NSW POLICE

Entrance Exam

Candidate Information Booklet

Australian Council for Educational Research
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Background

Eligibility

ELIGIBILITY TO BOOK THE NSW POLICE ENTRANCE EXAM:

› Candidates must be 18 years of age at the time of booking the NSW Police Entrance Exam; and

› Must be Australian Citizens (by birth, naturalisation or citizenship) OR permanent Australian Residents as defined in section 94(3) of the Police Act (NSW).

There are two options for candidates for the NSW Police Entrance Exam:

1. **Future NSW Police applicants** - Candidates can undertake the NSW Police Entrance exam before applying to the NSW Police Force. This option gives candidates the opportunity to complete one of the mandatory NSW Police recruitment requirements and be prepared when they lodge an application with the NSW Police Force. The NSW Police Force will accept entrance examination results for five (5) years after a candidate completes the tests. ACER will provide examination results and candidates lodge the results with their application to join the NSW Police Force. Candidates do not need to contact the NSW Police for this option.

2. **Current NSW Police applicants** - Candidates must book and complete the NSW Police entrance exam before they are invited to undertake physical capacity testing and psychometric assessment. Candidates will be reminded by the Police Recruitment Branch of the need to book and complete the Police Entrance Exam to ensure their application for the NSW Police Force progresses.

Note: The NSW Police Force will only accept completed results from candidates who complete the NSW Police Force entrance examination. Whilst ACER provides a range of assessments and tests for other organisations, the NSW Police Force will not accept other organisation results.

Note: It is vital that applicants understand all stages of the NSW Police application process and comply with the minimum entry requirements before submitting an application.
What does a Probationary Constable do?

During your first year as a probationary constable in general duties policing you will be working with experienced police officers who will assist you in applying everything you’ve learnt at the NSW Police Force Academy to real life policing situations. These officers also work with the Education Development Officers (EDO’s) to assist probationary constables with all aspects of their work and study.

As a probationary constable engaged in general duties policing you can expect to be exposed to a wide range of jobs including:

- Domestic issues
- Motor vehicle accidents
- Armed robberies
- Stealing offences
- Serious assaults
- Deceased persons and many other incidents

As a probationary constable, you will be partnered with a Field Training and Assessment Officer (FTAO) for the first couple of months. The FTAO will be your ‘shadow’ and will guide and assist you through everyday jobs and follow-up jobs.

As a member of a Local Area Command (LAC) you will be part of a team comprising many different roles, ranks and positions. A Local Area Command is under the control of a Local Area Commander, who holds the rank of Superintendent. The LAC is supported by Duty Officers (Inspectors) who manage station issues and Team Leaders (Sergeants) who form the mobile supervisory patrols.

Note: New recruits are required to complete a 3 year tenure in General Duties prior to applying for transfer to another location or specialist role. Excludes accelerated prosecutor and forensic recruits.
Role of ACER

The NSW Police Entrance Examination is delivered by the Australian Council for Educational Research (ACER) (an independent national research and development organisation) on behalf of NSW Police. ACER is responsible for the administration of the entrance examinations and will provide results directly to NSW Police. NSW Police will manage all other recruitment stages.

PRIVACY, PERSONAL INFORMATION AND SENSITIVE DATA:

By completing the NSW Police Entrance Examination registration form you agree to be bound by the ACER privacy policy and therefore consent to:

a. ACER collecting your personal information including any sensitive (such as health) information. The personal information ACER may collect about you includes your registration information, your payment details, your test answers and results, any application for special testing conditions and any communications you have with the Representative of NSW Police, ACER Office;

b. ACER using and disclosing the personal information we collect about you for purposes connected with your NSW Police application and testing which may include investigating any suspected misconduct and administering any penalty for misconduct. You understand that if you do not provide us with all the information requested, we may not be able to process your NSW Police Entrance Examination registration or test or respond to your communications; your personal (including sensitive) information being disclosed by ACER to the NSW Police and other persons or bodies connected with NSW Police for purposes related to NSW Police (which may include transferring it overseas); and

c. ACER using your personal information for research purposes and disclosing it to relevant research bodies (in a de-identified form). Candidate names will be separated from data in all cases.

All information collected will be treated with utmost confidentiality and we will take all reasonable steps to ensure its security. Any use of your registration and test records will be treated with the utmost confidentiality. We will strictly adhere to our obligations under the Privacy Act 1988 (Cth) and any other applicable data protection legislation.

For more information about our privacy policy and how to access or correct your information, please see https://www.acer.edu.au/privacy

COMMUNICATING WITH THE REPRESENTATIVE OF NSW POLICE, ACER OFFICE

Entrance Exam enquiries ONLY:

If you have any queries about the Entrance Exam, you should contact the Representative of NSW Police, ACER Office.

Representative of NSW Police, ACER Office:
Email: nswpolice@acer.edu.au
Web: https://nswpolice.acer.edu.au
Phone: 1800 794 911
Postal address: Private Bag 55, Camberwell VIC 3124

Email is the principal means of communication concerning the NSW Police Entrance Exam. Candidates must provide a current, valid email address which will be maintained during the registration, test and reporting cycle.

Sometimes personal emails don’t make it through our spam filters, so if we don’t respond within three (3) days, please resend the message or call the Representative of NSW Police, ACER Office on 1800 794 911.

Please Note: Candidates who provide an email address that is hosted by webmail provider such as gmail or hotmail are advised that some procedures implemented by these providers may result in some email messages not being accepted, or being flagged as spam. You are advised to use a different email service provider for the purposes of NSW Police registration, or to put nswpolice@acer.edu.au in your address book to ensure emails from the NSW Police ACER Office are not filtered as junk email.
About the NSW Police Entrance Examination

Test Components

Candidates need to allow approximately 2 and a half hours for the entire testing session.

The NSW Police Entrance Examination is made up of five sections. All sections of the test will be conducted on a computer with two written components answered in a booklet. All candidates planning to sit the NSW Police Entrance Examination will be required to register and attend an Australian Council for Educational Research (ACER) test centre. There is no provision for interstate or international testing dates or venues.

To be selected for progression to the next stage of the NSW Police Recruitment process, candidates must obtain a score at or above the pass marks listed below.

