ACER

STAT

Skills for Tertiary Admission Test

Candidate Information Booklet

Includes valuable preparation advice and free sample questions

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! Candidates should read this entire information booklet carefully.

STAT is produced by the Australian Council *for* Educational Research (ACER). Every effort has been made to ensure the accuracy of information provided in this booklet. However, ACER reserves the right to alter or amend test details and/or test administration details outlined in this booklet.

For more information please visit https://stat.acer.org/

About STAT

What is STAT?

Skills for Tertiary Admissions Test - STAT (formerly known as the Special Tertiary Admissions Test) is independently developed by the Australian Council for Educational Research (ACER) to help Australian tertiary institutions admit students who are well suited to a broad range of academic programs.

By completing STAT, applicants without a recent or satisfactory Year 12 qualification can demonstrate their ability to succeed in tertiary studies.

STAT assesses a range of competencies considered important for successful tertiary study, evaluating skills such as critical thinking, and understanding and analysis of given information. It does not test knowledge of curriculum or specific academic content.

Tertiary institutions use applicants' STAT scores, together with other information available to them at the time of selection, to make decisions about offers of places in their courses.

It is your responsibility to check with your preferred university whether STAT can be used for admission to the course that you are considering, and what section(s) of the STAT you may need to sit.

STAT Multiple Choice

- 2 hour test time
- 70 multiple-choice questions, half Verbal (Critical) Reasoning, half Quantitative Reasoning

STAT Written English

- 1 hour test time, 2 short essays

How and where can I sit STAT in WA?

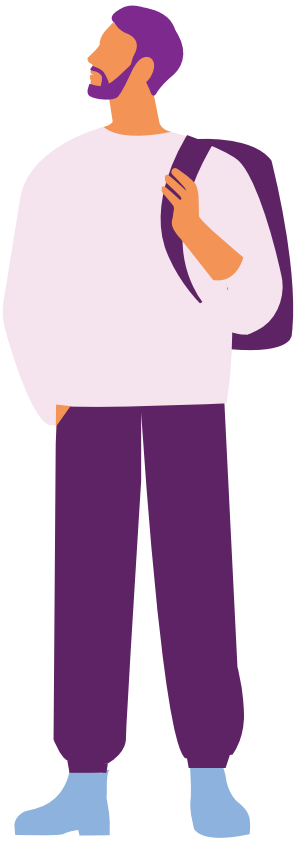
TISC run STAT as a paper-based test at designated test centres.

Western Australia
TISC (08) 9318 8000 www.tisc.edu.au

This booklet provides information about the test itself, not administrative or booking details.

How often can I sit STAT?

Candidates who reside in metropolitan Perth may sit STAT once in person per application year (May - February), but may sit additional STATs directly with ACER online. Candidates who reside in metropolitan Perth are generally required to sit the STAT in-person and book their test via TISC, but may contact TISC for written permission to sit the STAT online with ACER if they are unable to sit the test in person for any reason. WA candidates who reside outside of metropolitan Perth are required to register through ACER – https://stat.acer.org/au



Skills tested by STAT Multiple Choice

The test consists of 70 questions, which are placed into either verbal or quantitative units. Units are interspersed throughout the test.

STAT questions are based on stimulus material drawn from a variety of common sources. All the information required to answer questions is contained within the Unit. If the stimulus material is a historical document, the candidate's knowledge of history is NOT being assessed.

Verbal/Critical Reasoning

The focus is on interpretation and understanding of ideas in language. Questions may require you to:

- identify the main idea in a passage
- interpret specific words and phrases
- paraphrase what is stated
- infer suggestions and deduce meanings

Some Units test the comprehension of demanding and complex language with emphasis on analysing and understanding the stimulus material. Other Units test the understanding and processing of ideas presented in more elementary language with emphasis on manipulating information and solving problems.

Units may deal with objective or subjective material, or conceptual or argumentative issues.

The aim of the test is to include a balanced representation of a wide range of material and kinds of thinking.

Quantitative Reasoning

The aim is to test your comprehension and application of information presented in scientific and mathematical contexts.

Items may present information in numeric, symbolic, spatial or graphical form.

Questions do not require an in-depth knowledge. The focus is on your ability to interpret and apply information, and to use information provided for decision making and problem solving.

Skills tested by STAT Written English

***Assessment Criteria*:**

Each piece of writing is assessed independently by two markers in relation to:

Thought and content

The quality of what is said in the piece of writing

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

Structure and organisation

The quality of the structure and organisation developed to say something

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

Expression, style and mechanics

The quality of the language used to organise and present what is said

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

Test delivery format

TISC run STAT as a paper-based test at designated test centres in Perth, WA.

Candidates who reside in metropolitan Perth must register to sit STAT through TISC. WA candidates who reside outside of metropolitan Perth are required to register through ACER – https://stat.acer.org/au

Test development

The questions included in STAT are rigorously developed by teams of highly experienced higher education assessment and content experts. All test questions must pass detailed scrutiny by panels of test writers, trial testing, analysis and final review. The content, style and duration of the test are determined to ensure that the test is valid and reliable. The test may contain a small number of trial questions which will not be scored.

STAT test data is subjected to detailed statistical analysis to check that each question has performed as required. Test questions in development are carefully scrutinised in an ongoing attempt to minimise bias.

Terms and conditions of sitting STAT

Test results may be used by approved authorities for purposes of research into the STAT program. ACER may use, reproduce, adapt, modify and communicate de-identified essay answers for educational and training purposes.

Candidates are assured that any use of test responses will be treated with the utmost confidentiality. For more information please visit https://stat.acer.org/au/candidate-support/use-of-personal-information

STAT research

Each year thousands of prospective tertiary students sit one of the STAT tests used by tertiary institutions throughout Australia for selection into various courses. The STAT team occasionally follows up a sample of these students to see how they progressed in their higher education studies and may contact candidates through the university of enrolment.

