



## SST6 Humanities (EDU) Simulation Test 20

Test Code: SST6H20

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

**PLEASE READ THE INSTRUCTIONS BELOW CAREFULLY:**

You may use the back of your answer sheet for your working. This is what you are given in the real exam to use as working paper.

**\*DO NOT WRITE ANYWHERE ELSE ON THE EXAM PAPER\***

This test asks you to look at \_\_\_\_ material and to answer all the questions on this material.

- This test paper **CANNOT BE TAKEN OUT** of the classroom.
- You **MUST GIVE THE TEST PAPER BACK** before you leave the classroom.
- You must **WRITE YOUR NAME AND ID** on this page and the answer sheet.
- You must **PUT AWAY ALL ELECTRONIC DEVICES** and any other materials that could help you on this exam.
- **DO NOT TOUCH OR DRAW ON** the barcode that is on your answer sheet.

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**Advice for the test:**

- For each question, you are given 4 or 5 possible answers marked A, B, C, D and E. Attempt to find the correct answer, and shade the corresponding bubble on the answer sheet.
- Each question is worth 1 mark, so try not to spend too long on one question – leave it for after you have finished the other questions.
- Check that the question number you are doing on the test paper is the same as the question number that you are shading on the answer sheet.
- There are no marks lost for incorrect answers, so even if you cannot solve a question, shade the box for the answer you think is most correct.

### Instructions for the Answer Sheet:

- Use a B or HB pencil.
- Write your name, student ID and test code on the sheet.
- Shade the box which indicates your answer. All answers must be completed like THIS example:



- Marks will not be deducted for incorrect answers.
- No mark will be given if more than ONE answer is completed for any question.
- If you make a mistake, ERASE the incorrect answer – DO NOT cross it out.

## Questions 1- 14

### The Dingo

(An experienced dingo-trapper gives his opinion of the dingo.)

The word “dingo” is often used by Australians to describe some cowardly person, someone mean and vicious. This misconception arose out of hatred and contempt felt by the grazier, particularly the sheepman, towards the wild dog that attacked their stock by night. Dingoes were seldom seen by the roving horsemen, and when they were it was usually just a fleeting glimpse of the vanishing killers, which seemed to be able to take almost uncanny advantage of the most meagre cover. In the outback it was accepted without question that the dingo was a slinking, cowardly animal.



This is not my opinion. True, the dingo is a killer, but so also is the most loved domestic pet of the dog family, given the opportunity and incentive. Under cover of darkness some of the most friendly types of house-dogs are capable of acts more vicious by far than any committed by dingoes. In fact, a dingo seldom kills more than one or two sheep a night, and not every night at that, but perhaps one or two nights a week. The sheep that are found torn and bleeding are those that have torn themselves free and escaped in the milling herd, forcing the dingo to grab another. On the other hand the domestic dog will kill for fun, and in a single night dozens of sheep may be killed or fatally wounded.

A single dingo will stand its ground at night against any dog its size and bigger, and often will die in battle when it could have slipped away into the brush. I have seen a dingo pup, chained for weeks, resist all attempts to force it into submissiveness, and finally die with its fangs buried in the boot of the tormentor. If the dingo could speak it might with much more justification brand a man a coward and a thief, for man took the land from the dingo and offered battle only when the odds were insurmountably in his favour.

From *The Way of the Dingo*, by Sid Wright

#### Question 1

With which of the following themes is this passage primarily concerned?

- A. Dingoes have been considered as cowardly killers.
- B. Dingoes were hated by graziers.
- C. Dingoes are not only less vicious killers of sheep than domestic dogs, but also courageous.
- D. Dingoes could be justified in branding a man as a coward and thief.

#### Question 2

The word **misconception** is closest in meaning to which of the following words?

- A. controversy
- B. misbelief
- C. blindness
- D. ignorance

#### Question 3

The word **grazier** is closest in meaning to which of the following words?

- A. cattle
- B. scrounger
- C. gardener
- D. herdsman

**Question 4**

The author uses the phrase *fleeting glimpse* to mean

- A. flying jump.                      B. quick glance.                      C. sailor's look.                      D. long stare.

**Question 5**

A synonym for *uncanny* is

- A. mysterious.                      B. unfair.                      C. crazy.                      D. ignorant.

**Question 6**

The author thinks domestic dogs can be more vicious than dingoes because

- A. Domestic dogs mislead their owners into thinking they are harmless.  
B. Domestic dogs will kill for fun and can kill or wound dozens of sheep in a night.  
C. Dingoes vanish into the night very quickly.  
D. Dingoes have wrongly been given the reputation of sheep killers.