<table>
<thead>
<tr>
<th>Test Section</th>
<th>Type of Assessment</th>
<th>Number of Questions</th>
<th>Time Allowed</th>
<th>Pass Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Skills (Reading)</td>
<td>Online response</td>
<td>30 questions</td>
<td>45 min</td>
<td>Score of 111 or greater = Exit level 3 of the ACSF* or higher</td>
</tr>
<tr>
<td>Summary Writing</td>
<td>Written notes</td>
<td>1 task</td>
<td>20 min</td>
<td>14/20</td>
</tr>
<tr>
<td>Extended Writing</td>
<td>Written essay</td>
<td>1 task</td>
<td>45 min</td>
<td>14/20</td>
</tr>
<tr>
<td>Verbal Reasoning</td>
<td>Online multiple choice</td>
<td>34 questions</td>
<td>15 min</td>
<td>15/34</td>
</tr>
<tr>
<td>Abstract Reasoning</td>
<td>Online multiple choice</td>
<td>45 questions</td>
<td>20 min</td>
<td>32/45</td>
</tr>
</tbody>
</table>

* The Australian Core Skills Framework (ACSF) – the Australian standards for adult literacy and numeracy.
Test Dates and Centres

Tests are run every 6–8 weeks: check the website https://nswpolice.acer.edu.au for the most up-to-date information on test dates. All sessions are conducted on weekends. Testing will be offered near the following locations:

<table>
<thead>
<tr>
<th>Metropolitan Centres</th>
<th>Regional Centres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sydney</td>
<td>Newcastle</td>
</tr>
<tr>
<td>Parramatta</td>
<td>Coffs Harbour</td>
</tr>
<tr>
<td></td>
<td>Dubbo</td>
</tr>
<tr>
<td></td>
<td>Wagga Wagga</td>
</tr>
</tbody>
</table>

When completing the registration form, select the day and session which is most convenient for you. You should plan your travel carefully so that you arrive at the test centre no later than half an hour before your session is due to start.

Please Note: A minimum of ten (10) candidates will be required for a sitting to go ahead. If a session is cancelled due to a lack of candidates you will be notified and allocated into your second preference centre.

There are no interstate test centres. Additional sessions and test centres will not be established.

Registration Fees

The fee to sit the NSW Police Entrance Examination is $155 (GST inc). When you register online you may also pay by credit card (Mastercard, AMEX, Diners or Visa, including Visa and Mastercard debit cards).

The online payment option operates through an e-commerce facility on the ACER website. Credit card details are not recorded or stored by ACER but are encrypted at point of capture and transmitted direct to the bank, without entering ACER information systems. Thus you can be assured this is a safe payment option.

Your registration test payment of $155 must be received at the time of registering for your test sitting. If there is a delay in payment you may not be permitted to sit the examination.
Refunds
You may be entitled to a refund of your registration fee under the Australian Consumer Law in certain limited circumstances. Up until seven (7) days prior to your scheduled sitting of the NSW Police Entrance Examination you may request a refund beyond those limited circumstances. After that date you may only request a refund in the limited circumstances allowed by the Australian Consumer Law, more specifically, where there has been a serious failure in the goods or services provided under these terms and conditions.

<table>
<thead>
<tr>
<th>Refund terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. where the limited circumstances of the Australian Consumer Law allowing a refund do not apply to your request for a refund, you will be charged a $40 administrative charge;</td>
</tr>
<tr>
<td>2. should you register for, but not sit, the NSW Police Entrance Examination, without prior notification and where the limited circumstances where a refund is allowed under the Australian Consumer Law do not apply, your registration fee will not be refunded; and such circumstances may eliminate you from applying to the NSW Police for a period of 12 months from the scheduled test date;</td>
</tr>
<tr>
<td>3. ACER reserves the right to absolutely refuse or cancel a registration in circumstances where your registration is not bona fide or is not received seven days prior to your sitting of the NSW Police Entrance Examination; and</td>
</tr>
<tr>
<td>4. All requests for a refund must be made in writing by email to: <a href="mailto:nswpolice@acer.edu.au">nswpolice@acer.edu.au</a>.</td>
</tr>
</tbody>
</table>

Session Changes and Deferrals
Applicants are able to change their test booking up to eight (8) days prior to their allocated test session; after this time no session changes will be permitted.

To change your session please go to: https://nswpolreg.acer.edu.au.

Log in to the Candidate Login page using the details previously provided to you by email.

Application ID number: XXXXXXX  
Surname: XXXXXXXXXX

Please Note: Seats in each session will be allocated on a first in, first served basis. ACER and NSW Police do not guarantee that applicants will be able to reserve a seat in any given session.

If you need to change your session within seven (7) days of your session you may apply in writing by email to nswpolice@acer.edu.au. You must have a valid reason with supporting documentation (such as medical certificate).

If you book a test session but do not attend without notifying ACER your application to NSW Police will be void and you risk a twelve (12) month delay in applying again. No refunds will be provided.

Charles Sturt University Applicants
Candidates currently enrolled in Charles Sturt University will be asked to enter their current CSU Student ID number during registration.
Test Centre Procedures and Regulations

Admission Ticket

You will be emailed an Admission Ticket **seven (7) days** prior to your allocated test session.

Your Admission Ticket will be accessed through the Candidate Login page located at: [https://nswpolreg.acer.edu.au](https://nswpolreg.acer.edu.au)

To access your ticket you will need the details previously provided to you by email.

- **Application ID number:** XXXXXX
- **Surname:** XXXXXXXXX

**Please Note:** You are advised to add nswpolice@acer.edu.au to your address book prior to registering.

When completing their online registration **all applicants must** upload a current photograph. This photo will appear on your Admission Ticket. Photos may be uploaded at the time of registering. **The Admission Ticket must be printed clearly and taken with you to the test centre**, it will be collected by a supervisor as testing is completed and returned to ACER.

**IMPORTANT:**
If you arrive at a test centre without a printed Admission Ticket, you will be refused entry and will not be permitted to sit the test. There will be no exceptions.

When you receive your Admission Ticket please check it carefully and email ACER immediately if there are any errors.
Reporting to the Test Centre

At the time of registering you will be allocated a seat in your chosen session. You must report to the test centre at the time listed on your Admission Ticket to complete pre-testing procedures. Exams will begin approximately 30 minutes after registration.

