



LITERACY AND NUMERACY TEST FOR INITIAL TEACHER EDUCATION STUDENTS

Retired test questions

Literacy

2019

This set of questions has been retired from the pool developed for the literacy component of the Literacy and Numeracy Test for Initial Teacher Education students. The questions have been selected to indicate the range of question types, content and difficulty that can be encountered in the actual test.

Candidates are advised that the set of questions is a guide only and that they should also take advantage of the wider set of practice materials available at <https://teacheredtest.acer.edu.au/prepare/practice-material>

Leading the future

The following flyer is an advertisement for an upcoming education conference.

Leading the future

What does a 21st century school leader look like?

Educators are preparing students for jobs and lifestyles that may not even exist yet.

Now, more than ever, we need capable leaders who will guide our schools and teachers through this momentous task.

Join us for the Leading the Future Conference 15–16 July — part two of our Owning the Future Conference Program.

This conference is for principals and all staff who want to make a difference to the culture of schools and ensure relevance in a rapidly changing world. Our program for the two days is arranged around four themes:

- Inspiring Transformation
- Envisioning Futures
- Ensuring Relevance
- Models for Moving Forward.

Conference Location

The Mews Auditorium, Massey Street, Brisbane

Transportation

There is limited parking on Mews Street.

Massey Railway Station is 300 metres away.

The Massey busway station is 500 metres away.

Conference Speakers

Keynote Address: Anastasia Polinski presents 'Absolving Solomon: Can wisdom be overrated?'

Anastasia is a futurist and Chair of Education Studies at Marshall University. She is author of the best-selling book, *The Future is upon us*.

Plenary Address: Winston Jones, 'The Impact of Robotics on the 21st century jobs market'.

Winston is Dean of Studies at Einstein University.

You can register directly with workshop preferences at

LTFconference@onused.edu.au

Full two days \$600

Single day rate: \$350

Single Session attendance is available at \$100 per person per session.

Discounts:

Subscribers to Onus publications receive 5% discount.

Register before 15 February to receive 10% early bird discount.

School group bookings for three or more personnel receive an additional 15% discount.

*Discounts apply only to full conference bookings.

Closing date for registrations: 30 June.

Full details and registration are also available on our website:

onused.edu.au

Didn't attend our first conference? 'Leaders, Reach for the skies' -highlights can be viewed here.

onused.edu.au/reachfortheskies

Workshop Convenors:

1. Aleisha Fairweather M Psych
Senior Lecturer, Wellborn University
Author: *1000 Reasons to Smile at School*
2. Trang Nguyen BEd MBA
Human Relationships Manager, Stealth Solutions Inc.
3. Keith Dwyer PhD
Senior Lecturer, Frampton University
Author: *What Leads to Leadership and What's Keeping the Cavalry?*
4. Jose Mendaros MBA
Futurist and CEO Futuristics Inc.

WORKSHOPS

Inspiring Transformation

101 Change happens from the top down

Trang Nguyen

102 Healing the workplace – countering resistance to change

Jose Mendaros

Envisioning Futures

201 The best we can be

Keith Dwyer

202 Mining for gold – Utilising your existing resources in future directions

Trang Nguyen

203 Global Change – A wider perspective

Jose Mendaros

Ensuring Relevance

301 What works here?

Aleisha Fairweather

302 Where have we been? So, where are we going? Using the lessons of history to create a unified future direction.

Aleisha Fairweather

Models for Moving Forward

401 Thinking outside the Tetrahedron : Supporting growth of creative cultures in schools

Keith Dwyer

402 Building solid structures

Trang Nguyen

Schedule of Conference Events

Times	Day 1	Day 2
8.00 – 8.30	Registration	Registration
8.30 – 9.30	Keynote Speaker: Anastasia Polinski, 'Absolving Solomon: Can wisdom be overrated?'	Plenary Speaker: Winston Jones, 'The Impact of Robotics on the 21st century jobs market.'
9.30 – 10.00	Morning Tea	Morning Tea
10.00 – 12.30	Workshop: 101	Workshop: 301
12.30 – 1.30	Lunch	Lunch
1.30 – 3.00	Workshops 102/201/202	Workshops 102/302/401
3.00 – 3.30	Afternoon Tea	Afternoon Tea
3.30 – 5.00	Workshops: 201/202/302	Workshops: 203/302/402
6.30 – 9.30	Conference dinner	

Presenters are available to provide mentorships for individual schools by arrangement.
Email mentorchoice@onused.edu.au

Sign up for our free online newsletter to stay informed about upcoming Onus Education seminars.

