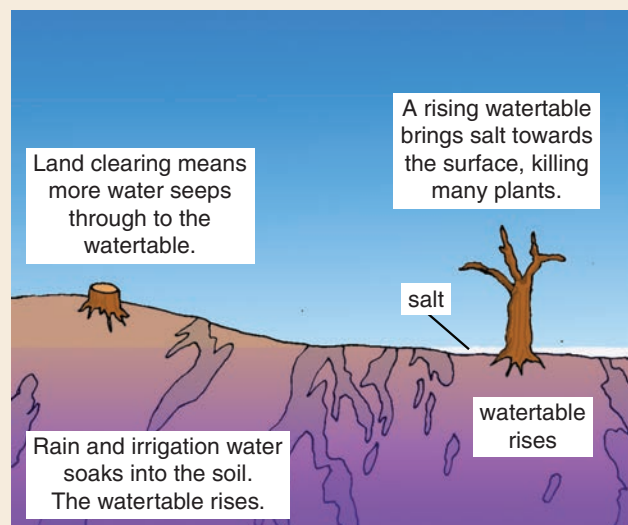


Figure 2 *Cleared landscape*

Avatar

Below are two reviews of the science-fiction film, Avatar, written and directed by James Cameron and starring Sam Worthington.

Review 1

There's no argument that, as a showcase for the immersive potential of 3D visual effects technology, James Cameron's long-awaited \$300 million sci-fi epic Avatar is an unqualified triumph.

But as a story designed to engage, enthrall and entertain adult audiences for almost three hours, it is a major disappointment, strewn with weak characters, environmental platitudes and anti-progress clichés.

Set on the distant, forest-covered moon of Pandora, the story tells of Jake Sully (Sam Worthington), a paraplegic former marine recruited by the heavily-militarised security division of an interplanetary mining corporation that is having trouble with the natives, an aggressive blue-skinned race known as the Na'vi, who look like they have spent too long at the gym.

The lush alien world Cameron creates is a magnificent, photo-realistic landscape of multicoloured dinosaurs, waterfalls and floating mountains. But with its patronising, predictable images of noble savages, evil technology and gigantic bulldozers crunching their way through precious rainforests, the film often feels like a megalithic piece of green propaganda.

A compulsive envelope-pusher, Cameron invented ground-breaking visual processing techniques for the film, but perhaps he should have spent a little less time obsessing over the technology and a tad more developing the story beyond the compendium of clichés it regrettably is.

Review 2

The good news is that the most costly film ever made is one of the best films of the year; not because the plotting is original, but because of the sheer film-making skills, soaring imagination and technical expertise that James Cameron brings to a timeless story of good and evil.

Much in the film may not be very new (though the film is spectacularly three-dimensional, the plotting constantly threatens to lapse into two dimensions), but somehow it all works wonderfully well, thanks mainly to Cameron's storytelling skills and to the movie's fantastically detailed vision, including six-legged horses and futuristic war machines.

Sam Worthington acquits himself extremely well as the hero, even though he's transformed and unrecognisable as the avatar Jake for much of the time. Stephen Lang and Giovanni Ribisi are wonderfully hissable villains. However, Avatar succeeds not so much because of its cast and narrative, but for the amazing world created by Cameron and his designers and special effects wizards.

ACKNOWLEDGEMENTS

Read books – and change lives!

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A Special Day

Extract from *Finders Keepers* by Emily Rodda. Text copyright © Emily Rodda, 1990. First published by Omnibus Books, an imprint of Scholastic Australia Pty Ltd, 1990. Reproduced by permission of Scholastic Australia Pty Limited.

The outsider

Extract from *Polar Boy* by Sandy Fussell. Text © 2008 Sandy Fussell. Reproduced with permission of Walker Books Australia.

Comets

Image of a comet reproduced with permission of Photolibrary/Lodriguss Jerry.

Pet dogs – what do you think?

Image of a dog sign reproduced with permission of Corbis. © Estelle Klawitter/Corbis.

The first day

Extract from *Lester* by Bernard Beckett, Longacre Press, 1999. Reproduced with permission of Random House New Zealand.

Salinity – an environmental emergency

Adapted extract and illustrations from *Australia's Environment: how people have changed the environment* by Greg Pyers, Echidna Books, 2002. Reproduced with permission of Pearson Education Australia. Illustrations re-drawn by Yuko Fujita.

Avatar

Review 1: Adapted extract from review of 'Avatar' by Jim Schembri, *The Age*, 12 December 2009. Reproduced with permission of Jim Schembri, courtesy of *The Age*.