If you report to the centre after all candidates have been seated in the testing room you may not be admitted. No latecomers can be admitted once the test has started.

When you report to the test centre you must bring:
› Admission Ticket – with photo included
› Suitable and current photo identification (see below)
› Black or blue pens for the writing components.

Identification on the Test Day

Acceptable identification is as follows:
› Drivers licence. (Interstate/international drivers licences are accepted.)

All candidates will be required to show their identification to supervisors on attendance at the test centre.

If for any reason a candidate cannot provide their photo identification on the test day (e.g. because of a lost wallet) they must provide a signed statutory declaration confirming their identity.

They must also provide by email or mail a certified copy of their driver licence to the ACER NSW Police office no later than five (5) days after their allocated test sitting. Failure to do so may result in results being withheld.

Security

The NSW Police Entrance Examination is a high stakes test. Therefore ACER, in conjunction with the NSW Police, has established security procedures which have been outlined in this booklet and will be strictly enforced at all times.

Permitted Items

No dictionaries, calculators or electronic equipment of any kind are permitted during the test.

Please Note: Mobile phones, pagers, calculators, stopwatches, smart watches, audio or recording devices of any kind (including MP3 players), note paper, food and bags will not be permitted in the test room. Pencil cases, highlighters and rulers are not permitted.

You may bring a bottle of drinking water into the test centre with you.

Leaving Early

The NSW Police Entrance Examination is a high stakes test administered under secure conditions. Candidates may not leave the test centre before the full testing time has elapsed, except in the case of illness. In this instance, candidates are expected to provide a medical certificate explaining their need to leave the test centre within seven (7) days of the test administration; failure to do so may result in results being withheld.

Once a candidate has departed the test centre it is not possible to re-enter and continue the test.
Misconduct and Penalties

Misconduct includes:

› breach of any of the security arrangements for the NSW Police Entrance Exam;
› impersonation;
› attempting to copy or memorise all or part of the test, or to take any notes, from the testing room;
› failure to follow test supervisor’s instructions at all times;
› giving or receiving assistance during the test;
› creating a disturbance;
› using prohibited aids (e.g. notes, note paper, calculator, mobile phone, audio/recording device etc.);
› writing, or marking your essay booklet, during reading time or working after the instruction is given to stop;
› copying another candidate’s work;
› using the test questions, their content or information about them on the internet, any digital format or otherwise; and/or passing the NSW Police Examination questions, any of their content or information about them to third parties;
› the giving of false or misleading information; infringement of copyright. This includes: performing those acts which only the copyright holders may do or authorising or allowing a person on the candidate’s behalf to infringe NSW Police or ACER’s copyright material.
› PENALTIES for misconduct include: withholding of your NSW Police Entrance Examination results or disqualification from sitting the exam in the future. YOU ARE PUT ON NOTICE that there is NO APPEAL from any penalty applied.

Infringement of Copyright

The NSW Police Entrance Examination is copyright material owned by ACER and NSW Police. Any infringement of the NSW Police Entrance Examination copyright material, in addition to any right at law, will be treated as misconduct for the purposes of the agreement you sign at the time of registration.
NSW Police Entrance Examination Results

ACER will advise candidates by email when they can access their results. Candidates will be advised to go to the login page at: https://nswpolreg.acer.edu.au

**Application ID number: XXXXXX**

**Surname: XXXXXXXXX**

Results will take approximately seven (7) business days to process after the test date. To be selected to progress to the next stage of the NSW Police recruitment process, candidates must obtain a score at or above the pass marks listed for each section in the table below.

You will receive a score for each of the five (5) test components. These are raw scores, they are not scaled and are not percentage marks.

NSW Police will be advised of your results soon after you receive them from ACER. It is your responsibility to maintain a copy of your results for use in your application to the NSW Police force. If you fail any components on your first attempt, it will be your responsibility to book yourself in to re-sit any failed components after 3 full months have lapsed. If you fail any components of your re-sit attempt, you will be unable to sit the exam for a period of 12 months.

<table>
<thead>
<tr>
<th>Literacy Skills (Reading)</th>
<th>Summary Writing</th>
<th>Extended Writing</th>
<th>Verbal Reasoning</th>
<th>Abstract Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score of 111 or greater = Exit level 3 of the ACSF or higher</td>
<td>14/20</td>
<td>14/20</td>
<td>15/34</td>
<td>32/45</td>
</tr>
</tbody>
</table>
Currency of Results

NSW Police Entrance Examination results are valid for a period of five (5) years from the date that you passed all components of the test.

Re-sitting

Applicants that fail to pass any section of the test are permitted to re-sit the relevant test components. Applicants must wait for a period of three (3) full months after the date of their first attempt before undertaking the test again.

Please note that applicants who re-sit components will only have their most recent results used by NSW Police in their applications. If an applicant re-sits a component of the assessments and the most recent score is below that achieved previously only the most recent score will be considered.

To book a re-sit please go to: https://nswpolreg.acer.edu.au and follow the instructions for booking a test sitting.

All re-sit components must be completed in a single sitting and completed within 180 days. If a candidate fails to succeed a second time their application will be rejected by NSW Police and they must wait a period of twelve (12) months from the re-sit date before re-applying.

The cost to re-sit:

<table>
<thead>
<tr>
<th>Components</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single component</td>
<td>$49.50</td>
</tr>
<tr>
<td>2 components</td>
<td>$99.00</td>
</tr>
<tr>
<td>3 components</td>
<td>$148.50</td>
</tr>
<tr>
<td>4 components or 5 components</td>
<td>$155.00</td>
</tr>
</tbody>
</table>

*Please refer to refunds policy on page 10.

Appeals

Requests for re-marking will only be considered for the following components of the test, and the costs are as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary Writing</td>
<td>$49.50</td>
</tr>
<tr>
<td>Extended Writing</td>
<td>$49.50</td>
</tr>
</tbody>
</table>

To apply for a re-mark please submit your request in writing, email is acceptable to ACER at nswpolreg.acer.edu.au. Applications for re-mark must be received by ACER within 10 days of receiving results. After this time, no appeals will be actioned.