Tell us your school 'future initiative' story so we can feature it in the 'What's on in schools' column of our free online newsletter.

For more information contact: OliverWEntright@onused.edu.au

For upcoming Onus events: onused.edu.au

1

What does the flyer promote as a goal of the conference?

- A. to provide step-by-step instructions for modernising a school
- B. to provide information on how to teach students about the future
- C. to predict the jobs of the future
- D. to prepare participants to lead schools to an uncertain future

2

Which theme of the conference is most likely to deal with the following question?

How do we evaluate future curriculum designs to meet the changing needs of students?

- A. Inspiring Transformation
- B. Envisioning Futures
- C. Ensuring Relevance
- D. Models for Moving Forward

3

Which of these workshops do the organisers seem to think has the broadest appeal?

- A. 201
- B. 301
- C. 401
- D. 402

4

What is the title of a book written by the main speaker of the conference?

- A. Absolving Solomon: Can wisdom be overrated?
- B. The Impact of Robotics on the 21st Century Jobs Market
- C. 1000 Reasons to Smile at School
- D. The Future is upon us

5

A principal can attend on the second day of the conference only and wants to focus on getting resistant staff enthused about change and encouraging innovation.

Which of the workshop pairings on that day would be the best choice for him?

- A. 102 and 402
- B. 102 and 203
- C. 302 and 203
- D. 302 and 402

Technology and parenting

The questions that follow relate to technology and parenting.

6

If the sentence below contains a spelling error, correct the word by writing the word as it should appear (write **only one word**); if there is no error, write **N**.

An increasingly common sanction is to confiscate electronic devices or remove access priveliges.

7

If the sentence below contains a spelling error, correct the word by writing the word as it should appear (write **only one word**); if there is no error, write **N**.

Discussions about appropriate online practices are crucial in order to mitagate the risks involved with online communication.

8

If the sentence below contains an error, correct the word by writing the word as it should appear (write **only one word**); if there is no error, write **N**.