Additional information we find useful for both research and test construction includes candidates' country of birth, if other than Australia, and number of years in Australia if born overseas. Space is provided on the STAT paper-based answer sheet for your response to these questions. Provision of this information is voluntary. Candidate names are separated from data in all cases.

Information regarding the way in which personal information (that is, names and attached data) is stored by ACER can be found at www.acer.org/privacy

Preparing for STAT

General

The best starting point in preparing for STAT is to familiarise yourself with the contents of this booklet. Read the preliminary information before attempting the sample questions.

The sample questions included in this ***Candidate Information Booklet*** and in the ***STAT Practice Tests*** are indicative of the kinds of material included in a real test.

Some institutions offer STAT workshops, to assist candidates with their preparation for STAT. STAT preparation courses are not recommended, authorised by, or in any way associated with, ACER. They are unregulated. You will need to assess for yourself whether any particular preparation course is able to supply objective and reliable evidence that participation is likely to improve your score to justify the often significant cost associated with them, and whether representations they make about themselves are accurate.

ACER does not provide past papers to any of the STAT workshops and candidates should be advised that the only sources of past STAT questions are found in the ***STAT Practice Tests*** and this ***Candidate Information Booklet***, published by ACER.

STAT Practice Tests for Multiple Choice and for Written English are available for purchase from the STAT website: https://stat.acer.org/au/preparation#practice-material

! You may find the STAT questions quite difficult, but remember that they are designed to measure a wide range of intellectual ability.

Preparing for STAT Multiple Choice

PAPER-BASED TEST

Answers to multiple-choice questions are recorded on a special STAT Answer Sheet called an OMR (see sample p. 24), which is later optically scanned and scored by machine. On the *OMR Answer Sheet* you will find a list of question numbers (Questions 1 to 70) and alongside each question the letters A B C D with a small circle around each letter. Mark your answer by completely filling in the circle containing your answer **with pencil**. If you choose option A as the answer to Question 14, for example, record your answer like this:

It is important that you record your answers carefully. If you decide to change an answer, erase your mark completely and fill in the circle containing your new answer.

When answering STAT questions on the *OMR Answer Sheet*:

- you must only use pencil (B, 2B or HB)
- never use ink or ball point pen
- use a good quality eraser
- mark your answer clearly
- be careful not to fold or tear your *OMR Answer Sheet*
- do not make marks outside the designated areas.

During the test:

- Ensure answers are marked directly onto the OMR Answer Sheet, not in your Test Booklet.
- You may do rough work in your Test Booklet. Scrap paper is not provided.

The *OMR Answer Sheet* at the back of this booklet can be used to practise recording your answers.

Preparing for STAT Multiple Choice (continued)

Extra tips

- All questions have the same value, therefore by attempting as many questions as possible you stand the best chance of maximising your score. Please record an answer for all questions.
- No marks will be deducted for a wrong answer (i.e. there is no negative scoring).
- If you mark more than one answer to a question it will be considered incorrect.

Use the sample questions in this booklet (and the Practice Tests if you wish) to practise answering the type of questions you will be presented with during the test. Choose a time when you are unlikely to be distracted. Try to attempt all questions before checking your answers. Additional preparation is to read widely and think critically about what you read.

Test taking strategy

- Don't spend too much time on any one question.
- Read through all the alternative answers to a question, even if you think the first one is correct, before marking your chosen response.
- See if there are any options you can discard immediately because they are obviously wrong.
- If you think you know the answer to a question, mark it, even if you are not certain. Go on to the next question and come back later if you have time. This will prevent you from getting your answers out of sequence and will give you some chance if you run out of time.

Preparing for STAT Written English

Good preparation for the STAT Written English test is to attempt the essay topics in this booklet. Set yourself the task of choosing and writing essays on two of the sample topics. (Note: you don't have to agree with comments.) Choose a time when you will not be interrupted and give yourself an hour (30 mins each) to write your short essays under 'test conditions'. It is often helpful to ask someone else to read your essays and to suggest improvements or alternative approaches to your selected comments. Alternatively, it can be useful to put your essays aside for several days before re-reading them to look for ways to make improvements.

In addition, the **STAT Written English Practice Test** is available for purchase (at https://stat.acer.org/au/preparation#practice-material). You will be provided with an indicative score immediately after submitting your essays online.

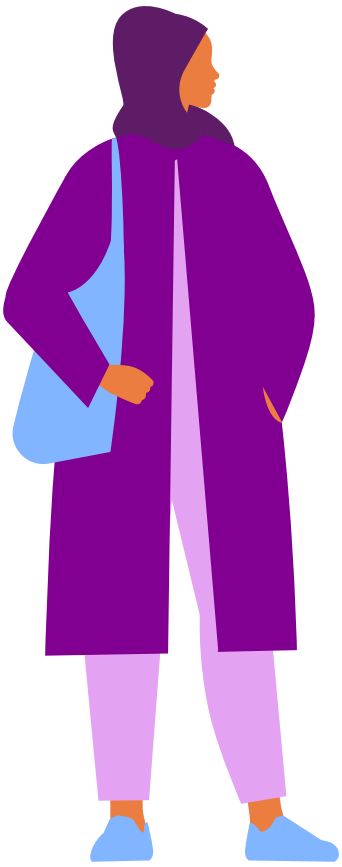
- responses to a choice of essay topics are written directly into the test booklet
- working space is provided for planning
- essays should be written neatly and legibly in pen
- one test booklet is permitted per candidate

Candidates are often concerned about the expected length of the STAT Written English essays. Within reason, the quality of the writing is much more important than the length. Remember, you only have 30 minutes to plan and write each essay.

The examiners do not have unrealistic expectations of what you can produce in that time.

The following questions will be considered in assessing the writing of candidates.