No other test components will be considered. ACER and NSW Police will not enter into appeals against results for the following test sections:

- Literacy Skills
- Abstract Reasoning
- Verbal Reasoning

Should you wish to query a particular question on the day of the test, you should alert the supervisor to your concern and submit an incident report before you leave the test centre. Your query will be reviewed by the ACER NSW Police Office and you will be notified of the outcome.

Similarly, any complaints relating to the test venue or physical discomfort suffered should be reported to the supervisor on the day, or in writing to the ACER NSW Police Office within five (5) days of the test administration day.

It is not possible to give special consideration for impaired performance on the day of the test caused by illness or other unexpected personal situations.
Preparation Strategies

Preparation Materials

Sample questions are provided in this booklet by NSW Police and ACER and can assist you to improve your skills.

It is recommended you attempt these questions to identify areas needing development then continue practising to improve your results. You may choose to complete the sample questions several times to become familiar with the types of questions you will encounter in the exam. It is also a good idea to time yourself so you become familiar with time constraints.

Official ACER Practice Material

ACER provides candidates an opportunity to purchase practice materials via the online candidate registration site, when booking an exam. This is an electronic booklet which can be downloaded from the registration site once purchased.

Preparatory Courses

Preparatory courses are conducted by a number of TAFEs and training organisations across NSW. These may be offered as face-to-face or online courses. Course content, duration and cost will vary. Participation in a course may assist you to improve your literacy and writing and reasoning skills. ACER do not endorse the content of training programs, nor does ACER provide materials to organisers.

Internet Research

You can also use all the relevant assessment tools available on the Internet. You may wish to use the following search strings to access information and tools to help you prepare:

› Literacy self assessment
› Literacy sample test questions
› Literacy practice tests
› Reasoning practice tests

Self-improvement

It is recommended that candidates take steps to ensure they are adequately prepared for the NSW Police Entrance Examination.

To achieve the best possible results, a number of strategies can be used to prepare for this examination.
Literacy Skills

Literacy skills are improved through a combination of practising reading, writing, listening and speaking. To improve these literacy skills, it is suggested that you read and write daily, and practise listening and speaking.

Below are some general tips to improve your literacy skills. They have been broken up into the areas of reading and writing.

Reading

1. Read something different than what you normally read and read more! E.g., read the newspaper from front to back each day.
2. Read each article all the way through, then re-read them and identify the main points.
3. Scan before you read the article in full as this will give you an understanding of what it’s about before you read the details.

Writing

1. After reading a newspaper article, write a summary of the main points and key supporting evidence.
2. Watch a piece on television or YouTube then write a description of what you saw and a summary of the footage.
3. Re-read your pieces of writing the next day - be critical about your work and challenge yourself to find areas you can improve.
4. Ask another person to review your writing and provide feedback.
Reasoning Tests – (Verbal and Abstract)

The Verbal and Abstract reasoning tests are designed to measure these abilities as demonstrated by the capacity to think logically, see relationships and solve problems. The tests are primarily intended as a measure of general cognitive ability for selection into occupations that involve a moderate to high level of demand on reasoning ability, and for other purposes where the ability to think clearly is involved.

The reasoning tests are multiple choice format for the Verbal and Abstract reasoning. It is recommended that you work steadily through the test. It is not advisable to spend too much time on any one question. Try each question as you come to it. Answer the questions you find easiest first. If you find a question is too difficult, leave it and come back to it later if you have time. For the Verbal and Abstract reasoning read through all the alternative answers to a question, even if you think the first one is correct, before marking your chosen response. 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.

Please note the following:

› All questions have the same value, therefore by attempting as many questions as possible you stand the best chance of maximising your score.
› No marks are deducted for a wrong answer.

VERBAL REASONING

Verbal reasoning is the ability to understand and reason using concepts framed in words. It aims to test your ability to think logically, understand relationships, solve problems and think critically, rather than simply understanding vocabulary.

ABSTRACT REASONING

The abstract reasoning assessment is used to measure the ability to think clearly to solve problems and quickly identify patterns and logical rules based on abstract visual patterns rather than numbers and words. It involves recognising the rule or rules that govern the progression of a pattern from one diagram to another in a series, or to identify the part which is missing from a diagram.

Sample questions are provided to help you prepare for the NSW Police Entrance examination. The sample questions help you to practise your skills for the Literacy Skills, Summary Writing Task, and Extended Writing Task, and reasoning components.
Sample Questions

The sample questions included in this booklet are examples of the types of items in the assessments but do not necessarily indicate the full range of questions or their difficulty. They are designed to provide some guidance about what to expect and to help you to prepare for the test. However, success in the sample questions does not guarantee or imply success in the actual assessment.

Literacy Skills (Reading)

The Literacy Skills (Reading) assessment requires you to demonstrate competent use of English language to read and comprehend different documents and texts. You will be given about six different texts to read and answer 30 questions in total. Most of these will be multiple choice questions, but others may require a short written response or to answer, for example, ‘true’ or ‘false’ or ‘yes’ or ‘no’ to a number of alternative answers to a set of questions or statements about a text. Samples of the types of questions are included below.

You will be expected to show your understanding and skills reacted to reading processes such as understanding the purpose of a text, using prediction and prior knowledge, and demonstrating critical reading and text analysis skills. As well you will be expected to show a range of reading strategies such as text navigation, comprehension, decoding and fluency, syntax and language patterns and vocabulary.

The questions in the Literacy (Reading) assessment are mapped against the Australian Core Skills Framework (ACSF) – the Australian standards for adult literacy and numeracy. The results of the assessment are reported on a scale that goes from a minimum of 40 up to a maximum of about 170. A score of 111 or greater is considered to be at Exit level 3 of the ACSF or higher and this is the required pass mark.

Time allowed: 45 minutes.
Tell MetroCorp to move the new freeway entrance

The new MetroLink freeway plans have missed the opportunity to take noisy, polluting, dangerous trucks off our suburban roads. The proposed freeway entrance will:

- start only 200m away from houses, a local school and a community centre
- have a raised road which will mean dangerous goods will be carried over homes
- dig up the Mulberry Creek Reserve, destroying 30 years of regeneration work.

*Why not use the empty industrial land on the southern side of the freeway?*

Tell MetroCorp to stop cost-cutting and extend the freeway away from residential streets!