**Question 7**

The author uses the word *incentive* to mean

- A. discipline.                      B. deterrent.                      C. motivation.                      D. freedom.

**Question 8**

The phrase *stand its ground* is used to infer that a dingo will

- A. not leave its home territory.                      C. remain awake.  
B. stand very still.                      D. not retreat.

**Question 9**

Which of the following could best replace the word *submissiveness*?

- A. hopelessness                      B. obedience                      C. despair                      D. unyielding

**Question 10**

The word *insurmountably* means

- A. insuperably.                      B. ruthlessly.                      C. incredibly.                      D. clearly.

**Question 11**

What is the author's tone in this passage?

- A. defensive                      B. bitter                      C. pessimistic                      D. ironic

**Question 12-15**

I have seen a dingo pup, chained for weeks, resist all attempts to force it into submissiveness, and finally die with its fangs buried in the boot of the tormentor.

**Question 12**

*chained for weeks* suggests that the dingo pup

- A. is being trained as a pet.                      C. is being mistreated.  
B. is being punished.                      D. is being restrained from causing injury to others.

### Question 13

"**resist all attempts**" means that the dingo

- A. became aggressive.
- B. held out against efforts.
- C. rejected displays of kindness.
- D. passively complied.

### Question 14

By the use of the words, **and finally die with its fangs buried in the boot of its tormentor**, the author is suggesting that the dingo pup

- A. was a dangerous animal.
- B. was a pathetic creature.
- C. had razor-sharp teeth.
- D. preferred death to submitting to his persecutor.

### Questions 15-22

#### *They Came on Viking Ships*

Jackie French

Once the wound was bound and the boy had stopped snivelling, the witch accepted a horn of ale and a barley cake with cheese and looked around the hut.

A witch doesn't ask for a fee. People give what they like, but if you don't give her what she wants a storm will blow up next time your man is out fishing and the sea will have his bones. Or that was what the witch hoped you would think.

There wasn't much to see inside the hut – just the peat fire glowing and the iron pot simmering with stew for the evening, the fish hung up from the rafters to dry, and the chief's fine hunting dog with all her little puppies crawling round her lying in the corner by the hearth.

'Would you name the puppies for us, Tikka?' asked the chief's wife.

Old Tikka laughed and picked up one of the puppies. It growled, and tried to lick her nose. 'I'll call this one Courage,' she said.

'That's the dog for me then,' said Bran boastfully. He was the tallest boy in the village, and the strongest, with thick brown plaits to his waist. His father had promised him the pick of the litter.

(Harper Collins, 2005, pp. 1-2)

### Question 15

The witch accepts payment for

- A. naming the puppies.
- B. treating the boy's wound.
- C. warding off storms.
- D. protecting the fishermen.
- E. none of these.



**Question 16**

*'Or that was what the witch hoped you would think'* suggests that

- A. the witch knows her control depends on people believing she has supernatural powers.
- B. the witch wants people to realise she is capable of creating a storm.
- C. the witch can control people's minds.
- D. the witch is easily offended if she is not given what she wants.
- E. none of these.

**Question 17**

Which sentences best shows why the puppy was named 'Courage'?

- A. It growled, and tried to lick her nose.
- B. A witch doesn't ask for a fee
- C. He was the tallest boy in the village, and the strongest, with thick brown plaits to his waist.
- D. 'Would you name the puppies for us, Tikka?' asked the chief's wife.

**Question 18**

Which of the following vocabulary gives the reader an idea of the novel's time and place?

- A. sea
- B. peat fire
- C. stew
- D. storm
- E. hut

**Question 19**

Which word is a proper noun?

- A. witch
- B. Courage
- C. barley
- D. storm

**Question 20**

Which of the following phrases has an adjective?

- A. inside the hut
- B. Once the wound was bound
- C. Hung up from the rafters to dry
- D. with all her little puppies crawling round her

**Question 21**

Which of the following extracts has a verb?

- A. thick brown plaits to his waist
- B. He was the tallest boy in the village
- C. and the chief's fine hunting dog
- D. a horn of ale and a barley cake with cheese

**Question 22**

Which of the following extracts has an adverb?

- A. Old Tikka laughed...
- B. It growled, and tried to lick her nose.
- C. 'That's the dog for me then,' said Bran boastfully.
- D. His father had promised him the pick of the litter.

## **Questions 23-30**

### **Mobile phone etiquette**

The mobile phone has been a part of our lives since the 1980s. It enables us to stay in contact with our family and friends at all times and in most areas. However, because of the quick acceptance and proliferation of mobiles into our lives, we have missed out on an important step, namely, the etiquette of their use. Here is a description of 'proper' phone usage in many common situations.