Review 2: Adapted extract from review of 'Avatar' by David Stratton, *The Australian*, 15 December 2009. Reproduced with permission of David Stratton.

READING

YEAR

7

Example test

0:65

Time available for students to
complete test: 65 minutes

Use 2B or HB
pencil only

Do not write on this page.

Read the poster for *Book Aid International* on page 2 of the magazine and answer questions 1 to 6.

1

The poster encourages people to join *Book Aid International* by

- ☐ offering them a reward for their hard work.
- ☐ showing them how much fun reading books can be.
- ☐ telling them they will make friends in other countries.
- ☐ showing they can make a difference to other people's lives.

2

Read as many books as you can in one month.

Why does the poster say this?

- ☐ to show you books are fun
- ☐ so you will learn to read well
- ☐ so you can raise a lot of money
- ☐ to show you there are many books to read

3

At *www.bookaid.org* people register to

- ☐ help raise money.
- ☐ buy books online.
- ☐ learn how to read.
- ☐ make friends with some children in Africa.

4

How does *Book Aid International* help people in Sub-Saharan Africa?

- ☐ by selling books and giving them the money
- ☐ by teaching them to write their own books
- ☐ by helping them to set up their own bookshops
- ☐ by giving them more books to read

YEAR 7 READING

5

In the last section of the poster, a Maasai boy tells his story.

Why has the Maasai boy's story been included in this poster?

6

This poster is aimed at people who

- ☐ do not have access to books.
- ☐ live in Sub-Saharan Africa.
- ☐ like to help others.
- ☐ cannot read.

Read *A Special Day* on page 3 of the magazine and answer questions 7 to 12.

7

Why is this particular Saturday a special day for Patrick?

- ☐ He will be allowed to watch TV all morning.
- ☐ He will get the present he has been asking for.
- ☐ He will discover an answer he has been waiting for.
- ☐ He will be able to spend the whole day with his mother.

8

What made Judith think Patrick was ready to go shopping?

- ☐ He was dressed and had finished breakfast.
- ☐ He was dressed more carefully than usual.
- ☐ He mentioned it to her at breakfast.
- ☐ He was keen to buy new sneakers.

9

What is the most likely reason Judith sounded vague?

- ☐ She had just woken up and was still tired.
- ☐ She was thinking about Patrick's sneakers.
- ☐ She was concentrating on filling the electric kettle.
- ☐ She didn't want to tell Patrick they were going out.

10

Patrick's stomach lurched.

This suggests that

- ☐ he suddenly felt ill.
- ☐ he needed some breakfast.
- ☐ he had woken up too early.
- ☐ he really didn't want to go out.

11

Why does Patrick say, "*My sneakers'll be all right for another week*"?

- ☐ because he doesn't need new sneakers
- ☐ because he never agreed to go shopping for new sneakers
- ☐ to persuade his mother that the shopping trip can be postponed
- ☐ to persuade his mother to go to the shops earlier than she planned

12

"Patrick," she said wearily, "it's all organised."

What does this tell us about Patrick's mother at this moment?

- ☐ She is annoyed at being woken up so early.
- ☐ She is vague because she is still half asleep.
- ☐ She is angry at Patrick always changing his mind.
- ☐ She is frustrated that Patrick has forgotten their plans.

Read *The outsider* on page 4 of the magazine and answer questions 13 to 17.

13

Papa's attitude towards Hulag is

- ☐ timid but kind.
- ☐ wary but polite.
- ☐ confused and fearful.
- ☐ aggressive and disrespectful.

14

Hulag's behaviour when he arrives can best be described as

- ☐ quiet.
- ☐ confident.
- ☐ unfriendly.
- ☐ aggressive.

15

He doesn't take his eyes off the approaching figure.
"Get Nana," he tells Miki.

These sentences help to

- ☐ create tension.
- ☐ provide clarity.
- ☐ indicate surprise.
- ☐ resolve a conflict.

16

Hulag thinks that Nana

- ☐ is unfriendly.
- ☐ can be argued with.
- ☐ can be manipulated.
- ☐ is strong and decisive.

17

In the last sentence, Hulag is referred to as *This man*.

The main purpose of this is to show that

- ☐ he is different from Papa.
- ☐ the villagers have not heard his name.
- ☐ he has gained the respect of the villagers.
- ☐ he is being kept at a distance by the villagers.

Read *Comets* on page 5 of the magazine and answer questions 18 to 24.

18

What are comets made from?

- ☐ material from the formation of our Solar System
- ☐ rocks broken away from the Sun
- ☐ pieces of other solar systems
- ☐ gases emitted by Earth

19

'dirty iceberg'

This phrase is in quotation marks (‘ ’) because it is

- ☐ a non-scientific description.
- ☐ an old-fashioned expression.
- ☐ a popular saying.
- ☐ a foreign phrase.