*Have your say!! Email MetroCorp about this issue at community@metrocorp.com.au*

City Truck Action Group

Friends of Mulberry Creek
Sample Questions – Literacy

1. What is the purpose of this poster?
   - A. to persuade MetroCorp not to go ahead with building the freeway
   - B. to persuade people that the MetroLink freeway should not be built
   - C. to highlight the problems with the freeway entrance location and to persuade people to write to MetroCorp
   - D. to convince people that the problem with trucks in suburban areas is that they are noisy, polluting and dangerous

2. Why are the Friends of Mulberry Creek involved in this issue?
   - A. they are concerned about the safety of park users
   - B. they are concerned about truck noise affecting park users
   - C. they are concerned about the environmental effects of trucks
   - D. they are concerned that the park they look after will be ruined

3. The poster uses the term ‘cost-cutting’. Which phrase could be used instead of ‘cost-cutting’ without changing the meaning?
   - A. saving time
   - B. saving space
   - C. saving money
   - D. saving materials

4. Does this poster use the following arguments for moving the freeway entrance?
   - Tick Yes or No for each argument.
     - a park will be ruined [ ] Yes [ ] No
     - local streets will be closed off during construction [ ] Yes [ ] No
     - trucks with dangerous loads will travel over houses [ ] Yes [ ] No

5. ‘Let’s work together to make our suburb safer, healthier and truck free.’
   Which group of people does this suggest the poster is aimed at?
   - A. Truck drivers
   - B. Local residents
   - C. The government
   - D. Managers at MetroCorp
Eating processed meats can cause cancer, and red meat is also likely to cause the disease according to researchers at the World Health Organisation (WHO).

Cancer experts at WHO analysed over 800 studies that investigated links between eating red meat, processed meat and cancer. The studies included many countries and populations with diverse diets.

WHO experts concluded that each 50 gram portion of processed meat eaten daily increases the risk of colorectal cancer by 18%. They also found links between pancreatic cancer and prostate cancer and eating processed meat.

Kurt Straif, Head of the Monographs Programme at the International Agency for Research on Cancer (IARC), the cancer agency of WHO, said that while the risk of developing colorectal cancer from eating processed meat is small, “this risk increases with the amount of meat consumed”. Given the large number of people around the world that eat processed meat, Straif said, “the global impact on cancer incidence is of public health importance”.

The IARC referred to research from the Global Burden of Disease Project, an independent academic research organisation estimating that about 34,000 cancer deaths per year worldwide are attributable to diets high in processed meat.

Processed meat includes ham, sausages, bacon, hot dogs, salami, corned beef, beef jerky and as well as canned meat and meat-based sauces.

“These findings further support current public health recommendations to limit intake of meat,” said Dr Christopher Wild, Director of IARC. Wild said that given red meat has nutritional value, the results enabled governments and international regulatory agencies to identify “the risks and benefits of eating red meat and processed meat and to provide the best possible dietary recommendations”.

The report prompted a strong reaction from the meat industry. “There is no causal link between red meat and cancer”, the Australian Meat Industry Council (AMIC) said in a statement, citing evidence from a journal published this year. The AMIC statement argued that meat provides essential nutrients and that broader lifestyle factors need to be considered when evaluating the risk of cancer.
6. According to the news report, which of the following is true?

   Tick Yes, No or Not stated for each statement.

   Eating 50 grams of ham every day can make you 18% more likely to get cancer.  [ ] Yes [ ] No [ ] Not stated

   The way that processed meat is cooked is a factor in how likely it is to cause cancer.  [ ] Yes [ ] No [ ] Not stated

   Eating red meat definitely causes cancer.  [ ] Yes [ ] No [ ] Not stated

   Over 30,000 people die every year from cancer linked to eating high levels of processed meat.  [ ] Yes [ ] No [ ] Not stated

7. Which sentence best describes the information presented in the article?

   A. There is a small chance of developing cancer from eating processed meat that increases if more meat is eaten.
   B. Cancer experts think that eating processed meat and red meat may cause cancer but the results are inconclusive.
   C. People can safely eat a small amount of processed meat as long as they have a healthy lifestyle and a balanced diet.
   D. Eating red meat and processed meat is very likely to give you cancer and the chance will increase if more meat is eaten.

8. The news report uses quotes. Quotes are used in news reports for a range of reasons. Which of the following is not a reason why quotes were included in this news report?

   A. To back up the opinion of the writer
   B. To provide differing opinions or facts
   C. To make the article seem more authoritative
   D. To provide information straight from the source of the research

9. On which topic do WHO experts and the Meat Industry Council disagree?

   A. Red meat can be nutritious
   B. Red meat can cause cancer
   C. Processed meat can cause cancer
   D. Eating more processed meat increases the risk of cancer

10. If the risk of developing colorectal cancer from eating processed meat is small, what is the importance of the study?

    A. Over 800 studies were analysed to determine the findings.
    B. Cancer is a serious disease affecting many people around the world.
    C. A large number of people in the world that eat processed meat are affected.
    D. WHO is an important organisation and people should know about their research.
Summary Writing Task

The Summary Writing Task requires you to write a concise set of notes summarising the main ideas and the key supporting details in a passage of text. Write in note form. You do not need to write in full sentences, but your notes must be comprehensible to a reader unfamiliar with the original text.

Candidates should:

- give your Summary a title
- use bullet points, numbering and headings/sub-headings
- use correct or accepted spelling, abbreviations and punctuation conventions, and work within acceptable grammatical rules appropriate to the style of writing
- use appropriate language
- use a style of writing suited to the original audience and purpose
- plan the response so that ideas are expressed logically
- write approximately ½ page.

Time allowed: 20 minutes of writing time

Practice Questions
See following pages.
Alcohol and street violence

Alcohol has been found in several studies to influence the likelihood of people experiencing violence. By definition, alcohol is mind altering; it plays a role in people acting on impulse. This is because alcohol reduces people’s inhibitions and helps them to avoid thinking of the consequences of their actions. But alcohol should not be a defence for violent behaviour.

The human cost of alcohol-related violence is incomprehensible – the fatalities, the permanent disabilities, the loss of family and friends. The social cost is also unsustainable – the constant strain on police resources, the burden on hospitals and paramedics, the impact on community safety. Alcohol-fuelled violence has been labelled one of the biggest challenges for police who say there is never a weekend without violence: glassings, bashings, brawls, use of weapons, police injuries.