- What kinds of ideas has the candidate developed in response to the chosen comment?
- To what extent and how well has the candidate explored the ideas and issues in the chosen comment?
- Has the candidate developed a structured and organised piece of writing?
- Has the candidate written clearly and fluently?
- Is the language used by the candidate precise and appropriate?



Test Day Procedures

What to bring on Test Day

You must bring these items to the test:

Test centre sitting (TISC)

- ❑ Current photo-bearing identification as detailed below
- ❑ 2 Pencils (B, 2B or HB), eraser, sharpener
- ❑ 2 blue or black pens (Written English test only)
- ❑ bottled water (optional)

Admission to the Test

You will receive details of your STAT test session from TISC. The letter supplied advises what to bring along.

Time to allow at a Test Centre

Please allow adequate time to arrive and check-in. Expect to be at the test venue around 3 hrs (or longer). Time is required to check-in all candidates, for pre-test procedures, instruction time, distribution, collection and checking of test materials, and actual test time.

Identification

The name on your identification document must match the name used on your test registration.

On the day of the test you will be required to show photo-bearing identification in hard-copy format, such as a:

- current passport
- current Australian driver license
- current photographic proof of age card
- current Keypass Identity Card (available from Australia Post)

All government issued digital forms of ID will be accepted. This includes drivers licenses, proof of age cards and key pass Identity card. Photocopies and screen shots of ID are NOT ACCEPTED.

Your identification document MUST contain:

1. your full name
2. your date of birth
3. a recent photograph (embedded in the card i.e. not laminated)
4. your signature.

A student or workplace identification card is only acceptable if it meets all four criteria listed above.

If you do not possess any of the above forms of photo-bearing identification, you must obtain a statutory declaration, accompanied by a photo which has been signed on the back by the witness to the statutory declaration. This witness should be independent of the person making the declaration.

> ! **Candidates who do not present an identification document as outlined here will not be permitted to sit the test.**

The identification must contain a photograph that is a recognisable likeness of the candidate at the time of sitting the test.

Prohibited items

- calculators
- dictionaries of any type
- books, papers, pencil cases, rulers or stationary other than what is approved in the "What to bring on Test Day' section
- all additional items on surface that you are taking your test from (eg desk) that are not permanently affixed or approved for the test
- mobile phones/smartphones/smart watches or other communication devices
- audio or recording devices, with or without earphones
- headphones, earbuds or earplugs
- bags, briefcases or crash helmets
- prior approval is required to bring support animals to venues
- food (unless prior consent has been given)
- smoking, vaping or smokeless tobacco (dipping) is not permitted inside the test centre
- non-religious head coverings that obstruct the eyes and/or ears (including sunglasses)

Candidates must NOT have access to mobile phones or smart watches during the test. All phones and watches MUST be switched off while at the test venue.

There is usually limited space for storage of candidates' property in test centres. Please keep your belongings to a minimum.

Rules and Misconduct

STAT is a high stakes test; the results of the test have the potential to make a major impact on the future study plans of the candidate. For this reason, security procedures have been established and will be strictly enforced at all times.

It is the responsibility of candidates to ensure they understand that the following are considered to be breaches of test rules:

- attempting to remove a ***Test Booklet*** or part thereof, an ***OMR Answer Sheet***, or any notes, from the testing room is considered theft. All test materials remain the property of ACER.
- attempting to take a recording/image of test materials
- writing before or after testing time
- reading test questions aloud or talking to anyone other than a supervisor/remote proctor during the test
- the giving of false or misleading information during the registration process
- attempting to gain access to test questions prior to the test
- attempting to sit the test on behalf of another person
- allowing another person to attempt to sit the test on your behalf
- failure to follow test instructions
- giving or receiving assistance during the test
- creating a disturbance inside or outside the test centre
- using prohibited aids (notes, note paper, dictionary, calculator, mobile phone, recording device, etc.)
- leaving your seat or the test room without permission

Penalties may include the cancellation of the candidate's test and a ban from sitting STAT in the current STAT year, or in the case of theft, criminal charges.

The test supervisor will report breaches of the test rules to the Tertiary Admissions Centre. Candidates have the right of appeal against the imposed penalty within 10 calendar days of the despatch of the penalty notification.

Test Day

If you are unwell or if conditions in the test room impact on your ability to perform in the test, please bring this to the attention of the test supervisor.

Results

Who releases my results? How and when will I get them?

The organisation that you booked to sit the test through will provide you with your results.

STAT results are usually available 2–3 weeks from your test date and are posted to your notification address.

STAT scores explained

STAT results are reported as scale scores between 100 – 200, with a mean score of 150. There is no pass or fail mark for STAT.

Each tertiary institution determines the minimum acceptable STAT score/s required for their courses STAT results are taken into consideration with the other application requirements the institution requests.

The STAT score scale reflects the differing abilities of candidates and the different degrees of difficulty of the test items. STAT multiple-choice test forms are equated so that scores are directly comparable across forms and years. For example, a score of 160 in the verbal component of a STAT paper in one year will represent the same level of performance as a score of 160 in the verbal component of the previous year's test.

STAT Written English results are also reported as scale scores with a mean score of 150, generally within the range of 100 – 200.

You will not be able to work out how many individual questions you answered correctly based on your scaled score. Results are calculated using complex algorithms.

STAT scores provide a useful objective measure of a candidate's academic capacity, however other factors will play a key role in the final determination of academic success. Such factors include the candidate's motivation, application, determination and perseverance!

Percentile rankings

Institutions are provided with percentile rankings in relation to scores achieved by each candidate. For example, a candidate with a total percentile rank of 81.4 has achieved a score that is as good as or better than 81.4% the test-taking population. Percentile ranks provide information about how well a candidate has performed relative to the test-taking population.

Please note, it is not a linear relationship between the scale scores and the percentile rank. The percentile rank is effected by the STAT candidate results distribution/population performance.