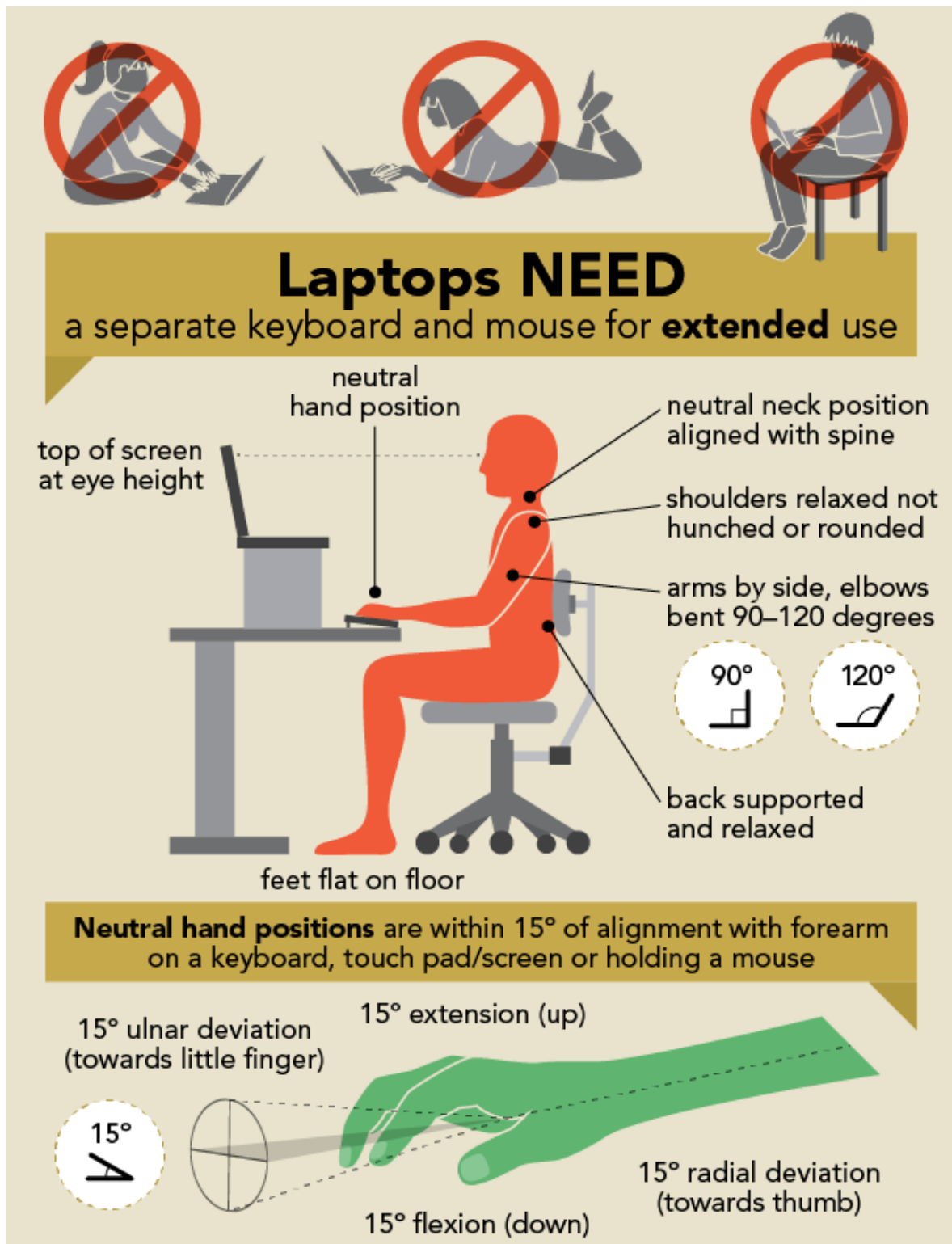
The pace of technological innovations and improvements are constantly increasing, and it will continue to do so for the foreseeable future.

9

If the sentences below contain a spelling error, correct the word by writing the word as it should appear (write **only one word**); if there is no error, write **N**.

It is disingenuous to suggest to young people, who have grown up in a connected world, that words are harmless, because they know this to be fundimentally untrue. The speed with which gossip and innuendo can be shared with a numerous and widespread audience can cause severe anguish and emotional harm.

Ergonomics



10



Does the posture shown above meet the desirable ergonomic specifications outlined in the poster for each of the body parts listed below?

Select 'Yes' or 'No' for each body part.

Body Part	Yes	No
neck	Y	N
hands	Y	N
elbows	Y	N
legs	Y	N

11



What do the wrists in this photograph illustrate?

- A. flexion
- B. extension
- C. ulnar deviation
- D. radial deviation

12



Does the posture shown above meet the desirable ergonomic specifications outlined in the poster for each of the body parts listed below?

Select 'Yes' or 'No' for each body part.

Body Part	Yes	No
neck	Y	N
hands	Y	N
legs	Y	N

13

According to the poster, why do laptops require a separate keyboard and mouse for extended periods?

- A. The laptop keyboard is too small for prolonged use.
- B. You can only have a neutral hand position with a mouse.
- C. The screen and the keyboard need to be at different heights.
- D. You cannot have a neutral neck position with a laptop on its own.

Community attitudes

The sentences that follow relate to a draft report on community attitudes towards schools.

14

Which words would best replace the underlined words in the sentence below?

Although many factors influence how well children learn, the community rightly considers teachers to be responsible for their students' overall learning.

- A. susceptible to
- B. accountable for
- C. dependable about
- D. reputable in relation to

15

The sentence below would be improved by the addition of **one** comma.

However teachers may feel personally about becoming promoters as well as educators it is important that our school's achievements are made known among the community.

After which word would the insertion of a comma most improve the sentence, without making any additional change?

- A. However
- B. feel
- C. educators
- D. known

16

Which verb correctly completes the sentence below?

Since the report on our students' performance on the national test was published, the media's response (in which simplistic assertions often take the place of considered interpretations) _____ a focus of discussion among both staff and parents.

