



# **QANTAS Pilot**

## **Psychometric Test Practice Leaflet**

This practice leaflet has been designed to introduce you to the types of tests that you will be asked to complete as part of the Qantas pilot selection process.

The tests and questionnaires that you will complete measure skills that are directly relevant to the position of Qantas pilot.

### **Tests can help you:**

- to be fairly assessed in a competitive situation
- to be comprehensively assessed for selection purposes

### **Tests enable Qantas:**

- to select people best suited to the demands of the job
- to identify areas of weakness for staff development
- to place personnel appropriately within an organisation

### **What sort of tests will you do?**

The psychometric testing component of the Qantas pilot selection process will require you to complete a number of tests and questionnaires. All tests that you complete will be on a computer.

### **Aptitude Tests**

You will be asked to complete four aptitude tests. These tests will assess your verbal reasoning, numerical reasoning, diagrammatic and spatial abilities. All aptitude tests have time constraints. This practice leaflet contains samples of tests that require you to:

- evaluate the logic of given statements
- interpret data from statistical tables
- recognise logical sequences within a series of diagrams
- manipulate shapes in three dimensions

Please note that there are two versions of diagrammatic tests contained in this leaflet. You will be asked to complete only **one** of these tests. We are unable to tell you in advance which of these tests you will be asked to complete. We have therefore included items from both tests to enable you to thoroughly prepare.

### **Personality and Motivation Questionnaires**

The Qantas psychometric testing process also contains questionnaires related to your personal style and motivation in the workplace. This practice leaflet contains examples of the questionnaire items that you will be asked.

In order to familiarise yourself with the type of questions that may be asked, read and follow the instructions contained in this practice leaflet for each test and questionnaire.

## Instructions

The questions on the right are multiple choice. For each question, you are given several possible answers.

When you have selected your answer, you should fill in the appropriate circle on the answer sheet below.

The answers to these questions are provided on page 9.



### Time Guideline

See how many questions you can answer in 4 minutes, remembering you should work accurately as well as quickly.

## Verbal Test

In this test, you are given two passages, each of which is followed by several statements. Your task is to evaluate the statements in the light of the information or opinions contained in the passage and to select your answer according to the rules given below.

### MARK CIRCLE A

if the statement is patently **TRUE** or follows logically, **given the information or opinions contained in the passage.**

### MARK CIRCLE B

if the statement is patently **UNTRUE** or the opposite follows logically, **given the information or opinions contained in the passage.**

### MARK CIRCLE C

if you **CANNOT SAY** whether the statement is true or untrue or follows logically **without further information.**

The big economic difference between nuclear and fossil-fuelled power stations is that nuclear reactors are more expensive to build and decommission, but cheaper to run. So disputes over the relative efficiency of the two systems revolve not just around the prices of coal and uranium today and tomorrow, but also around the way in which future income should be compared with current income.

1. The main difference between nuclear and fossil-fuelled power stations is an economic one.
2. The price of coal is not relevant to discussions about the relative efficiency of nuclear reactors.
3. If nuclear reactors were cheaper to build and decommission than fossil-fuelled power stations, they would definitely have the economic advantage.

## Answer Sheet 1

### Verbal Test

Last name

First name

Date

	A	B	C
1	(A)	(B)	(C)
2	(A)	(B)	(C)
3	(A)	(B)	(C)
4	(A)	(B)	(C)
5	(A)	(B)	(C)
6	(A)	(B)	(C)

At any given moment we are being bombarded by physical and psychological stimuli competing for our attention. Although our eyes are capable of handling more than 5 million bits of data per second, our brains are capable of interpreting only about 500 bits per second. With similar disparities between each of the other senses and the brain, it is easy to see that we must select the visual, auditory, or tactile stimuli that we wish to compute at any specific time.

4. Physical stimuli usually win in the competition for our attention.
5. The capacity of the human brain is sufficient to interpret nearly all the stimuli the senses can register under optimum conditions.
6. Eyes are able to cope with a greater input of information than ears.

## Instructions

The questions on the right are multiple choice. For each question, you are given several possible answers.

When you have selected your answer, you should fill in the appropriate circle on the answer sheet provided.

The answers to these questions are provided on page 9.



### Time Guideline

See how many questions you can answer in 5 minutes, remembering you should work accurately as well as quickly.