#### **DRIVING A CAR**

Do not use your phone while you are driving! You could be distracted by the gossip you are hearing and forget to look where you are going, or you could take your eyes off the road to look at the phone's display or to press in a number. Either way, you could cause a nasty accident.

#### **IN A RESTAURANT**

There is probably nothing more irritating than a restaurant patron receiving or making a call near you when you are in a restaurant. The icy glares you receive should be warning enough that it is not appreciated. Turn your phone off and use your message service to return calls after you leave.

#### **AT THE CINEMA**

Do not succumb to the urge to call a friend if the film is boring, or if you want to find out what happens. You could cause a riot – with you as the target of all the enraged cinema customers.

#### **IN THE CLASSROOM**

Using your phone in the classroom is very bad manners. It is an insult to the teacher who probably has a packed curriculum to impart in a relatively short time.

#### **AT THE THEATRE**

There is no more icy glare than that of a theatre patron who has paid a lot of money to see a show and hears your phone playing a cute tune. It goes without saying that you will be seen as a social pariah in this situation.

#### **ATTENDING A LECTURE**

Your lecturer will not appreciate hearing your conversation. Once again, switch off – do not even consider using the SMS service, either, as that is also very distracting.

#### **IN HOSPITALS**

This is probably the most important place to make sure your phone is switched off. Your phone can interfere with life-saving electronic equipment in hospitals, so it is imperative that your phone is switched off before you enter.

## ON PLANES

Your phone might interfere with navigational equipment and cause a dreadful accident so you should switch it off before boarding a plane.

As you can see, mobile phone etiquette is quite complicated. However, it is worth it to show some courtesy to those around us, and hold our private conversations in suitable locations.

### Question 23

The word **etiquette** means

- A. French cultural behaviour.
- B. old fashioned manners.
- C. courageous behaviour.
- D. the rules of good manners.

### Question 24

The word, **proliferation**, is a(n)

- A. verb.
- B. adverb.
- C. noun.
- D. adjective.

### Question 25

The word **succumb** is a(n)

- A. verb.
- B. adverb.
- C. noun.
- D. adjective.

### Question 26

The word **patron** means a

- A. father figure.
- B. customer.
- C. manager.
- D. follower.

### Question 27

A **social pariah** is a person who is

- A. boring.
- B. unattractive.
- C. beggarly.
- D. outcast.

### Question 28

An antonym for **imperative** is

- A. necessary.
- B. mandatory.
- C. unimportant.
- D. masterful.

### Question 29

The place where it is most important to have your mobile phone turned off is

- A. in the car when driving.
- B. in a hospital.
- C. in an aeroplane.
- D. in a lecture room.

### Question 30

Probably the most effective and easy-to-read aspect of this text's organisation is

- A. its brevity and lack of long-windedness.
- B. its series of facts.
- C. its capitalised subheadings for different situations.
- D. its short paragraphs.



## Questions 31- 36

**An extract of a speech by Michelle Obama  
at The Partnership for a Healthier America Summit, 2015**

During her time as the First Lady of the United States, Michelle Obama led a health campaign called Let's Move! Its objective was to reduce childhood obesity and promote healthier lifestyles. This extract is taken from a speech she made celebrating five years of the Let's Move! campaign.

I want to thank all of you. Many of you were out there fighting for our kids' health long before I came to this issue as First Lady. And I just want you to know how grateful I am to all of you and how inspired I am by you. And I am so proud to be with you today as we kick off the fifth anniversary - five years - of Let's Move! Five years! Feels like my child. How fast they grow.

Now, our theme for this anniversary is "Celebrate, Challenge, Champion." We are celebrating how far we've come. We're challenging ourselves to do even more. And we're committing to be true champions for this issue for the next five years and beyond. And I want to start off today by doing a little celebrating, because over the past five years, we have truly changed the culture around healthy eating and living in this country.

Just think about how much things have changed. Food companies are racing like never before to create healthier versions of their products. Even convenience stores are selling fruits and vegetables. Head to the local drive-thru, and kids' meals might include apples and skim milk. Schools are growing gardens. They're moving beyond just pizza and tater tots to lunches filled with fresh produce and whole grains. Companies are actually rewarding employees for eating right and going to the gym. Five years ago, all this stuff would have been considered cutting-edge, but now, today, it's our new norm.