- A. became
- B. has become
- C. have become
- D. will have become

Which is the correct spelling of the missing word in the sentence below?

The staff refused to _____ in the media's misrepresentation of their school's achievements.

- A. aquiesse
- B. acui esce
- C. acquiesce
- D. aqueiesce

Facts and definitions

adapted from Hard Times (1854), by Charles Dickens

Mr Gradgrind, the owner of a school in 19th-century England, is speaking to a teacher in front of a class.

‘Now, what I want is, Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the minds of reasoning animals upon Facts: nothing else will ever be of any service to them. This is the principle on which I bring up my own children, and this is the principle on which I bring up these children. Stick to Facts, sir!’

The scene was a plain, bare, monotonous vault of a school-room, and the speaker’s square forefinger emphasized his observations by underscoring every sentence with a line on the schoolmaster’s sleeve. The emphasis was helped by the speaker’s square wall of a forehead, which had his eyebrows for its base, while his eyes found commodious cellarage in two dark caves, overshadowed by the wall. The emphasis was helped by the speaker’s mouth, which was wide, thin, and hard set. The emphasis was helped by the speaker’s voice, which was inflexible, dry, and dictatorial. The emphasis was helped by the speaker’s hair, which bristled on the skirts of his bald head, a plantation of firs to keep the wind from its shining surface, all covered with knobs, like the crust of a plum pie, as if the head had scarcely warehouse-room for the hard facts stored inside. The speaker’s obstinate carriage, square coat, square legs, square shoulders,—nay, his very neckcloth, trained to take him by the throat with an unaccommodating grasp, like a stubborn fact, as it was,—all helped the emphasis.

‘In this life, we want nothing but Facts, sir; nothing but Facts!’

The speaker, and the schoolmaster, and the third grown person present, all backed a little, and swept with their eyes the inclined plane of little vessels then and there arranged in order, ready to have imperial gallons of facts poured into them until they were full to the brim.

‘Girl number twenty,’ said Mr Gradgrind, squarely pointing with his square forefinger, ‘I don’t know that girl. Who is that girl?’

‘Sissy Jupe, sir,’ explained number twenty, blushing, standing up, and curtsying.

‘Sissy is not a name,’ said Mr Gradgrind. ‘Don’t call yourself Sissy. Call yourself Cecilia.’

‘It’s father as calls me Sissy, sir,’ returned the young girl in a trembling voice, and with another curtsey.

‘Then he has no business to do it,’ said Mr. Gradgrind. ‘Tell him he mustn’t. Cecilia Jupe. Let me see. What is your father?’

‘He belongs to the horse-riding, if you please, sir.’ *

Mr Gradgrind frowned, and waved off the objectionable calling with his hand.

‘We don’t want to know anything about that, here. You mustn’t tell us about that, here. Your father breaks horses, don’t he?’

‘If you please, sir, when they can get any to break, they do break horses in the ring, sir.’

‘You mustn’t tell us about the ring, here. Very well, then. Describe your father as a horsebreaker. He doctors sick horses, I dare say?’

‘Oh yes, sir.’

‘Very well, then. He is a veterinary surgeon, a farrier, and horsebreaker. Give me your definition of a horse.’

Sissy Jupe was thrown into the greatest alarm by this demand.

‘Girl number twenty unable to define a horse!’ said Mr Gradgrind, for the general behoof of all the little pitchers. ‘Girl number twenty possessed of no facts, in reference to one of the commonest of animals! Some boy’s definition of a horse. Bitzer, yours.’

‘Quadruped. Graminivorous. Forty teeth, namely twenty-four grinders, four eye-teeth, and twelve incisive. Sheds coat in the spring; in marshy countries, sheds hoofs, too. Hoofs hard, but requiring to be shod with iron. Age known by marks in mouth.’

‘Now girl number twenty,’ said Mr Gradgrind. ‘You know what a horse is.’

** The horse-riding is a kind of circus.*

18

Mr Gradgrind thinks that his approach to education is suitable for

- A. boys only.
- B. girls only.
- C. poor children only.
- D. all children.

19

How does Mr Gradgrind regard the teaching of facts?