## Numerical Test

In this test, you have to use facts and figures presented in statistical tables to answer the questions. In each question, you are given five options from which to choose. One, and only one, of the options is correct in each case.

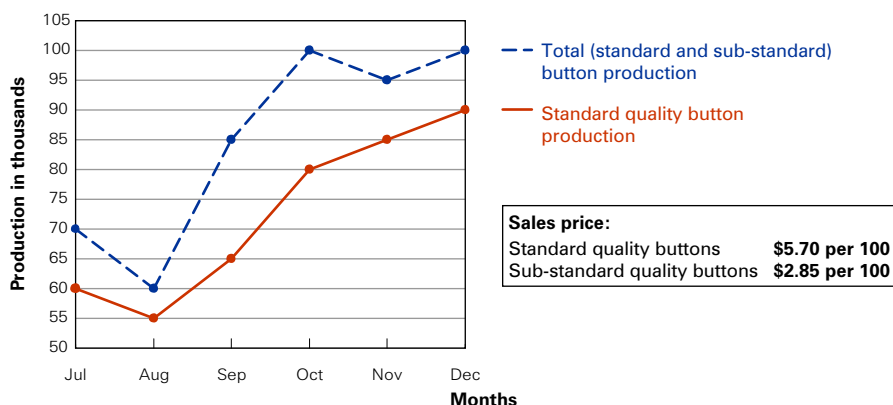
You may use a calculator for the following questions. In addition, you can use rough paper for your working out.

## Statistical Tables

Population Structure 1985

	Population at start of year (millions)	Live Births per 1000 population (Jan-Dec)	Deaths per 1000 population (Jan-Dec)	Percentage of population at start of year aged	
				under 15	60 or over
UK	56.6	13.3	11.8	19	21
France	55.2	13.9	10.0	21	19
Italy	57.1	10.1	9.5	19	19
West Germany	61.0	9.6	11.5	15	20
Spain	38.6	12.1	7.7	23	17

Production of 15mm Buttons, July-December



## Numerical Questions

- Which country had the highest number of people aged 60 or over at the start of 1985?  
A UK      B France      C Italy      D W. Germany      E Spain
- What percentage of the total 15mm button production was classed as sub-standard in September?  
A 17.5%      B 20%      C 23.5%      D 27.5%      E 28%
- How many live births occurred in 1985 in Spain and Italy together (to the nearest 1000)?  
A 104,000      B 840,000      C 1,044,000      D 8,400,000      E 10,440,000

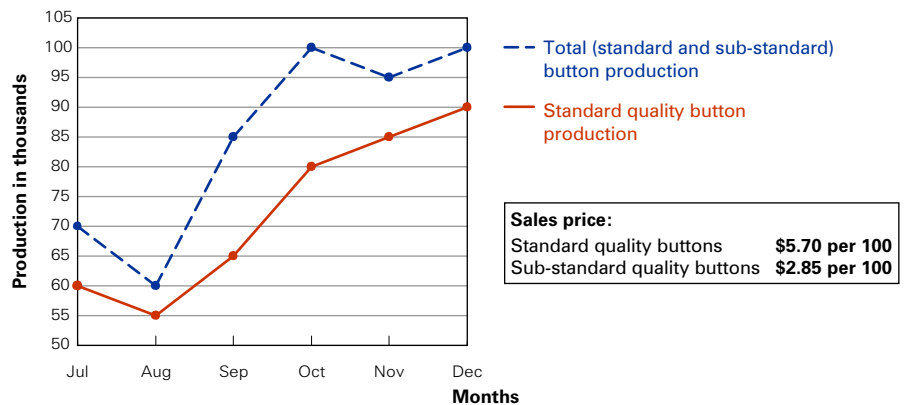
Questions 4 to 6 and the answer sheet are on the following page.