Currency of STAT results

STAT results have a 3-year validity from the date of issue. Some institutions impose their own limit on the length of time for which they consider a STAT score valid. If in doubt, please check with the institution.

Appeals

ACER will not enter into appeals regarding STAT results. Candidates are advised that STAT results are released only after careful calculation and extensive checking. Errors in scoring are highly unlikely.

Requests for re-marking will not be considered. Nor is it possible to give special consideration for impaired performance on the day of the test caused by illness or other unexpected personal situations. Applicants are encouraged to contact the relevant Tertiary Admissions Centre/ACER prior to the test to arrange an alternative sitting time.

Please note that candidates will not be provided with any additional information regarding scores or the scoring process. All information remains the property of ACER and the candidate has no right of inspection. Candidates sign their agreement to these conditions on the front cover of the Test Booklet and Answer Sheet (or during the booking process for online testing).

Sample Questions

A selection of questions follows to give candidates an idea of the content type found in a STAT test.

Practice Tests for STAT Written English and Multiple Choice may be purchased by visiting:
https://stat.acer.org/au/preparation#practice-material

UNIT 1

Questions 1 – 4

In this passage from an essay, F. Scott Fitzgerald, whose fiction is connected to the prosperity and extravagance of New York in the 1920s, has come back from overseas at the onset of the Great Depression of the 1930s. Alfred E. Smith was the president of the corporation that built and operated the Empire State Building.

In the dark autumn of two years later we saw New York again. We passed through curiously polite customs agents, and then with bowed head and hat in hand I walked reverently through the echoing tomb. Among the ruins a few childish wraiths still played to keep up the pretense that they were alive, betraying by their feverish voices and hectic cheeks the thinness of the masquerade. Cocktail parties, a last hollow survival from the days of carnival, echoed to the plaints of the wounded: 'Shoot me, for the love of God, someone shoot me!', and the groans and wails of the dying: 'Did you see that United States Steel is down three more points?' My barber was back at work in his shop; again the head waiters bowed people to their tables, if there were people to be bowed. From the ruins, lonely and inexplicable as the sphinx, rose the Empire State Building and, just as it had been a tradition of mine to climb to the Plaza Roof to take leave of the beautiful city, extending as far as eyes could reach, so now I went to the roof of the last and most magnificent of towers. Then I understood – everything was explained: I had discovered the crowning error of the city, its Pandora's box. Full of vaunting pride the New Yorker had climbed here and seen with dismay what he had never suspected, that the city was not the endless succession of canyons that he had supposed but that it *had limits* – from the tallest structure he saw for the first time that it faded out into the country on all sides, into an expanse of green and blue that alone was limitless. And with the awful realization that New York was a city after all and not a universe, the whole shining edifice that he had reared in his imagination came crashing to the ground. That was the rash gift of Alfred E. Smith to the citizens of New York.

5 *10* *15* *20*

1 The passage implies that the customs agents (line 2) and the head waiters (line 8) in earlier times had

A had more prestigious jobs.
B been warmer and less formal.
C been less concerned about their jobs.
D been more anxious to please customers.

2 The word 'childish' in line 3 indicates that some people have not

A come to terms with the gravity of their situation.
B understood that they need not repeat their mistakes.
C been adult enough to avoid the disaster in the first place.
D shown the selflessness required to help others in the same position.

3 For Fitzgerald, New York's demise was a result of a lack of

A restraint.
B compassion.
C urban planning.
D economic planning.

4 In his picture of New York, Fitzgerald suggests that, for New Yorkers, the Great Depression began when

A New York began to overflow its geographical limits.
B they understood that New York was a part of the world.
C New York had no further ambition to strive for excellence.
D they began to believe they were better than the rest of the world.

UNIT 2

Question 5

In the grid below, different letters represent different whole numbers less than 20. The numbers to the right and below the grid are row and column totals.

For example, Q + L + Z + Z = 46 .

Q	L	Z	Z	46
K	K	K	K	28
K	K	Q	Q	32
K	Z	L	Q	40
30	38	X	Y	

5 The value of Q is

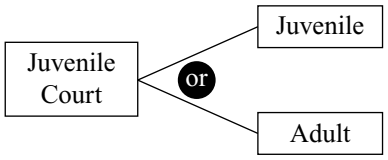
A 7 .
B 9 .
C 11 .
D 13 .

UNIT 3

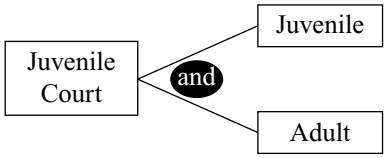
Questions 6 – 8

The following diagrams present overviews of how the legal systems of five different states in a certain country deal with trying and sanctioning juvenile offenders.

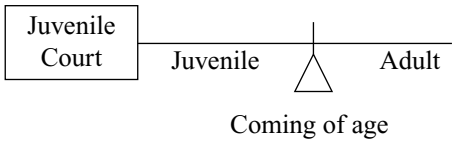
I



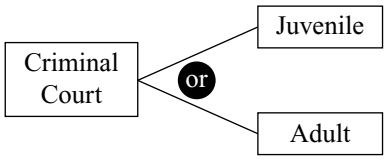
II



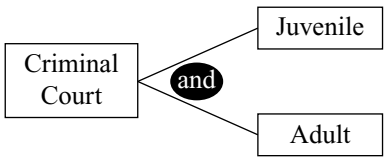
III



IV



V



6 In which model would it be legally impossible for a juvenile to be incarcerated in an adult jail?

A **I**
B **II**
C **III**
D **IV**

7 Systems **I** and **II** differ significantly from systems **IV** and **V** in

A whether or not the offenders can be considered adults for the purposes of their sanctions.
B whether offenders are considered as juveniles prior to sentencing or after sentencing.
C the severity with which juveniles are sanctioned.
D the choices available for sanctioning.