Harsher penalties for violent behaviour feel warranted. They give us a sense that justice is being done whenever senseless tragedy makes us, as individuals and as a society, feel powerless. But while harsher penalties make us, as a community, feel that the message has been sent to would-be offenders, the threat of punishment seldom influences people’s actions when they’re agitated, especially when alcohol is involved.

New measures, which are insufficient without the effort of the whole community, are being trialled at pubs and clubs at inner-city venues in an attempt to curb the escalation of violence on the streets. These measures include earlier closing times, which has been found to consistently reduce assaults and emergency department attendances; strict enforcement of existing liquor licensing laws, which has also been found to be a key element in the successful management of alcohol-related violence and lock-outs which police say will help regulate crowd numbers.

The reckless culture of drinking is a huge factor in alcohol-related violence. Police say that the most important change must come from the revellers themselves who need to take responsibility for their own actions. Recently there have been education campaigns aimed at young people to change their drinking behaviour. While education campaigns, including those with references to personal responsibility, have not been found to be particularly effective in the past at reducing alcohol-related violence, they may be more useful in the long term at changing the drinking culture.
Extended Writing Task

The Extended Writing Assessment requires you to produce a clear, fluent piece of writing based on the two arguments given.

You should:

- pay attention to spelling, punctuation and grammar as all English skills will be assessed
- structure the piece of writing appropriately, e.g. include a beginning, a body and a conclusion
- use appropriate language
- use a style of writing suited to the audience and purpose
- plan the response so that ideas are expressed logically
- aim to write approximately 300-350 words (this is equivalent to approximately one page of average sized handwriting.

Time allowed: 45 minutes of writing time.

Practice Questions:

Read the two texts below. They express two different viewpoints on the same question.

Your task

Write your own contribution to this discussion. Give your opinion on the issue of whether the retirement age should be raised, and explain the reasons for your view.

You may comment on the logic and/or evidence provided by the two writers in their comments.

You may use any other information that you think is relevant.

Advice to Candidates

- Plan your time
- You must write in complete sentences
- Write a plan or draft first.

Your writing will be assessed on the following points:

Logical Structure

- Does it have an introduction and a conclusion?
- Is it organised into clear logical paragraphs?
- Have you supported each point you make with relevant reasons?
Writing Style

- Is the writing clear and to the point?
- Can the reader understand what you mean on first reading?
- Is the tone appropriately formal?
- Have you used words accurately?

Writing Conventions

- Correct spelling, grammar and punctuation.

Suggested Length:

- You should aim to write approximately 300-350 words.
- This is equivalent to approximately a page of average sized handwriting.
Working for the dole

This issue has been debated across Australia by Members of Parliament and a range of interested people. The two texts below were written by:

- a Centrelink Manager who is in favour of the scheme
- an unemployed university graduate who is against it.

Advantages – The Centrelink Manager

We see a lot of jobseekers each week and we know that the longer a person is without work, the more unmotivated they become. The ‘Work for the Dole’ scheme has many benefits to unemployed people, the community and the economy. This scheme is beneficial to individual jobseekers as it can alleviate boredom, assist in building jobseeker self-esteem, and provide valuable workplace experience. It also has benefits for the community.

Job seekers who engage in ‘Work for the Dole’ activities have the opportunity to develop skills in communication, teamwork, time management and leadership. This prepares them for the workplace and can be a valuable transition into ongoing employment.

‘Work for the Dole’ is an opportunity for jobseekers to have contact with potential employers, gain work experience, demonstrate their abilities and gain references. At the completion, participants receive a certificate acknowledging their achievement.

Jobseekers can develop real skills in the workplace. The workplace activities that jobseekers can access include timber repair and restoration; carpentry and building; administration; retail; warehousing; customer service; gardening and landscaping; commercial cooking; sewing machinist; design; cutting and ironing.

This scheme provides assistance to local communities and addresses workplace shortages in the local area. Benefits to the community include developing more skilled workers in the local area, increasing workers in areas of community need, investing in projects in the local community and building community engagement. And nationally, the ‘Work for the Dole’ scheme can ease the burden of welfare payments in the budget, which assists the economy.

Disadvantages – The unemployed university graduate

The ‘Work for the Dole’ scheme fails the most disadvantaged jobseekers because it does not respond adequately to the varying personal circumstances and needs of participants. It can be argued ‘Work for the Dole’ does not build employment skills or increase employment commitment or self-esteem.

Although there are some positive aspects, particularly for recipients of voluntary labour, ‘Work for the Dole’ is a superficial band-aid reaction to deeper social issues.

‘Work for the Dole’ fails to acknowledge the issue of our youth struggling to find appropriate skill-level jobs to enter their industry of choice. It also fails to address the need to invest in training that funnels skills and people to meet industry and social needs.
Clients who fail to meet search-for-work obligations are subjected to sanctions including suspension of payments. Penalties do not promote self-esteem and confidence in personal abilities but rather send a message of failure.

The ‘Work for the Dole’ scheme is concerned with work experience, but not necessarily in tasks that can lead to meaningful work or a career. The assumption is that the area of need within the community can be met by the unemployed individual. However, this is a complex issue and the community’s needs do not necessarily equate with the individual’s needs.

‘Work for the Dole’ appears to be targeted at the long-term unemployed recipients of welfare. However, flexibility and a number of social mechanisms need to be in place to support issues common to this group, such as low self-esteem, family crisis and isolation, just to name a few. If the ‘Work for the Dole’ program is to be successful, particularly in moving the long term unemployed from the dole queues, then a simple one-size-fits-all program is not the right approach.
Reasoning Test

VERBAL REASONING

The Verbal Reasoning component involves word knowledge questions to test your understanding of verbal reasoning and to be able to reason using concepts framed in words. It aims to test your ability to think logically, understand relationships, solve problems and think critically, rather than simply understanding vocabulary.

1. Motorist is to seat belt as cyclist is to
   A  handle- bars
   B  tyres
   C  bell
   D  helmet
   E  spokes

2. Find the word that means most nearly the same as dogged.
   A  hesitant
   B  determined
   C  crafty
   D  half-hearted
   E  patient

3. Which two of the following statements together prove that Darren does not travel to work by train?
   A  Darren travels to work with Josh and Harry.
   B  Frank usually goes to work on the bus.
   C  Harry commutes to work in a car pool.
   D  Josh does not like the bus.
   E  Frank sometimes travels with Darren to work.