20

In our Solar System, there are over 3000 known comets.
It is possible that there are unknown comets.

Use evidence from the text to explain why such unknown comets have not been seen.

21

A comet's tail is formed when

- ☐ a large icicle grows from the nucleus.
- ☐ the comet passes through a cloud of dust.
- ☐ the comet travels faster than the speed of light.
- ☐ parts of the nucleus are changed by the Sun's heat.

22

Figure 1 shows a comet's path around the Sun. It also shows

- ☐ the speed of a comet in orbit.
- ☐ the direction of a comet's tail in orbit.
- ☐ the number of comets orbiting the Sun.
- ☐ the distance of a comet's tail from the Sun.

23

The main purpose of the last paragraph is to provide

- ☐ expert opinions on comets.
- ☐ a description of a comet's tail.
- ☐ examples of well-known comets.
- ☐ an explanation of how comets are formed.

24

In this text, it is assumed that the reader already knows

- ☐ what Hale-Bopp is.
- ☐ who Fred L. Whipple is.
- ☐ what is in a comet's tail.
- ☐ what the Solar System is.

Read *Pet dogs – what do you think?* on page 6 of the magazine and answer questions 25 to 29.

25

What do the two writers agree about?

- ☐ Dogs deserve good food.
- ☐ Dogs should be properly trained.
- ☐ Dog owners need a sense of humour.
- ☐ Dog owners spend too much on their pets.

26

According to Sarah, *bounders* are dogs that

- ☐ chase you.
- ☐ attack you.
- ☐ bark at you.
- ☐ jump at you.

27

John suggests that having a pet dog in the classroom is

- ☐ a good way of training a dog to be calm.
- ☐ cruel for the dog but useful for the teacher.
- ☐ disruptive for the teacher and the students.
- ☐ a way of making classrooms happier places.

28

Which sentence best describes John's attitude to dog training?

- ☐ It is hard work for the dog.
- ☐ It is not hard for the owner to do.
- ☐ It is a good thing for both the dog and the owner.
- ☐ It is unnecessary because dogs easily understand humans.

29

John writes, *we do give dogs a good life*.

Which paragraph of Sarah's letter is he responding to most directly?

- ☐ paragraph 1
- ☐ paragraph 2
- ☐ paragraph 3
- ☐ paragraph 4

Read *The first day* on page 7 of the magazine and answer questions 30 to 35.

30

Why is Michael in the Principal's office?

- ☐ He is meeting the Principal because it is his first day.
- ☐ He has something to deliver to the Principal.
- ☐ A teacher is not happy with his behaviour.
- ☐ His parents have left a message for him.

31

'Maybe we could just chalk it up to experience,' (paragraph 4)

In this sentence, *chalk it up to experience* means to

- ☐ learn from a negative experience.
- ☐ keep a record of recent experiences.
- ☐ encourage more positive experiences.
- ☐ refuse to acknowledge a recent experience.

32

'Were you pleased your family decided to move here, Michael?'
(paragraph 5)

Why does the Principal ask this question?

- ☐ to encourage Michael to feel more at ease
- ☐ to acknowledge Michael is new to the school
- ☐ to show Michael how much he has embarrassed his family
- ☐ to suggest that Michael's feelings may be influencing his behaviour

33

The conversation ends with Michael feeling

- ☐ defeated.
- ☐ uncertain.
- ☐ miserable.
- ☐ disappointed.

34

Michael's approach to the Principal suggests that he is trying to

- ☐ annoy her.
- ☐ charm her.
- ☐ challenge her.
- ☐ get to know her.

35

Readers mainly learn about Michael's character through

- ☐ his facial expressions.
- ☐ what he thinks to himself.
- ☐ what he says to the Principal.
- ☐ what the Principal says about him.

Read *Salinity* on page 8 of the magazine and answer questions 36 to 43.

36

The text suggests that Australia's salinity problem

- ☐ is a process that cannot be reversed.
- ☐ would have occurred regardless of human influence.
- ☐ was deliberately caused by farmers and land developers.
- ☐ may have been averted had the right knowledge been available.

37

In a day, over 700 litres of water may pass through the leaves of a fully grown river red gum. (paragraph 2)

This information in the text shows that trees

- ☐ are the only things preventing underground salt rising to the surface.
- ☐ play a vital role in preventing the watertable from rising.
- ☐ are able to access and utilise water in order to grow.
- ☐ contribute to the salinity problem.