8 From the point of view of an offender, which of the following pairs would have a similar range of possible outcomes?

A **I** and **V**
B **II** and **IV**
C **III** and **V**
D **I** and **IV**

UNIT 4

Questions 9 – 11

When fighting forest fires, a major problem for firefighters is dealing with the heat. Heat enters, leaves or is produced in a firefighter's body by the following processes:

1 radiation — heat from the fire and the sun radiate to the firefighter's body
2 conduction/convection — body heat is carried away by the surrounding air
3 metabolism — heat is produced in the firefighter's body
4 evaporation of sweat — heat is removed from the firefighter's body when sweat evaporates from skin and clothing

In a study of firefighters in a state of heat balance, two groups of firefighters built a firebreak — a hard physical task. One group built their firebreak next to a fire. The other group did exactly the same work under the same conditions, except that no fire was burning nearby. The table below gives the average results for the firefighters in the two groups.

Process	Amount of heat gained or lost per minute by the body	
	fire nearby	**no fire nearby**
Radiation	gain of 260 joule	gain of 51 joule
Conduction / convection	loss of 60 joule	loss of 80 joule
Metabolism	gain of 488 joule	gain of 561 joule
Evaporation of sweat	loss of 688 joule	**?**

- Assume that the figures above apply to any individual firefighter.
- Although some of the processes above can transfer heat to or from a firefighter, this unit and the table refer to net gains or losses of heat by each process.

9 When building a firebreak, the body of a firefighter

A loses heat by radiation and gains heat by conduction/convection.
B loses heat by both radiation and by conduction/convection.
C gains heat by radiation and loses heat by conduction/convection.
D gains heat by both radiation and by conduction/convection.

10 The heat lost by evaporation of sweat from the body of a firefighter in one minute while building a firebreak without a fire nearby is

A 532 joule.
B 590 joule.
C 612 joule.
D 688 joule.

11 Which one of the following increases when a firefighter moves from an area where there is no fire nearby to an area where there is a fire nearby?

A the amount of heat produced per minute by metabolism
B the amount of heat lost per minute by conduction/convection
C the amount of heat lost per minute by the evaporation of sweat
D none of A or B or C

UNIT 5

Question 12

'It is useless for the sheep to pass resolutions in favour of vegetarianism while the wolf remains of a different opinion.'

Dean William Ing

12 The quotation is mainly about

A power.
B ideology.
C conformity.
D controversy.

UNIT 6

Questions 13 – 16

At Runalong Fire Station there are seven firefighters (1, 2, 3, 4, 5, 6, 7). It is necessary to have three firefighters at the station each night in case of emergency, and the Firefighters' Union requires that each firefighter works the same number of nights.

Schedules I–IV were prepared for consideration.

	I	II	III	IV
Sunday	{1,2,4}	{1,2,4}	{1,2,4}	{1,2,4}
Monday	{2,3,5}	{2,3,5}	{2,3,5}	{2,3,5}
Tuesday	{3,4,6}	{3,4,6}	{3,4,6}	{3,4,6}
Wednesday	{4,5,7}	{4,5,7}	{1,2,4}	{4,5,7}
Thursday	{1,2,4}	{5,6,1}	{5,6,1}	{5,6,1}
Friday	{2,3,5}	{6,7,2}	{6,7,2}	{7,1,2}
Saturday	{3,4,6}	{7,1,3}	{7,1,3}	{6,1,3}

13 Which one of the schedules meets the requirements of the Firefighters' Union?

A I **C** III

B II **D** IV

Questions 14 – 16 refer to the following additional information:

A schedule can be thought of as a set of ***v*** objects (in this case, firefighters) that have to be arranged into ***b*** sets (in this case, one set for each day of the week) all of size ***k*** and such that each object occurs the same number of times (r) in the schedule and only once in any set. For the firefighters' schedules, $v = 7$, $b = 7$, $k = 3$, and $r = 3$.

14 If $v = 3$, $b = 6$, $k = 1$, $r = 2$, which one of the following completes the schedule {1}, {2}, {3}, {1}, {2}, . . .?

A {1} **C** {3}

B {2} **D** neither A, nor B, nor C

15 The schedule {1,2}, {2,3}, {x,y} is a schedule for which $v = 3$, $b = 3$, $k = 2$, $r = 2$, if

A $x = 1, y = 2$. **C** $x = 2, y = 2$.

B $x = 1, y = 3$. **D** $x = 2, y = 3$.

16 The schedule

{1,2,3}	{4,5,6}	{7,8,9}	{1,4,7}
{2,5,8}	{3,6,9}	{1,5,9}	{2,6,7}
{3,4,8}	{1,6,8}	{2,4,9}	{x,y,z}

is a schedule for which $v = 9$, $b = 12$, $k = 3$, $r = 4$, if

A $x = 1, y = 2, z = 4$. **C** $x = 2, y = 4, z = 6$.

B $x = 1, y = 3, z = 5$. **D** $x = 3, y = 5, z = 7$.

UNIT 7

Questions 17 – 20

The following passage is from the introduction to a series of lectures on philosophy written in the early 1900s.

The history of philosophy is to a great extent that of a certain clash of human temperaments. Undignified as such a treatment may seem to some of my colleagues, I shall have to take account of this clash and explain a good many of the divergencies of philosophies by it. Of whatever temperament a professional philosopher is, he tries, when philosophising, to sink the fact of his temperament. Temperament is no conventionally recognised reason, so he urges impersonal reasons only for his conclusions. Yet his temperament really gives him a stronger bias than any of his more strictly objective premises. It loads the evidence for him one way or the other, making a more sentimental or more hard-hearted view of the universe, just as this fact or that principle would. He trusts his temperament. Wanting a universe that suits it, he believes in any representation of the universe that does suit it. He feels men of opposite temper to be out of key with the world's character, and in his heart considers them incompetent and 'not in it', in the philosophic business, even though they may far excel him in dialectical ability.

