

HAST

Higher Ability Selection Test

Student Information Bulletin – Primary

The school will advise you

- what day the test will be held
- what time you should arrive
- where you should go on the day of the test

The test timetable

There will be either three or four separate tests, depending on what package your school selects.

The time for each test and the order in which they will be taken are as follows:

1	Reading Comprehension	30–35 minutes*
2	Mathematical Reasoning	30–35 minutes*
3	Written Expression	30 minutes
<i>Plus, an optional test your school may choose:</i>		
4	Abstract Reasoning	30 minutes

* Depending on the test form used.

There will be a short break between each test of about 15 minutes.

Students who arrive late for the first test will be admitted only at the discretion of the supervisor, and additional time will not be allowed.

Items to bring on test day

- two **HB** or **2B** pencils for the multiple-choice tests
- a good quality eraser
- a pencil sharpener
- two blue or black pens for the Written Expression test
- a snack and a water bottle for the break

No other equipment will be needed. For example, you will not require a dictionary, ruler, paper, or calculator.

Writing your answers

You will be given a special answer sheet for the multiple-choice tests in Reading Comprehension, Mathematical Reasoning and Abstract Reasoning, and lined paper for the Written Expression. For each question there are four small ovals labelled A, B, C and D on the multiple-choice answer sheet. Use an HB or B pencil to mark clearly the oval of your choice.

Example (Answer 'B' selected)



If you wish to change your answer, carefully rub out the first mark and then mark your new choice.

Please remember, when working on the multiple-choice answer sheet

Do not:

- fold or tear the answer sheet
- make marks anywhere other than in the designated areas on the answer sheet
- use ink, ball-point pen or felt pen on any part of the answer sheet.



What are the tests like?

The test items assess such 'thinking' skills as analysis, comprehension, interpretation, and reasoning. The topics for the material may be drawn from many subject areas such as English, Maths, Science, Art, History, Geography and Social Studies, though no special knowledge in these areas is required. All the information you need to answer the questions is printed on the paper, so if you do not know or fully understand something you may be able to work out what it means from the information given to you in the question.

Reading Comprehension

The Reading Comprehension test measures how well you can understand and interpret ideas in language. The test asks you to look at written and visual material and answer questions on it.

Depending on the form used, there will be between 25–30 multiple choice questions in this test.

Mathematical Reasoning

This test measures mathematical ability, in contrast to a test of school achievement in mathematics. Consequently, the material used for the questions in this test is selected from a wide variety of sources and may differ from standard school-based curriculum materials.

Depending on the form used, there will be between 25–30 multiple choice questions in this test.

Abstract Reasoning

This is a non-verbal test that measures abstract reasoning skills, including the capacity to make sense of complex situations, to draw meaning out of events, to perceive and think clearly. The test will ask you to identify and complete various picture sequences and patterns.

There will be 30 multiple-choice questions in this test.

Written Expression

This test focuses on your ability to express your thoughts and feelings in writing.

In assessing written expression, markers consider the following issues:

THOUGHT and CONTENT

- what is made of and developed from the task
- the kinds of thoughts and feelings offered in response to the task

STRUCTURE and ORGANISATION

- the shape and form of the piece
- the sequence and cohesion of the piece

EXPRESSION, STYLE, and MECHANICS

- the effectiveness and appropriateness of the language
- the expressiveness and fluency of the language
- the control of the mechanics of English

The stimulus material must be the basis of your writing, and you will be penalised if you are rehearsing a piece of writing that is not developed from the stimulus. You should respond to the stimulus in the way that is most interesting to you, and which best displays your ability to write and express yourself.

The stimulus may be a picture, a statement, or a combination of the two. In general terms, the stimulus will allow students to tell a real or imagined story, describe a situation, incident or scene, outline or explain something, express a point of view, or make an argument.

SAMPLE QUESTIONS

Reading Comprehension

Questions 1 – 3

Both of these children have written letters to a magazine about bullfighting.

Dear Editor

I think bullfighting is a cruel sport because the bulls get hurt, and usually they are killed. I saw a bullfight on television and the bull looked scared and then angry. I don't think it is fair on the bull.

James (aged 8)

Dear Editor

I am from Spain and I have been to lots of bullfights. They are very exciting and special events in my country. I once saw a matador get caught on the bull's horns. It was scary. I think matadors are brave and skilful.

Luis (aged 9)

- 1** The two letters have
 - A** the same ideas about bullfights.
 - B** come from Spain.
 - C** only mentioned bulls.
 - D** different ideas about bullfights.

- 2** James thinks bullfighting is cruel because
 - A** the matador might get hurt.
 - B** you only see it on television.
 - C** he is not from Spain.
 - D** the bull suffers pain.

- 3** By 'special event' Luis means
 - A** something he does not like.
 - B** something that is not ordinary.
 - C** something that happens every day.
 - D** something that happens in another country.

Written Expression

Use the following as the basis for a piece of writing. You may write in any style. Your piece of writing will be judged on what you have to say, how well you organise what you have to say, and how clearly and effectively you express yourself.

Example 1

Being an individual is better than being part of a group, because you learn to do things on your own.