4. Four of the following are alike in some way. Circle the letters of the other two.
   A  innuendo
   B  gossip
   C  conversation
   D  slander
   E  chat
   F  aspersio
5 Find the word that means most nearly the same as admissible.
A prohibited
B irrelevant
C acceptable
D understandable
E unreasonable

6 Bees are to swarm as fish are to
A chips
B water
C school
D ocean
E gills

7 Find the word that means most nearly the same as contrived.
A ruined
B assumed
C arranged
D changed
E stopped

8 Six cows always enter the milking shed in the same order. Mary always follows Daisy, Sally comes before Sandy, Jenny is before Sally and Cindy is after Sandy. If Cindy always comes last, which cow is always first in line?
A Jenny
B Mary
C Daisy
D Sally
E Sandy

9 Find the word that means most nearly the same as initiative.
A resourcefulness
B plan
C hesitation
D procedure
E carefulness
10 Find the word that means most nearly the same as malicious.
   A  pitiful
   B  merciful
   C  thoughtful
   D  spiteful
   E  wishful

11 Which two of the following statements together prove that Dan usually travels economy when he flies overseas?
   A  Flying economy is cheaper than business or first class.
   B  Dan’s friend Sue prefers flying economy.
   C  Dan prefers to spend his money on good hotel rooms.
   D  Dan usually travels with his friend Sue.
   E  It is easier to book economy because there are more seats.

12 Find the word that means most nearly the same as negotiation.
   A  allocation
   B  conversation
   C  mediation
   D  medium
   E  median

13 Four of the following are alike in some way. Circle the letters of the other two.
   A  calculated
   B  premeditated
   C  accidental
   D  considered
   E  designed
   F  erratic

14 Which word does not belong with the others?
   A  wall
   B  ceiling
   C  house
   D  floor
   E  window
15 Four of the following are alike in some way. Circle the letters of the other two.

A glamorous
B charismatic
C irritating
D enchanting
E seductive
F envious

16 John attended a music festival where his 6 favorite performers each gave a one hour concert. He wanted to see all of them. The Jumping Jacks started at 10am on Stage 1, The Insects were on at 10.15am on Stage 3, Maurice Minor was at 10.30am on Stage 2, The Planets at 11am on Stage 1, and The Trees at 11.15am on Stage 3. He saw the whole Gemma Jones concert which started at 11.30am on Stage 2. Which performer did he see for 30 minutes?

A Jumping Jacks
B Maurice Minor
C The Trees
D The Insects
E The Planets

17 Which word does not belong with the others?

A mediocre
B ordinary
C important
D passable
E middling

18 Four of the following are alike in some way. Circle the letters of the other two.

A appalled
B horrified
C aghast
D excited
E dismayed
F tired
19 Which word does not belong with the others?
   A acrobat
   B lion tamer
   C tent
   D clown
   E ringmaster

20 Which two of the following statements together prove that Bill leaves for work before sunrise?
   A Bill often drinks coffee as he drives.
   B Bill turns on his headlights before he drives off.
   C When Bill is driving to work, the streetlights are on.
   D Bill listens to the first news of the day on his way to work.
   E Bill is ready to start work by the time he gets there.

21 Find the word that means most nearly the same as aberrant.
   A revolting
   B deviant
   C admirable
   D obedient
   E confident

22 Which word does not belong with the others?
   A ball
   B tennis
   C net
   D racquet
   E umpire

23 Find the word that means most nearly the same as luxurious.
   A preferred
   B inspiring
   C famous
   D abundant
   E expensive
24 Four of the following are alike in some way. Circle the letters of the other two.

A penalty
B compensation
C reparation
D restitution
E fee
F restoration

25 Which two of the following statements together prove that many students are studying Shakespeare in school?

A All school students must study English.
B Shakespeare is one of the authors studied in English.
C Many students are interested in Shakespeare.
D Shakespeare is compulsory on most schools’ English curriculum.
E Many English teachers enjoy teaching Shakespeare.

26 Select a pair of words that have a similar relationship to RING : DIAMOND.

A necklace : throat
B brooch : jacket
C chain : pendant
D watch : wrist
E bracelet : clasp

27 Podiatrist is to feet as linguist is to

A books
B language
C writing
D pens
E libraries
28 Jam is to jar as lunch is to
   A  time
   B  break
   C  box
   D  spot
   E  menu

29 Which two of the following statements together prove that Ajax plays tennis on Friday nights?
   A  Ajax loves tennis and plays whenever he can.
   B  Ajax plays tennis every week but cannot play on weekends.
   C  Ajax’s team plays competition tennis every Saturday night.
   D  The courts are only open on Friday, Saturday and Sunday.
   E  Ajax is the best player in his team.

30 Select a pair that have a similar relationship to
   POLITICIAN : LEGISLATION.
   A  lawyer : judge
   B  teacher : whiteboard
   C  farmer : paddock
   D  composer : music
   E  doctor : patient

31 At the zoo, not all the big cats get on together. The lions can only be fed with the tigers and snow leopards. The tigers can be fed with the snow leopards. The ocelots will only eat with the cheetahs. The snow leopards are happy to feed with the cheetahs and tigers, but the cheetahs can only be fed with the snow leopards and ocelots. Which of the big cats can be fed with all four of the other big cats?
   A  tigers
   B  lions
   C  cheetahs
   D  snow leopards
   E  ocelots
32 Find the word that means most nearly the same as litigation.

A  justice
B  courtroom
C  lawsuit
D  defendant
E  judge

33 Select a pair that have a similar relationship to

PERMANENT : TEMPORARY.

A  copious : bountiful
B  patronizing : condescending
C  potable : drinkable
D  professional : amateur
E  optimistic : hopeful

34 Saunter is to walk as languish is to

A  convalesce
B  ambush
C  procure
D  deteriorate
E  provoke
ABSTRACT REASONING

Set 1
The three shapes in the top row are alike in some way. Which shape in the bottom row is most like them?

1

2

3
Set 2

In the top row there are five squares with shapes arranged in order. One shape is missing. Which shape from the bottom row best completes the pattern?