Yet in the forum he can make no claim, on the bare ground of his temperament, to superior discernment or authority. There arises thus a certain insincerity in our philosophic discussions: the potentest of all our premises is never mentioned. I am sure it would contribute to clearness if in these lectures we should break this rule and mention it, and I accordingly feel free to do so.

17 The passage implies that the writer's colleagues believe that philosophical argument is based on

A disposition.
B trial and error.
C personal beliefs.
D objective principles.

18 The words 'a certain insincerity in our philosophic discussions' (lines 15 and 16) suggest that the writer thinks philosophers are often

A prepared to lie to be convincing.
B aware that their arguments are illogical.
C unwilling to take into account the opinions of others.
D unwilling to acknowledge what influences their arguments.

19 The writer of the passage is most likely to agree with the idea that philosophical positions

A are subjective.
B are devoid of emotion.
C must be universal and unchanging.
D must conform with facts about the outer world.

20 Which of the following best describes the language used in the passage?

A arrogant
B hesitant and diffident
C sincere and measured
D belligerent and provocative

UNIT 8

Questions 21 – 25

In some areas of the world, marine birds such as kelp gulls feed on mussels which have been deposited on the beaches. To break open the shells, the birds carry the mussels to heights and drop them onto hard surfaces, such as rocks or wet beach sand.

Experimental evidence indicates that the minimum drop height required to fracture a mussel shell depends on its size, and also on the nature of the surface onto which it is dropped. Moreoveer, the speed on impact with the ground can be related to the mussel's drop height and its shell length.

The graphs in Figures 1 to 4 show the relationships between the size, impact speed, and drop height of mussels. The figures are based on the results of extensive mussel dropping experiments that attempted to simulate real conditions.

Assume that all mussels referred to in the following questions are described by these relationships.