For years, doctors and nurses had been sounding the alarm as younger and younger kids were developing diabetes\* and high blood pressure. Businesses were struggling with rising health care costs. Parents were anxious about their kids' health and self-esteem. Most of these folks didn't have big marketing budgets or special interests lobbying\* for them in Washington\*, so too often, their concerns simply weren't being heard. But together, we helped give them a voice. Together, we helped them take on this issue in their homes, in their schools and in their communities. And the results have been beyond anything we could have ever imagined.

Childhood obesity rates have finally stopped rising, and obesity rates are actually falling among our youngest children. But let's be clear: While the progress we've made is impressive, it's also incredibly fragile. And despite this progress, you know the statistics are still daunting. About one in three kids in this country today is still overweight or obese. We still spend nearly \$200 billion a year on obesity-related health care costs – and that figure will jump to nearly \$350 billion a year by 2018.

And this is really where "Challenge" part of our anniversary theme comes in. Because if we start to lose focus, then we will go right back to where we started. Because plenty of folks out there are just waiting for us to get complacent or bored and move on to the next trendy issue. So we've got our work cut out for us. And I want to be very clear: I have no intention of slowing down on this issue. I do not have a one- or two-year horizon for this work. I have a rest-of-my-life horizon, and I know that all of you do too. Because that's what it's going to take.

And that brings me to the "Champion" part of our fifth anniversary theme. Because that's what it means to truly be a champion for our kids. It means investing for the long term.

These kids are our future. They're our future workforce, our innovators and leaders and dreamers. And as parents, ' there is nothing we would not do for them - nothing. So as a country, we should meet that exact same standard. We should do everything we possibly can to give our kids every chance to fulfil their boundless potential - every chance.

Glossary:

diabetes - a medical condition that results in a person's blood sugar levels being too high

lobbying- attempting to influence those with the power to make decisions

Washington - referring to Washington DC, the capital city of the USA and the centre of the country's political activity

**Question 31**

The speaker's main aim in the opening paragraph is to

- A. celebrate the fifth anniversary of the Let's Move campaign.
- B. show appreciation for the many people who have been actively involved in improving the health of American children.
- C. explain how proud she is to be attending the fifth anniversary of the Let's Move campaign.
- D. None of the above.

**Question 32**

The overall tone of the speech is

- A. formal.
- B. optimistic.
- C. humorous.
- D. concerned.

**Question 33**

How many changes for the better does the speaker list in paragraph two?

- A. three
- B. four
- C. five
- D. six

**Question 34**

By **cutting-edge**, the speaker means

- A. fashionable.
- B. new and trendy.
- C. advanced and innovative.
- D. sharp and insightful.

**Question 35**

The speaker claims that the concerns of health professionals, businesses and parents were

- A. not being heard.
- B. deliberately ignored.
- C. laughed at.
- D. causing conflict.

**Question 36**

**But together, we helped give them a voice** is an example of

- A. hyperbole.
- B. an appeal.
- C. inclusive language.
- D. a rhetorical question.

## Questions 37-40

### New Food Pyramid

Study the New Food Pyramid below and answer the questions that follow.

## NEW FOOD PYRAMID



### Question 37

What is the main purpose of the New Food Pyramid?

- A. To encourage people to have the right kind of diet.
- B. To appeal to people to exercise and watch their weight.
- C. To encourage people to exercise and to eat the right kinds and amounts of food.
- D. All of the above.

### Question 38

According to the pyramid, which aspect is most significant to good health?

- A. The consumption of eggs, fish, poultry and plant proteins.
- B. The consumption of whole grains.
- C. The consumption of fruits and vegetables.
- D. Daily exercise and weight control.

**Question 39**

Why does the New Food Pyramid recommend low intake of high glycemic foods?

- A. High intake makes one fat.
- B. High intake fills one with too much energy.
- C. High intake causes a more rapid rise in blood glucose level than is desirable.
- D. High intake makes one more vulnerable to disease.

**Question 40**

The food/s we should consume most is/are

- A. legumes.
- B. vegetables and fruits.
- C. nuts and seeds.
- D. whole grains and plant oils.

**Question 41-45**

**Noise**  
**Jessie Pope**

I like noise.  
The whoop of a boy, the thud of a hoof,  
The rattle of rain on a galvanised roof,  
The hubbub of traffic, the roar of a train,  
The throb of machinery numbing the brain,  
The switching of wires on an overhead tram,  
The rush of the wind, a door on the slam,  
The boom of the thunder, the crash of the waves,  
The din of the river that races and raves,  
The crack of a rifle, the clank of a pail,  
The strident tattoo of a swift-slapping sail-  
From any old sound that the silence destroys,  
Arises a gamut of soul-stirring joys.  
I like noise.