38

In the section called *Costs*, it is implied that salinity affects

- ☐ mainly the city of Wagga Wagga and the Murray River.
- ☐ an unimportant part of society and the environment.
- ☐ numerous aspects of society and the environment.
- ☐ mainly farmers and their equipment.

39

In the section called *Costs*, the city of Wagga Wagga is mentioned to

- ☐ describe how rural towns are responding to the salinity crisis.
- ☐ give a real-world example of the high costs associated with salinity.
- ☐ show that the costs of salinity are trivial when distributed across the country.
- ☐ show that the costs of salinity are restricted to rural areas and country towns.

40

The section called *Slow change* suggests that Australian society

- ☐ is as ignorant about salinity as it has always been.
- ☐ may be about to cause another environmental emergency.
- ☐ needs to act now if salinity is to be prevented in the future.
- ☐ will be unable to predict the consequences of preventing salinity.

41

Figure 1 shows

- ☐ a rising watertable.
- ☐ a stable environment.
- ☐ a damaged environment.
- ☐ the early stages of salinity.

42

Figure 2 shows that, besides rain, the watertable is affected by

- ☐ stormwater.
- ☐ irrigation.
- ☐ soil.
- ☐ salt.

43

The intended audience of this text is people who

- ☐ are experts in salinity.
- ☐ do not know much about salinity.
- ☐ are replanting salt-damaged land.
- ☐ are measuring the financial costs of salinity.

Read *Avatar* on page 9 of the magazine and answer questions 44 to 48.

44

a magnificent, photo-realistic landscape of multi-coloured dinosaurs, waterfalls and floating mountains. (Review 1)

Review 1 uses this description to

- ☐ ridicule the visual spectacle of the film.
- ☐ draw attention to the perceived weaknesses of the film.
- ☐ emphasise the complex visual spectacle of the film.
- ☐ establish a basis for the criticisms of the film.

45

The phrase *wonderfully hissable villains* (Review 2) describes characters who are

- ☐ sinister but appealing.
- ☐ energetic and amusing.
- ☐ hilarious and awkward.
- ☐ ineffective but admirable.

46

Review 2 suggests that the quality of the acting in *Avatar*

- ☐ is central to the worth of the film.
- ☐ is secondary to the narrative structure of the film.
- ☐ is overshadowed by the technical qualities of the film.
- ☐ is a powerful feature of the imaginary world created in the film.

47

Which pair of quotations best captures the fundamental difference in the opinions expressed by the two reviewers?

Review 1

- ☐ *compendium of clichés*
- ☐ *evil technology*
- ☐ *an unqualified triumph*
- ☐ *magnificent, photo-realistic*

Review 2

- ☐ *and a timeless story of good and evil*
- ☐ *and wonderfully hissable villains*
- ☐ *and the amazing world created*
- ☐ *and the sheer film-making skills*

48

Which quotation from Review 2 reflects the positions of both reviewers?

- ☐ *technical expertise*
- ☐ *soaring imagination*
- ☐ *one of the best films of the year*
- ☐ *somehow it all works wonderfully well*

STOP – END OF TEST

Do not write on this page.

NAPLAN Reading Example Test - Year 7

Question number	Answer key	Question number	Answer key
Y7 Q01	D	Y7 Q25	B
Y7 Q02	C	Y7 Q26	D
Y7 Q03	A	Y7 Q27	D
Y7 Q04	D	Y7 Q28	C
Y7 Q05	Recognises that the section encourages participation by providing an affecting story of the program for the reader OR implies this by showing an effect of the program on the boy	Y7 Q29	D
Y7 Q06	C	Y7 Q30	C
Y7 Q07	C	Y7 Q31	A
Y7 Q08	B	Y7 Q32	D
Y7 Q09	A	Y7 Q33	B
Y7 Q10	D	Y7 Q34	B
Y7 Q11	C	Y7 Q35	B
Y7 Q12	D	Y7 Q36	D
Y7 Q13	B	Y7 Q37	B
Y7 Q14	B	Y7 Q38	C
Y7 Q15	A	Y7 Q39	B
Y7 Q16	C	Y7 Q40	C
Y7 Q17	D	Y7 Q41	B
Y7 Q18	A	Y7 Q42	B
Y7 Q19	A	Y7 Q43	B
Y7 Q20	Provides plausible answer that refers to the reflection of light from the sun	Y7 Q44	C
Y7 Q21	D	Y7 Q45	A
Y7 Q22	B	Y7 Q46	C
Y7 Q23	C	Y7 Q47	A
Y7 Q24	D	Y7 Q48	A

*For multiple choice response answer keys:

The first response bubble = A; the second response bubble = B;
the third response bubble = C; the fourth response bubble = D