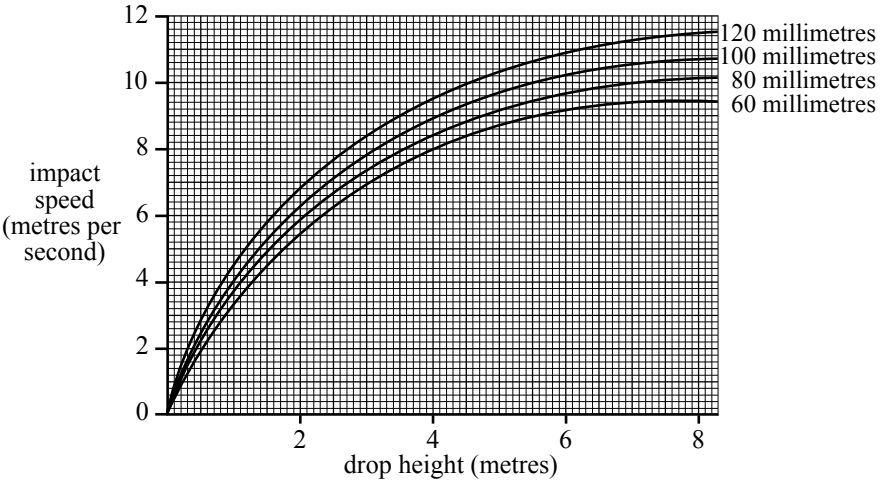


Figure 1

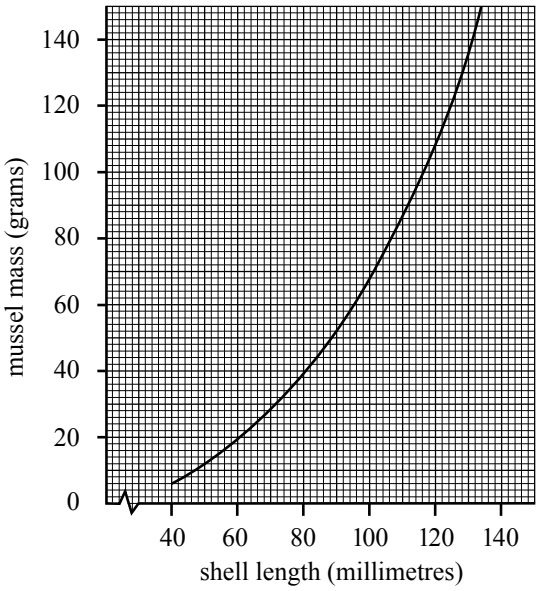


Figure 2

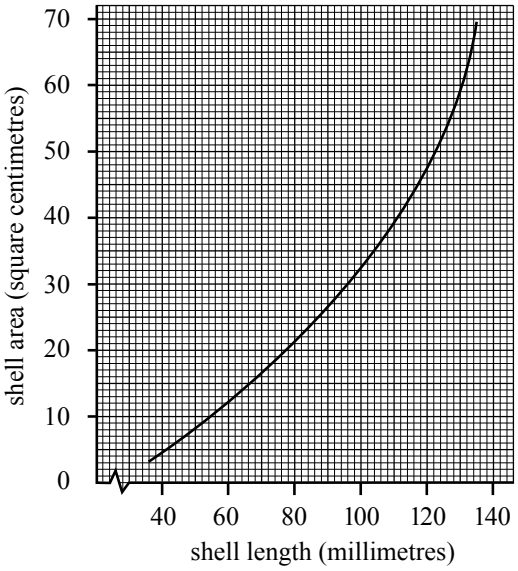


Figure 3

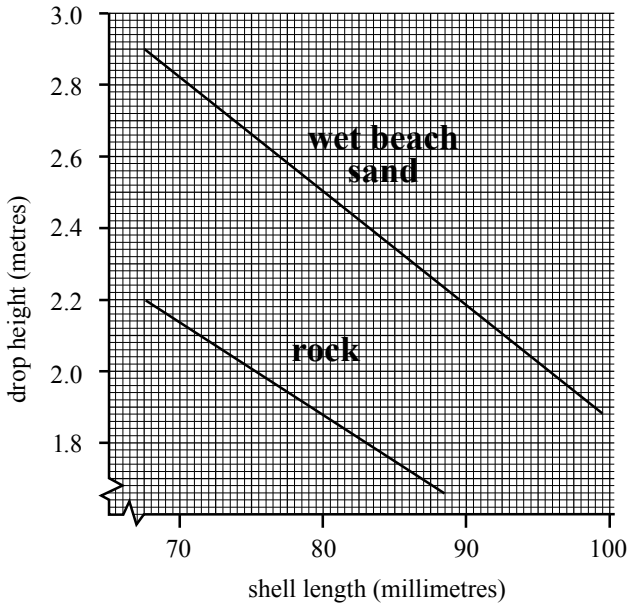


Figure 4

21 An 80 gram mussel has a shell area closest to

A 20 square centimetres.
B 24 square centimetres.
C 40 square centimetres.
D 45 square centimetres.

22 Which one of the following is the smallest drop height required to fracture three mussels with lengths 75 millimetres, 85 millimetres, and 100 millimetres, when all three are dropped onto wet beach sand?

A 1.90 metres
B 2.35 metres
C 2.67 metres
D 3.00 metres

23 Two mussels are dropped from a height of 2.5 metres onto wet beach sand. Mussel *X* has a mass of 30 grams and mussel *Y* has a mass of 60 grams.

According to the available evidence,

A only mussel *X* will fracture.
B only mussel *Y* will fracture.
C both mussels will fracture.
D neither mussel will fracture.

24 For a group of mussels, all of which have a shell length of 80 millimetres, the difference between the drop heights required to fracture the mussels when they drop onto rock and wet beach sand is closest to

A 0.6 metres.
B 1.0 metres.
C 1.9 metres.
D 2.5 metres.

25 Which of the following is closest to the lowest impact speed required to fracture a 30 gram mussel by impact with wet beach sand?

A 5.5 metres per second
B 6.8 metres per second
C 8.4 metres per second
D 10 metres per second

UNIT 9

Question 26

26 Which two of statements (i) – (iv) below are most similar to each other in the attitude to equality presented?

(i) Although men possess unequal powers, they nonetheless deserve equal rights.
(ii) Men are made by nature unequal. It is vain, therefore, to treat them as if they were equal.
(iii) Kneeling ne'er spoil'd silk stocking; quit thy state;
All equal are within the church's gate.
(iv) The wealth of a nation consists more than anything else in the number of superior men it harbours.

A statements (i) and (iii)
B statements (ii) and (iii)
C statements (i) and (iv)
D statements (iii) and (iv)

Sample essay prompts: STAT Written English

- Only required by institutions in WA, VIC/TAS and NSW/ACT.

Time: One hour, plus 5 minutes reading time.

STAT Written English requires written responses to two themes. Four comments (prompts) will be presented for each Part. Candidates must choose **one** comment from **each** Part.

The test will offer the following directions to candidates:

Directions for paper-based sittings

- There are **two parts** to this test, and four comments are offered for each part. You are required to produce **two** pieces of writing − one in response to a comment from Part A, and one in response to a comment from Part B.
- Part A is a more formal public affairs issue that invites argument. Part B is a less formal topic that invites more personal reflection.
- One hour is allocated for this test, with an additional five minutes reading time.
- Your responses to the essay comments are written directly on the test paper. You should write your essays neatly and legibly in pen.
- Circle the comment you are responding to. Do not try to address all of the other comments in your response.
- Give each piece of writing a title that will help orient a reader to the approach you are taking.

The following themes and comments indicate the kind of stimulus material that will be offered in this test.

COMMENTS

Part A

Comment 1	Education helps individuals grow and has a civilising and humanising influence on society as a whole.
Comment 2	Too much of current education is concerned with rote learning that has little relationship to real problems and real life.
Comment 3	Education is the greatest force for change and offers the greatest opportunity for hope about the future of our society.
Comment 4	Much of what passes as education is technical knowledge that does little to broaden the mind.