**Question 41**

On which poetic technique does this poem focus?

- A. onomatopoeia
- B. alliteration
- C. assonance
- D. rhythm

**Question 42**

Which one of the following words represents a sound?

- A. waves
- B. overhead
- C. whoop
- D. silence

**Question 43**

*swift-slapping sail* is an example of

- A. rhyme.
- B. hyperbole.
- C. alliteration.
- D. figurative language.



## Questions 44-47

### King Arthur – a Real Person?

The legend of King Arthur has come to us in countless retellings, all attesting to a gallant and courageous man, the very model of what a king should be like. The most famous and enduring version of the King Arthur story is "Morte d'Arthur", written by Thomas Mallory in the 15<sup>th</sup> century. However, over 13 000 other books and articles have been written about this charismatic character.

Arthur created a Round Table for his knights so that when they had a meeting, none enjoyed greater status than another. This was a democratic way of acting and because of this we regard Arthur as particularly enlightened for his times. Arthur's knights of the Round Table were expected to be men of upright character, who did good deeds and saved fair damsels (ladies) in distress. All had to strive to be kind and brave.

Arthur's castle was called "Camelot" and this name has come to mean an ideal place or even a wonderful period of time. In modern times, it was applied to the times of the US president, John Kennedy. In the Arthurian legends, the king was aided in all his endeavours by a mighty wizard, Merlin, who could change his shape at will into a bird, a deer or even a rabbit.

Was there really a King Arthur or not? There is some historic evidence that a charismatic king lived in England in the 5th or 6th century and was active against the Saxons. Whatever the truth of the matter, the story of Arthur continues to appeal to new generations. The universal theme of good winning over evil is part of this, as is the character of Arthur - good, brave and just.

#### Question 44

An **enduring version** is

- A. a very long one.
- B. one which is still appealing.
- C. one with a message.
- D. a true one.

#### Question 45

The text suggests that Arthur

- A. was something of a tyrant.
- B. was an excellent soldier.
- C. was advanced in his thinking.
- D. was related to Merlin.

#### Question 46

Which of these conclusions does the text not support?

- A. Arthur was supported by his knights.
- B. Arthur had high standards for his knights.
- C. People will continue to be fascinated by the Arthurian legend.
- D. Merlin had a great deal of influence over Arthur.

#### Question 47

The writer's point-of-view on this topic is

- A. it will never be possible to prove if there was an Arthur or not.
- B. there is no evidence that Arthur was an historical figure.
- C. it is quite possible that Arthur really existed.
- D. it is extremely likely that Arthur was a real person.

## Questions 48-50

### Jesus' Parable of the Good Samaritan The Bible

One day, a lawyer stood up to test Jesus, saying, "Teacher, what do I have to do to have eternal life?"

Jesus asked him what the Jewish law said, and the man answered: "You shall love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind, and your neighbor as yourself."

Pressing further, the lawyer asked Jesus, "Who is my neighbour?"

In parable form, Jesus told the story of a man walking from Jerusalem to Jericho (about 25 kilometres). On his way, robbers attacked him, stole his possessions and clothes, beat him up and left him half dead.

A priest came down the road, saw the injured man, and passed by him on the other side. A Levite (a high status Jew) who was passing by also ignored the injured man.

However, a Samaritan, from a race hated by the Jews, saw the hurt man and had compassion on him. He treated and bandaged his wounds, then put the man on his donkey. The Samaritan took him to an inn and cared for him.

The next morning, the Samaritan paid the innkeeper for the man's care and promised to repay him on his way back for any other expenses.

Jesus asked the lawyer which of the three men had been a neighbour. The lawyer answered that the man who showed mercy was a neighbour.

Then Jesus told him, "Go and treat people in the same way."

#### Question 48

A parable is

- A. a traditional folk tale.
- B. a story used to illustrate a moral or spiritual lesson.
- C. a story used to test someone's logical thinking.
- D. an amusing legend.

#### Question 49

Another way of saying ***love your neighbour as yourself*** is

- A. be kind to yourself first and then your neighbour.
- B. a good neighbour should be treated with kindness.
- C. neighbours should not be taken for granted.
- D. treat others as you would like to be treated.

#### Question 50

The main point Jesus is making with the story of the Good Samaritan is that

- A. people in respected social positions are not necessarily moral.
- B. it was dangerous to make the journey from Jerusalem to Jericho.
- C. people should care for everyone, including their enemies.
- D. one should not be afraid to help an injured person.