- A. as groundwork for later high-level studies
- B. as an effective compromise in certain situations
- C. as the only approach needed in education
- D. as a tailored approach for particular children

20

...ready to have imperial gallons of facts poured into them until they were full to the brim.
(paragraph 4)

What does this description of the children emphasise?

- A. their passivity
- B. their potentiality
- C. their disadvantage
- D. their eagerness

21

Mr Gradgrind considers the horse-riding to be

- A. an opportunity to build on a child's prior knowledge.
- B. an inappropriate topic for classroom discussion.
- C. an opportunity for him to introduce his own experience into the classroom.
- D. a dangerous occupation for the children to aspire towards.

22

Very well, then. (paragraph 16)

Does this expression suggest that Mr Gradgrind feels satisfaction from the sources listed below?

Select 'Yes' or 'No' for each source.

Source	Yes	No
He has learned something himself.	Y	N
He has categorised information that is new to him.	Y	N
He is pleased Sissy's father has a useful occupation.	Y	N

23

Does the text suggest that Bitzer's definition of a horse has the characteristics listed below?

Select 'Yes' or 'No' for each characteristic.

Characteristic	Yes	No
It was learned by rote.	Y	N
It leaves out important information about horses.	Y	N
It is factually untrue about horses.	Y	N

Interdisciplinary studies

The questions that follow relate to the teaching of interdisciplinary studies.

24

The class's knowledge of mathematics from earlier years obviated the need for further teaching of mathematical basics in the project on local pollution.

This sentence states that further teaching of mathematical basics was

- A. valued.
- B. unavoidable.
- C. resisted.
- D. unnecessary.

25

If the sentence below contains a spelling error, correct the error by writing the word as it should appear (write **only one word**); if there is no error, write **N**.

Do interdisciplinary (sometimes called cross-curricular) studies necessarily involve an emphases on breadth at the expense of depth, on core skills rather than specific knowledge?

26

For each of the pieces of text below, select the word or phrase that would best fill the gap.

Text	On the contrary	Conversely
The approach taken to an area of study can influence the lesson structure to be used. Interdisciplinary studies often require extended time in a block. _____, strictly discipline-based studies can often be managed in smaller units of time.	On the contrary	Conversely
Some claim that disciplinary knowledge must be mastered before it can be applied in authentic interdisciplinary studies. _____, applying disciplinary knowledge in a complex context is an excellent way to develop a deep understanding of the knowledge itself.	On the contrary	Conversely

27

The teacher was pleased to find that her students' mathematical knowledge and skills had not been attenuated by their lengthy involvement in interdisciplinary work.

Which word is closest in meaning to *attenuated* in the sentence above?

- A. curtailed
- B. belittled
- C. undermined
- D. diminished

The effects of study and employment on the movement of non-metropolitan youth towards the cities

This text is extracted from Movement of non-metropolitan youth towards the cities, by Kylie Hillman and Sheldon Rothman, ACER, 2007. The report forms part of the Longitudinal Surveys of Australian Youth project, which collects data through annual interviews with young people.

The current report used data from Longitudinal Surveys of Australian Youth (LSAY) to focus on the group of young people who were living in non-metropolitan areas at the time of the 1997 interview (when most were in Year 11). The analyses were prompted by concern that young people are leaving their rural communities because those communities are not able to support needs for further education and training, employment and other opportunities as are available in the major cities of Australia.

Among young people in the 1995 Year 9 LSAY cohort who had been living in non-metropolitan areas in 1997, 26 per cent were living in a metropolitan area in 2004, with 36 per cent having experienced at least one year in a major city during 1998–2004. For many of the young people who did leave their non-metropolitan areas, that move was associated with participation in post-compulsory education, and more frequently university study. While others have reported that 40 per cent of young people from non-metropolitan areas attend university in the major cities of Australia, such figures were not recorded in LSAY.

This may be an artefact of how location has been obtained for this report — using the postcode used when annual contact details are updated for LSAY, which may very well be the cohort member's parents' address. Nevertheless, a reluctance to change one's address while at university may indicate a reluctance to consider the move to a metropolitan area anything more than a temporary move for study.