## Statistical Tables

**Population Structure 1985**

	Population at start of year (millions)	Live Births per 1000 population (Jan-Dec)	Deaths per 1000 population (Jan-Dec)	Percentage of population at start of year aged	
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UK	56.6	13.3	11.8	19	21
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West Germany	61.0	9.6	11.5	15	20
Spain	38.6	12.1	7.7	23	17

**Production of 15mm Buttons, July-December**



## Numerical Questions (cont)

- What was the net effect on the UK population of the live birth and death rates in 1985?  
 A Decrease of 66,700      B Increase of 84,900      C Increase of 85,270      D Increase of 752,780      E Cannot say
- By how much did the total sales value of November's button production vary from October's?  
 A \$28.50 (Decrease)      B \$142.50 (Decrease)      C \$285.00 (Increase)      D \$427.50 (Decrease)      E No change
- What was the loss in potential sales revenue attributable to the production of sub-standard (as opposed to standard) buttons over the 6 month period?  
 A \$213.75      B \$427.50      C \$2,137.50      D \$2,280.00      E \$4,275.00

## Answer Sheet 2

### Numerical Test

	A	B	C	D	E
1	(A)	(B)	(C)	(D)	(E)
2	(A)	(B)	(C)	(D)	(E)
3	(A)	(B)	(C)	(D)	(E)
4	(A)	(B)	(C)	(D)	(E)
5	(A)	(B)	(C)	(D)	(E)
6	(A)	(B)	(C)	(D)	(E)

## Instructions

The questions on the right are multiple choice. For each question, you are given several possible answers.

When you have selected your answer, you should fill in the appropriate circle on the answer sheet below.

The answers to these questions are provided on page 9.



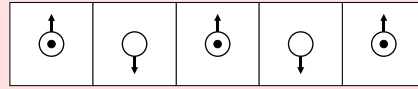
### Time Guideline

See how many questions you can answer in 5 minutes, remembering you should work accurately as well as quickly.

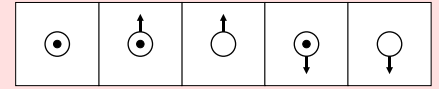
## Diagrammatic Test – Version 1

Each problem in this test consists of a series of diagrams, on the left of the page, which follow a logical sequence. You are to choose the next diagram in the series from the five options on the right. Then indicate your answer by filling in completely the appropriate circle on the answer sheet.

1



A B C D E



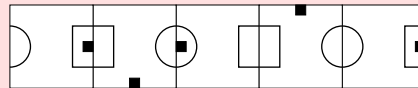
2



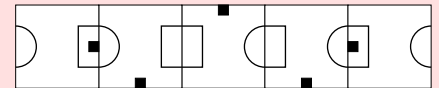
A B C D E



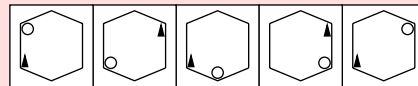
3



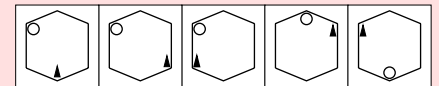
A B C D E



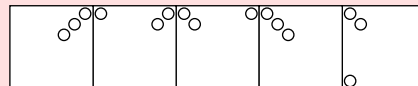
4



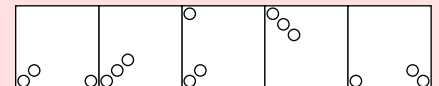
A B C D E



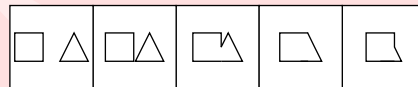
5



A B C D E



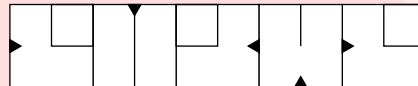
6



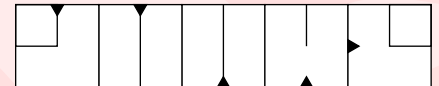
A B C D E



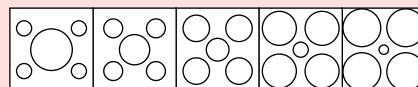
7



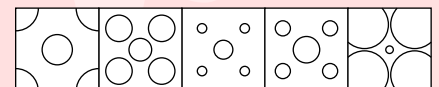
A B C D E



8



A B C D E



## Answer Sheet 3

Diagrammatic Test - version 1

	A	B	C	D	E
1	(A)	(B)	(C)	(D)	(E)
2	(A)	(B)	(C)	(D)	(E)
3	(A)	(B)	(C)	(D)	(E)
4	(A)	(B)	(C)	(D)	(E)
5	(A)	(B)	(C)	(D)	(E)
6	(A)	(B)	(C)	(D)	(E)
7	(A)	(B)	(C)	(D)	(E)
8	(A)	(B)	(C)	(D)	(E)

## Instructions

The questions on the right are multiple choice. For each question, you are given several possible answers.