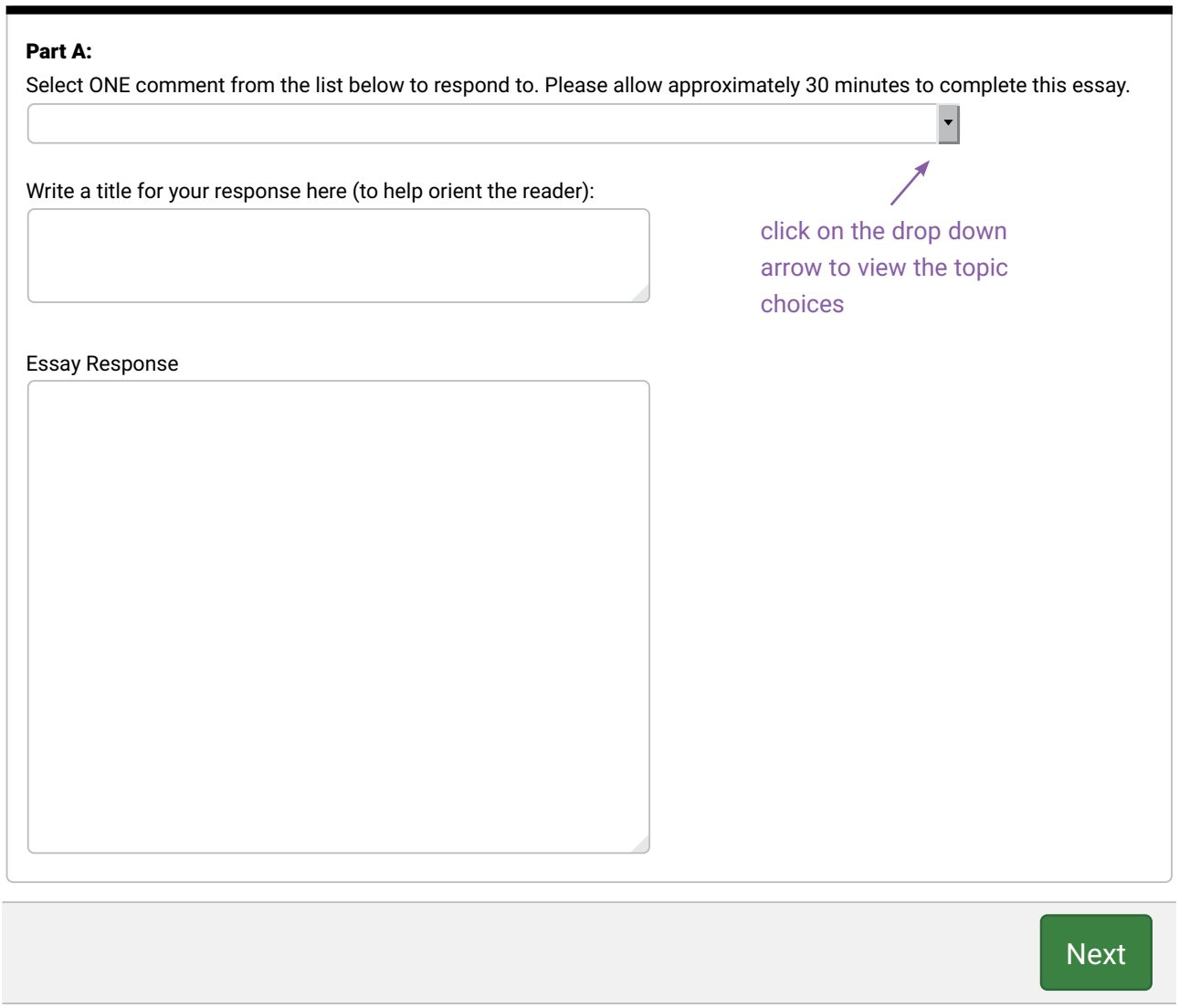
Part B

Comment 5	Friendship is something that most people see as very important, but most friendships turn out to be superficial and fragile.
Comment 6	Romances come and go, but it is friendship that remains.
Comment 7	It is important that we learn to be confident within ourselves rather than dependent on the good opinion of others.
Comment 8	You have to work at friendship, because without tolerance and respect, even the best friendships soon disappear.

Directions for online sittings

Online tests follow a similar format to the paper-based tests except that you select the comment you are going to respond to by using a drop down menu and typing rather than handwriting your response.

Below is an example of the screen that you will see for the online Written English test.



Answers

Unit 1: Fitzgerald's Lost City (V)

1 C
2 A
3 A
4 B

Unit 2: Grid (Q)

5 B

Unit 3: Juvenile Court (V)

6 C
7 B
8 D

Unit 4: Firefighters (Q)

9 C
10 A
11 C

Unit 5: Wolf and Sheep Quote (V)

12 A

Unit 6: Runalong Fire Station (Q)

13 B
14 C
15 B
16 D

Unit 7: Philosophy and Temperament (V)

17 D
18 D
19 A
20 C

Unit 8: Mussels (Q)

21 C
22 C
23 B
24 A
25 B

Unit 9: Statements (V)

26 A

Sample answer sheet

STAT Multiple Choice Answer Sheet

I understand that registration for the Special Tertiary Admissions Test constitutes an acceptance of and agreement to abide by the conditions set forth in the STAT Candidate Information Booklet concerning the test administration, the reporting of scores and the use of information for research.

Family Name: _____

First Name(s): _____

Signature: _____

Today's Date

Day	Month	Year
		20

Test Booklet Number

Candidate Identification Number

INSTRUCTIONS

2B OR B PENCIL

- Use **PENCIL ONLY**, preferably 2B, HB or B
- Erase mistakes/stray marks completely

Gender

- (M) Male
- (F) Female
- (X) Indeterminate / Intersex / Unspecified

Please MARK LIKE THIS

NOT LIKE THESE:

Example: Please write in boxes provided, then mark oval corresponding to the number or letter in each column.

E A D E

Family Name

First Names Initials

Test Centre Number

Date of Birth

Day	Month	Year
		19 20

Postcode

If you were not born in Australia, please enter the following:

Country of birth

No. of years in Australia

STAT
Special Tertiary Admissions Test

ACER

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MARK YOUR ANSWERS HERE

1	A B C D	15	A B C D	29	A B C D	43	A B C D	57	A B C D
2	A B C D	16	A B C D	30	A B C D	44	A B C D	58	A B C D
3	A B C D	17	A B C D	31	A B C D	45	A B C D	59	A B C D
4	A B C D	18	A B C D	32	A B C D	46	A B C D	60	A B C D
5	A B C D	19	A B C D	33	A B C D	47	A B C D	61	A B C D
6	A B C D	20	A B C D	34	A B C D	48	A B C D	62	A B C D
7	A B C D	21	A B C D	35	A B C D	49	A B C D	63	A B C D
8	A B C D	22	A B C D	36	A B C D	50	A B C D	64	A B C D
9	A B C D	23	A B C D	37	A B C D	51	A B C D	65	A B C D
10	A B C D	24	A B C D	38	A B C D	52	A B C D	66	A B C D
11	A B C D	25	A B C D	39	A B C D	53	A B C D	67	A B C D
12	A B C D	26	A B C D	40	A B C D	54	A B C D	68	A B C D
13	A B C D	27	A B C D	41	A B C D	55	A B C D	69	A B C D
14	A B C D	28	A B C D	42	A B C D	56	A B C D	70	A B C D

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Further information

Information about how to book your STAT test is available from the following institutions:

Western Australia

STAT Officer
Tertiary Institutions Service Centre (TISC)
Level 1, 100 Royal Street
EAST PERTH WA 6004
Tel: (08) 9318 8000
www.tisc.edu.au

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