Example 2

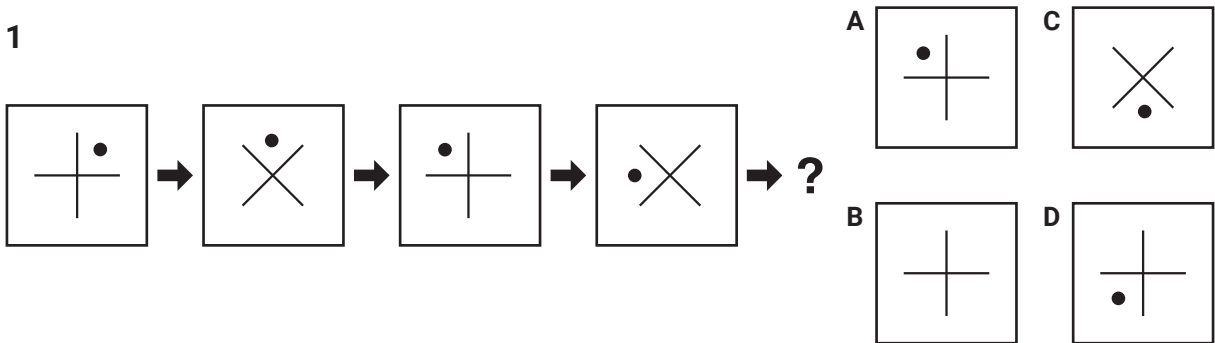


Abstract Reasoning

Next in Sequence: Question 1

In this question, you need to identify which of **A**, **B**, **C** and **D** most logically and simply comes next in the sequence.

1

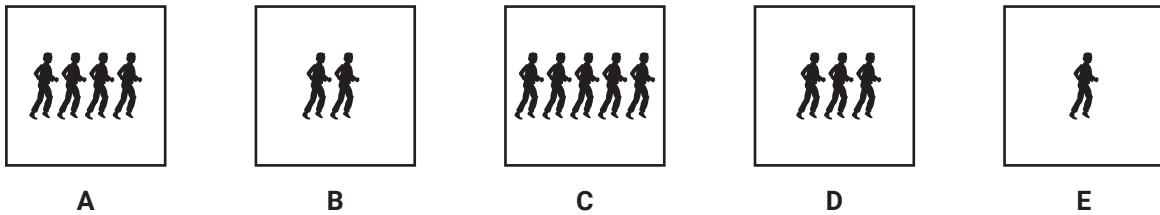


Middle of Sequence: Question 2

In this question, you need to arrange the five frames to form the simplest logical sequence.

Then you must select the alternative (**A**, **B**, **C**, **D** or **E**) that is in the **middle** of the sequence.

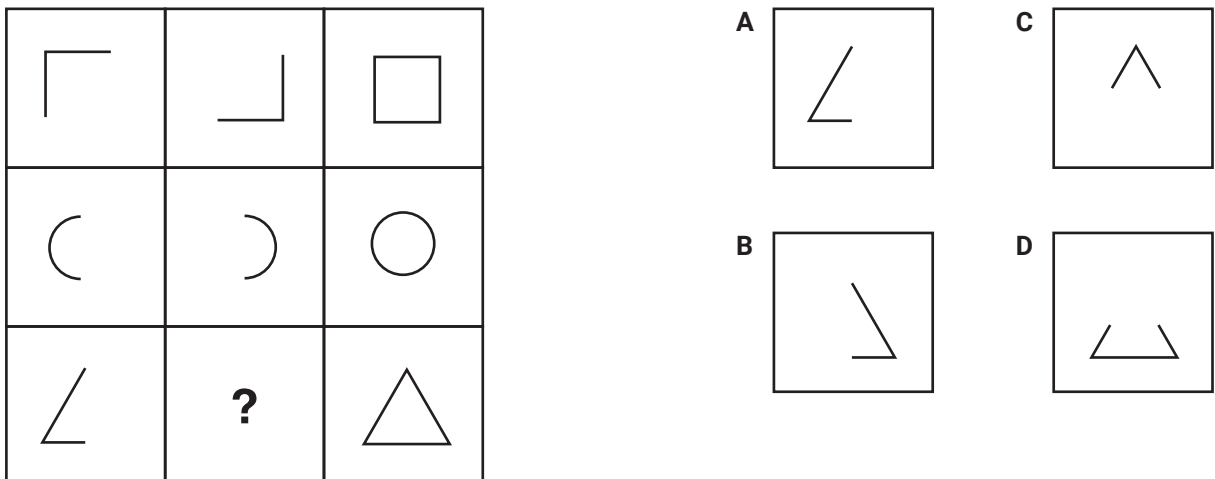
2



Complete the Pattern: Question 3

In this question, you need to identify which of **A**, **B**, **C** and **D** fits most logically and simply into the space with the question mark (?)

3





Test taking tips

- Listen carefully to verbal instructions.
- Read the instructions on the front cover of each test carefully.
- Read each test question carefully before you answer it.
- Make sure you mark all your answers on the answer sheet and not in the test booklet.
- Check that the answer you are marking matches the question number in your test booklet.
- Do not rush. If you find one question too difficult do not spend a long time on it. Leave it out but be sure you place your next answer in its right oval. Each question is of equal value.
- If you cannot decide between two answers in the multiple-choice tests, mark the letter of the answer you think is most likely correct. You may have time to go back to that question but in the meantime you have done the best you can. No marks will be deducted for incorrect answers.
- Do not worry if you have left questions out and cannot finish the tests. Remember that the tests are difficult.

Sample question answers

Reading Comprehension

1 D 2 D 3 B

Mathematical Reasoning

1 C 2 D 3 C 4 A

Abstract Reasoning

- 1 From one frame to the next, the pattern consisting of the cross and the dot rotates anticlockwise by 45° . Therefore, the answer is **D**.
- 2 The number of figures increases from 1 to 5, giving the sequence E, B, D, A, C (or C, A, D, B, E), so the answer is **D**.
- 3 The shape in the box at the right end of each row is made by combining the shapes in the other two boxes of the row, so the answer is **B**.