

# ACER Scholarship

## Example Questions



## ACER Scholarship Tests – Example Questions

The following are examples of question formats for all test levels.

### Written Expression

Two topics for writing will be set, and in the 25 minutes allowed you will have time to plan and edit your writing.

The task will be to write on a set topic. What you write can be imaginary or based on real events. You may write in the form of a story, a letter, a discussion or argument. Most importantly it should be short, lively, and interesting to read. Your writing will be assessed on what you have to say, how well you organise your thoughts, and how well you express yourself.

Below is an example of an ACER writing task:

*Use the picture below as the basis for a piece of writing.*

*Write about something that happened or might have happened.*

*You can write about yourself and people you know, or about imaginary characters and events.*

*Your writing will be judged on the kind of situations, characters, events and feelings that you present and on how well you express yourself.*





## Humanities

This test asks you to look at written and visual material and answer questions about it. The material will be presented in a variety of forms such as informative writing, poems, stories, diagrams, cartoons or drawings.

All the information you need to answer the questions will be printed in the stimulus material to which the questions refer. The test has several units with a number of questions in each unit.

Here is a practice example:

*The following passage was written by a man who works with a film unit which photographs animals in different parts of the world.*

In the middle of the watering place, like a huge boulder rolled down through a furrow in the mud, the bulk of a gigantic tortoise loomed out of the dusk. At last, a giant galapago in its natural surroundings! I stood amazed in the presence of this prehistoric bulk which rose like a black island from the depths of the mud.

It moved. A tiny head, attached to the hump by a snake-like neck, looked up, and bright brown eyes set in wrinkled skin watched us keenly. Apparently the tortoise did not like what he saw – man his enemy – and with a slow deliberate movement he raised himself up in the mud and began to crawl away.

Five hundred pounds,<sup>1</sup> three hundred years old, the oldest living animal: facts and figures ran through my mind. To list his dimensions would do nothing to describe the galapago. It was the massive bulk, the bearing of age, the ancient reptilian world that he represented, which impressed me.

The high-domed shell wobbled away, supported by feet like cut-off stovepipes. He ploughed through the bush, dragging a long streamer of jungle vine that was hooked under his shell, crushing the grass, and leaving a wake of trampled undergrowth. His breathing could be heard clearly fifty feet<sup>2</sup> away. The slowness of prehistoric ages was in his step. He was a symbol of the ancient islands. Undisturbed, he would live to an even greater age. He moved slowly – and why not? He had plenty of time.

A scarlet flycatcher, delicate and finely plumaged, sat on a vine above him, watching him pass, and then darted off in a brilliant flash to catch an insect. It returned to perch on the slowly wobbling carapace of the moving tortoise.

I realised that we had cut our way into the last hidden sanctuary of the giant tortoise. It was a sanctuary where we did not belong.

<sup>1</sup> 500 pounds: about 135 kilograms

<sup>2</sup> 50 feet: about 17 metres

- 1 To the writer, the most interesting thing about the tortoise was that it
- A was the largest example of the species.
  - B was a living representative of a past age.
  - C moved with such ponderous dignity.
  - D had never before been confronted by a human being.

- 2 In the first paragraph, the writer conveys his initial impression of the tortoise mainly by
- A concentrating on his own startled reactions.
  - B comparing it with large solid objects.
  - C contrasting the dark colouration of the tortoise with the lighter surroundings.
  - D using scientific language to give an accurate picture of the tortoise.

- 3 The writer uses the description of the flycatcher mainly to
- A point out the contrast between the two creatures.
  - B emphasise how insensitive the tortoise was to external influences.
  - C show the untouched beauty of the sanctuary.
  - D illustrate the friendly nature of the tortoise.

- 4 The tortoise moved along in a manner that was
- A careful and quiet.
  - B precarious and uncertain.
  - C slow but threatening.
  - D lumbering and determined.

- 5 The writer's feelings about finding the tortoise seem to change during the passage. Which one of the following pairs of phrases best describes how he felt at the beginning and at the end of the passage?

	<i>beginning</i>	<i>end</i>
A	concern that the tortoise might not appear	certainty that he had made a great discovery
B	fascination with the physical characteristics of the animal	regret that he would not be able to capture the animal
C	excitement about the emergence of the tortoise	recognition that man was an intruder
D	apprehension that his hiding place would be discovered	relief that he would be able to escape from the situation

**Answers to the Mathematics practice examples**

1C 2C 3B 4B 5A 6D

**Answers to the Humanities practice examples**

1B 2A 3A 4D 5C