The analyses allowed some exploration of relationships between early school achievement and school attitudes, plans for further study, and their influence on leaving non-metropolitan areas. For both young men and young women, high levels of early achievement were associated with an increased likelihood of leaving, although this relationship decreased when post-school plans were taken into consideration. The relationships between post-school plans, particularly plans to study at university, and leaving non-metropolitan areas in turn decreased once actual participation in this activity (current full-time study at university) was added to the model. These findings suggest that the decision to leave non-metropolitan areas to pursue the educational opportunities and experiences available in the city is not a spontaneous one; rather, it is developed over a period of time and within the context of other decisions about one's future, including educational and occupational aspirations and expectations.

Although the analyses showed that some young people do return to non-metropolitan areas after spending some time in the cities, the return migration never reached the same level as

that of migration towards the cities. For young men, being involved in full-time employment in the last year they were located in a metropolitan area was the only significant influence on whether they were likely to return to a non-metropolitan area or not over the period covered in this study. Those who were working full-time were less likely to return to a non-metropolitan area. For young women, full-time employment also had a negative influence on the likelihood of return to a non-metropolitan area.

The relationship between full-time employment and a disinclination to leave a metropolitan area is relatively straightforward. Young men and women who have already succeeded in securing a full-time position in the labour force have not only reached a significant milestone in their own journey but have also made a commitment to remaining in the area of that position for at least the term of their contract. They have, to an extent, begun to put down roots. Young women who held tertiary qualifications were also less likely to return to non-metropolitan areas than were young women who did not hold such qualifications. The negative influence of tertiary qualifications on the likelihood of young women returning to non-metropolitan areas is less straightforward. It may be that these young women perceive fewer opportunities for them to apply their qualifications in non-metropolitan areas.

28

According to paragraph 1, why was the report *Movement of non-metropolitan youth towards the cities* produced?

- A. as a result of a government policy
- B. to analyse demographic changes
- C. because of the researchers' personal interests
- D. to highlight the usefulness of LSAY

29

Look at paragraph 4.

What does the report reveal about high levels of early school achievement?

- A. They were associated with spending longer in the city.
- B. They lowered the likelihood of moving to the city.
- C. They increased the likelihood of moving to the city.
- D. They had no bearing on staying in or leaving the city.

30

Which of the following statements summarises the migration pattern of young people to and from non-metropolitan areas, as described in the text?

- A. More than half leave and only some return.
- B. About half leave and a similar number return.
- C. Some leave and most return.
- D. Less than half leave and only some return.

31

According to the text, how does having a full-time job affect young people who have moved to the city?

- A. They feel trapped in their new location.
- B. They are encouraged to move to even larger metropolitan areas.
- C. They start to form a connection with their new location.
- D. They encourage other young people to move to the city too.

32

What is the main function of paragraph 6?

- A. to summarise facts
- B. to offer possible explanations
- C. to present evidence to support an argument
- D. to plan a future investigation

33

The analyses were prompted by concern that young people are leaving their rural communities because those communities are not able to support needs for further education and training, employment and other opportunities as are available in the major cities of Australia. (paragraph 1)

The rest of the text suggests that this concern is

- A. reasonable.
- B. baseless.
- C. true for males but not females.
- D. true in some parts of Australia but not others.

34

Nevertheless, a reluctance to change one's address while at university may indicate a reluctance to consider the move to a metropolitan area anything more than a temporary move for study. (paragraph 3)

Which of the following descriptions best matches this sentence from the text?

- A. a finding
- B. a justification
- C. speculation
- D. a query

35

The negative influence of tertiary qualifications on the likelihood of young women returning to non-metropolitan areas is less straightforward. (paragraph 6)

What does *negative* mean here?

- A. undesirable
- B. small
- C. inverse
- D. weak

Answers

Question	Answer
1	D
2	C
3	B
4	D
5	A
6	privileges
7	mitigate
8	is
9	fundamentally
10	N; Y; Y; Y
11	C
12	Y; N; N
13	C
14	B
15	C
16	B
17	C
18	D
19	C
20	A
21	B
22	N; Y; N
23	Y; Y; N
24	D
25	emphasis
26	Conversely; On the contrary
27	D
28	B
29	C
30	D
31	C
32	B
33	A
34	C
35	C