When you have selected your answer, you should fill in the appropriate circle on the answer sheet below.

The answers to these questions are provided on page 9.



### Time Guideline

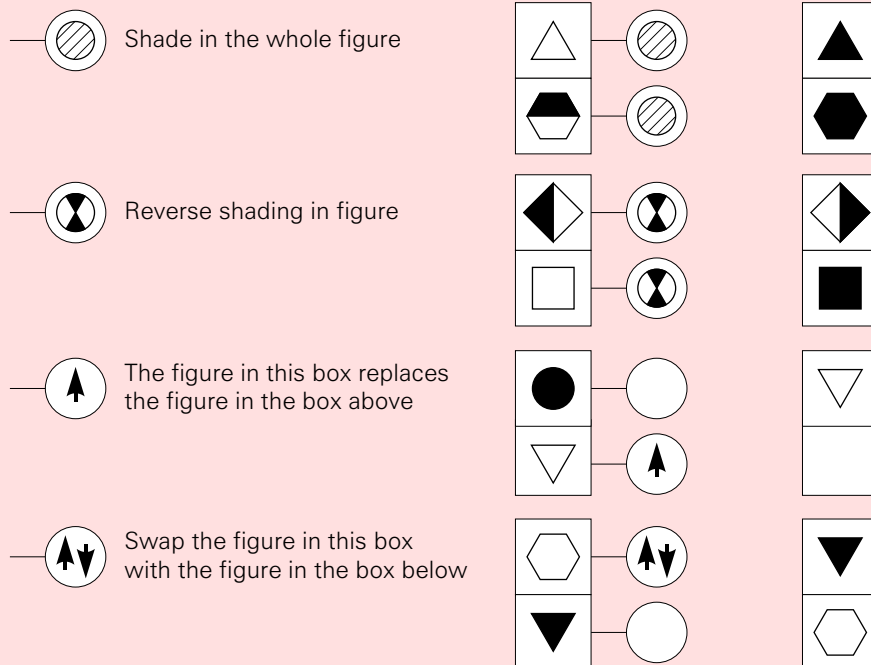
See how many questions you can answer in 4 minutes, remembering you should work accurately as well as quickly.

## Diagrammatic Test – Version 2

In this test, figures (shapes) in BOXES are presented in columns. They are changed in various ways by commands represented as symbols in CIRCLES. A complete list of these commands and what they do is shown below.

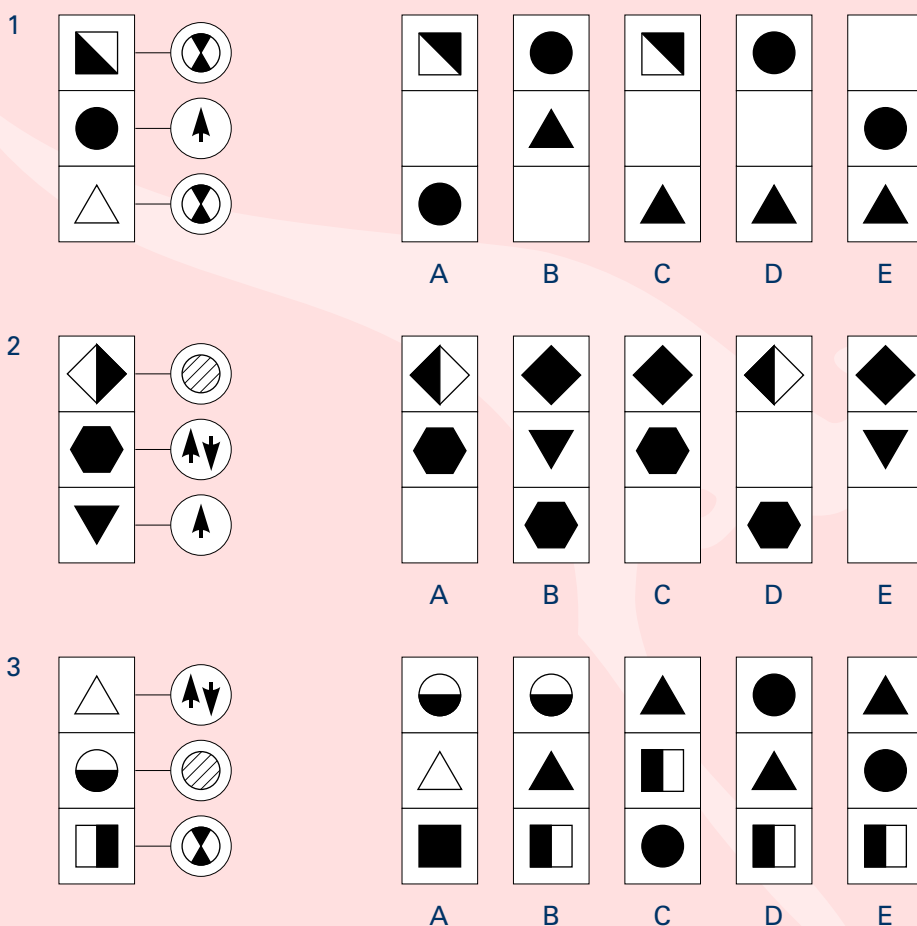
Please note, the commands below are examples only, for the purposes of this practice leaflet. The commands in the full test may differ from those displayed here.

### Commands



### Diagramming Questions

For each question, work **DOWN** the column, starting at the top and deal with each command in turn to find which of the five alternative columns is the correct answer.



Questions 4 to 8 and the answer sheet are on the following page.

## Diagrammatic Test – Version 2

4

A B C D E

5

A B C D E

6

A B C D E

7

A B C D E

8

A B C D E

### Answer Sheet 4

#### Diagrammatic Test - Version 2

	A	B	C	D	E
1	(A)	(B)	(C)	(D)	(E)
2	(A)	(B)	(C)	(D)	(E)
3	(A)	(B)	(C)	(D)	(E)
4	(A)	(B)	(C)	(D)	(E)
5	(A)	(B)	(C)	(D)	(E)
6	(A)	(B)	(C)	(D)	(E)
7	(A)	(B)	(C)	(D)	(E)
8	(A)	(B)	(C)	(D)	(E)

## Instructions

The questions on the right are multiple choice. For each question, you are given several possible answers.

When you have selected your answer, you should fill in the appropriate circle on the answer sheet below.

The answers to these questions are provided on page 9.



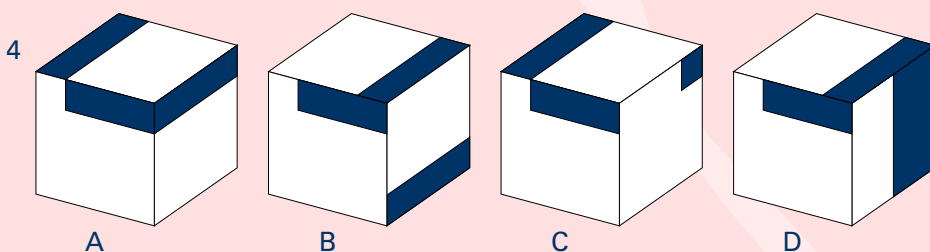
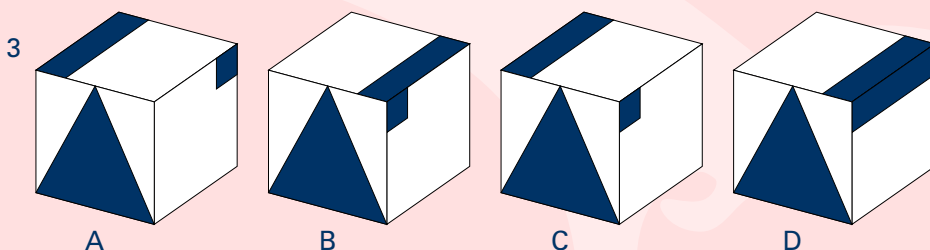
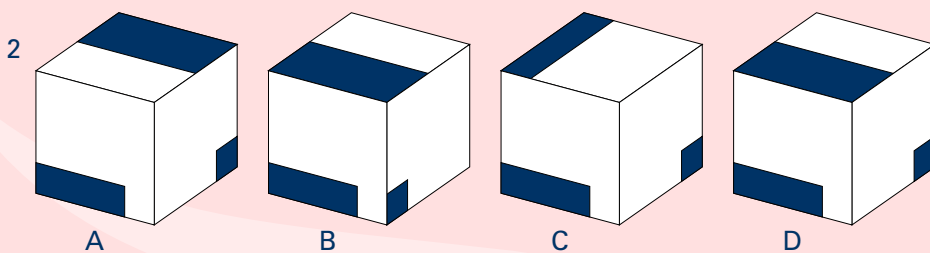
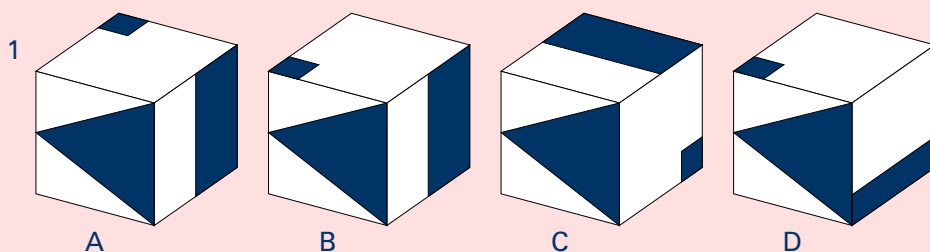
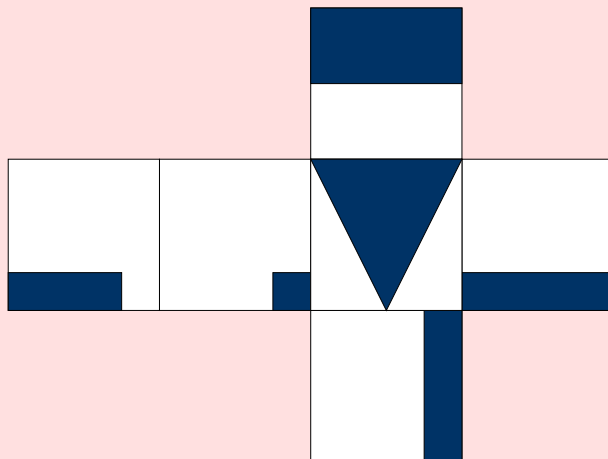
### Time Guideline

See how many questions you can answer in 3 minutes, remembering you should work accurately as well as quickly.

## Spatial Reasoning Test

In this test, you are given a pattern which, if cut out, could be folded to make a three-dimensional shape (a box). You must decide which, if any, of the four boxes could be made by folding the pattern, and indicate this by filling in completely the appropriate circle. If you think that none of the boxes could be made from this pattern, fill in circle 'E' on your answer sheet.

Please note that you will not be able to draw these shapes when taking the Qantas tests.



## Answer Sheet 5

### Spatial Reasoning Test

	A	B	C	D	E
1	(A)	(B)	(C)	(D)	(E)
2	(A)	(B)	(C)	(D)	(E)
3	(A)	(B)	(C)	(D)	(E)
4	(A)	(B)	(C)	(D)	(E)



## How did I get on?

These are the correct answers for the tests.  
Check your answers against them and see how many you answered correctly.

### Test 1

#### Verbal Test

	A	B	C
1	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C
2	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C
3	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
4	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C
5	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C
6	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C

### Test 2

#### Numerical Test

	A	B	C	D	E
1	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D	<input type="radio"/> E
2	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
3	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
4	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
5	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input checked="" type="radio"/> E
6	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E

### Test 3

#### Diagrammatic Test - Version 1

	A	B	C	D	E
1	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input checked="" type="radio"/> E
2	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
3	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D	<input type="radio"/> E
4	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D	<input type="radio"/> E
5	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
6	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
7	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
8	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input checked="" type="radio"/> E

### Test 4

#### Diagrammatic Test - Version 2

	A	B	C	D	E
1	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D	<input type="radio"/> E
2	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
3	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
4	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input checked="" type="radio"/> E
5	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
6	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input checked="" type="radio"/> E
7	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
8	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E

### Test 5

#### Spatial Reasoning Test

	A	B	C	D	E
1	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
2	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D	<input type="radio"/> E
3	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E
4	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input checked="" type="radio"/> E

## What can you do to give your best performance?

Don't be discouraged if you found the questions difficult. There are several things you can do to improve your performance.

### Verbal Test:

- Read newspapers, reports, business journals
- Do verbal problem solving exercises, e.g. crosswords

### Numerical Test:

- Read financial reports in newspapers
- Study tables of data
- Practice your mental arithmetic

### Diagrammatic Tests:

- Solve puzzles in newspapers and magazines involving diagrams.
- Play games involving sequences or strategies e.g. chess, draughts

### Spatial Tests:

- Look at plans and DIY manuals. Make up patterns or designs. Imagine how various objects look from different angles

### And finally, be prepared for the test session:

- Get a good night's sleep before the tests
- Give yourself plenty of time to get to the assessment
- If you wear glasses, contact lenses or a hearing aid, be sure to take them with you

### At the session:

- Listen carefully to the instructions
- Don't be afraid to ask questions
- Read each question carefully before answering
- Work quickly and accurately – most tests have time limits
- If you are not sure of an answer mark your best choice but avoid wild guessing

## Instructions

In this example you are asked to rate yourself on a number of phrases or statements. After reading each statement mark your answer according to the rules to the right.

The Motivation questionnaire is untimed, however please work quickly rather than pondering at length over any one question.

## Motivation questionnaire

In this example you are asked to rate yourself on a number of phrases or statements. After reading each statement mark your answer according to the rules below. Please rate each statement as to how it would affect your motivation to work by choosing the appropriate option to complete the sentence.

### Rules

- A Greatly reduces my motivation to work
- B Tends to reduce my motivation to work
- C Has no effect on my motivation to work
- D Tends to increase my motivation to work
- E Greatly increases my motivation to work

### Questions

- 1 Being expected to take responsibility for tasks    (A) (B) (C) (D) (E)
- 2 Having to train a new staff member    (A) (B) (C) (D) (E)

Question 1 has been completed for you. In this example the person has indicated that '*Being expected to take responsibility for tasks*' is likely to greatly increase his/her motivation to work and make him/her work harder.

## Instructions

In this example you are asked to rate yourself on a number of phrases or statements. After reading each statement mark your response according to the instructions to the right.

The Personality questionnaire is untimed, however please work quickly rather than pondering at length over any one question.

## Personality questionnaire

In this example you are given a block of four statements: **A, B, C and D**. Your task is to choose the statement which you think is most true or typical of you in your everyday behaviour and then choose the one which is least true or typical of you. Indicate your choices by filling in the appropriate circle in the row marked '**M**' (for Most) and in the next row '**L**' (for Least).

**Note: you must select one option as most and one as least for each question. All questions must be answered.**

The first block has been completed for you. The person has chosen, '**Enjoys organising people**' as most true (or typical) and '**Seeks variety**' as being least true (or typical) of him/herself.

Now try questions 2, 3 and 4 yourself.

## Questions

**I am the sort of person who...**

- 1 A Has a wide circle of friends  
B Enjoys organising people  
C Relaxes easily  
D Seeks variety

<b>M</b>	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
<b>L</b>	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/> D

- 2 A Helps people with their problems  
B Develops new approaches  
C Has lots of energy  
D Enjoys social activities

<b>M</b>	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
<b>L</b>	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D

- 3 A Has lots of new ideas  
B Feels calm  
C Likes to understand things  
D Is easy to get on with

<b>M</b>	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
<b>L</b>	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D

- 4 A Enjoys organising events  
B Sometimes gets angry  
C Is talkative  
D Resolves conflicts at work

<b>M</b>	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
<b>L</b>	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D

## Final points about personality and motivation questionnaires

- The personality questionnaire is concerned with how you typically behave at work. Thinking about a typical work situation may help you answer. If you have no formal work experience, think about how you behave in similar situations such as voluntary work, school, college or when doing other tasks, for example, housework and hobbies.
- When completing the motivation questionnaire, try to rate how the condition would affect your motivation – whether you would work harder or less hard in that situation – rather than just whether you would like it or not.
- Although there are no time limits, you should work quickly rather than pondering at length over any one question. This helps you give your most natural answer, the one which best reflects how you are.
- Make sure you answer all the questions.
- People who try to guess what is wanted are often incorrect and may give an impression of themselves which doesn't fit with other information. Many questionnaires contain questions which help to check whether someone is describing themselves honestly and consistently, so try to be as accurate as possible when answering the questions.
- The personality questionnaires are about your style and motivation – the way you go about things. They are not about ability and there are no right or wrong answers. Just answer as you are.
- The results will form part of your Qantas assessment and will be interpreted alongside other information about you.
- We will respect the confidentiality of your results.