4

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Set 3
If the five shapes in the row are placed in logical order, which shape comes in the middle?

7
A B C D E

8
A B C D E

9
A B C D E

Set 4
Four of the five shapes are alike in some way. Which one is different?

10
A B C D E

11
A B C D E
Set 5
There is one missing shape in the pattern on the top. Which shape in the bottom row best completes the pattern?

12
A B C D E

13
A B C D E

Sample Questions – Abstract Reasoning
Sample Questions – Abstract Reasoning

14

[Diagram of two sets of shapes with one in question]

A B C D E

15

[Diagram of a complex pattern with one in question]

A B C D E
## Answers

### LITERACY SKILLS (Reading)

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Note: The questions in the Literacy (Reading) assessment are mapped against the Australian Core Skills Framework (ACSF) – the Australian standards for adult literacy and numeracy. The results of the assessment are reported on a scale that goes from approximately 40 up to a maximum of about 170. A score of 111 or greater is considered a performance at Exit level 3 of the ACSF or higher and this is the required pass mark. In these sample questions this would mean you would need to get at least more than half of the questions correct to be at this level.
SUMMARY WRITING ASSESSMENT

Sample Response

*Note that this sample response is provided as a model only – it is not an exemplar or the only approach that could be used to write a summary writing response.*

**Title: Alcohol-Fuelled Violence - Impact and Actions**

**Impact on Society:**

- Alcohol use has been found to influence the likelihood of people experiencing violence
- Alcohol use reduces inhibitions, contributes to people acting on impulse and helps people avoid thinking of the consequences of their actions
- Consuming alcohol is not a defence for violent behaviour
- Both the human cost and the social cost to the community is unacceptable
- Police say their biggest problem is the alcohol-fuelled violence they deal with every weekend
- Harsher penalties for alcohol-related violence seem justified, but unfortunately they rarely affect people’s actions in a heated situation.

**Actions to improve the situation:**

- New measures, proven to reduce alcohol-related violence, are being trialled at inner-city pubs and clubs:
  - early closing times
  - strict enforcement of liquor licensing laws
  - lock-outs
- Community support is needed to deal effectively with this problem
- Reckless drinking culture causes alcohol-related violence
- Police say that changes to the drinking culture need to come from revellers
- Education campaigns, not particularly effective in the past at reducing alcohol-related violence, are being aimed at young people to change their drinking behaviour and these may have an impact on the reckless drinking culture over time
EXTENDED WRITING ASSESSMENT

Sample Response

Note that this sample response is provided as a model only – it is not an exemplar or the only approach that could be used to write a response.

I firmly believe the ‘Work for the Dole’ scheme can benefit the local community initially but fails to address the broader issues of the chronically unemployed.

I agree it is a positive step to increase the number of people who undertake voluntary work in areas of community need. However, I do not believe this simple formula alone will address the deeper issues related to the chronically unemployed, who need a range of strategies to support them in finding work. A one-size-fits-all ‘Work for the Dole’ program is not the answer because unemployment issues are complex.

I agree with the unemployed university graduate who states that a number of supports are needed to address issues common among the long-term unemployed. We need measures such as individual case workers to help people struggling to enter the workforce identify their strengths and market their skills to gain a job in their preferred area. Meaningful work in a chosen profession is more likely to keep a person engaged in the workforce.

We cannot assume volunteer jobs within the community are attractive and will engage people in the work. A simple match of people to jobs is not the solution to unemployment because this does not provide an individual with meaningful employment, just a temporary work assignment that may not be suited to their abilities. We have, on the one hand, the community which benefits from a volunteer workforce. On the other hand, we have individual needs to consider and whether an unemployed person can gain meaningful employment from a ‘Work for the Dole’ scheme.

I don’t agree with the Centre Link Manager who argues that ‘Work for the Dole’ activities provide an opportunity for jobseekers to develop and build on personal skills. This assumes that the work assignment is giving the jobseeker the opportunity to practice these skills and I would argue that cleaning cages at the local pound does not provide an opportunity to practice communication, teamwork, reliability and leadership.

I agree with the unemployed university student who states ‘penalties do not promote self esteem and confidence in personal abilities but rather send a message of failure.’ The idea of penalising individuals who fail to meet search-for-work obligations by suspending their payments is missing the point that people are entitled to a basic income to help them live in our community. Penalties for failure to search for work do not acknowledge the individual circumstances of the chronically unemployed.

I believe simply linking community needs with ‘Work for the Dole’ does not take into account the complexity of the needs of the unemployed. ‘Work for the Dole’ could be successful if it was part of a wider program that provided services to help manage the personal challenges in the lives of unemployed people while supporting them to gain work experience and personal skills which would lead to meaningful work prospects.
### VERBAL REASONING

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### ABSTRACT REASONING

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Legal Notice

1. By completing and submitting the registration form for the NSW POLICE ENTRANCE EXAMINATION test located at https://nswpolice.acer.edu.au, You are offering to enter into a legal agreement with the Australian Council for Educational Research Ltd (ABN 19 004 398 145) (ACER);

2. The TERMS AND CONDITIONS which will apply to Your application for registration and to Your registration to participate in the NSW POLICE ENTRANCE EXAMINATION test are contained in this Booklet, including this Legal Notice. The Terms and Conditions cover, amongst other things, Your sitting the NSW POLICE ENTRANCE EXAMINATION test, payment of the registration fee, refunds of fees, access to NSW POLICE ENTRANCE EXAMINATION Preparation Materials and release of the NSW POLICE ENTRANCE EXAMINATION test results;

3. Before lodging Your Registration, You should make sure You understand fully and are familiar with the contents of this Booklet, including this Legal Notice;

4. You may have legal rights and guarantees under the Australian Consumer Law (being Schedule 2 to the Competition and Consumer Act 2010 (Cth), as amended from time to time). If the publication of this Booklet or Your registration for or participation in the NSW POLICE ENTRANCE EXAMINATION test involves a supply of goods or services to a consumer within the meaning given in the Australian Consumer Law, nothing contained in this Booklet excludes, restricts or modifies the application of any consumer guarantee provided in the Australian Consumer Law, the exercise of any right or remedy in respect of, or the imposition of any liability for the failure to comply with any relevant guarantee.

5. Subject to point 4:
   a. To the maximum extent permissible by law (and for the avoidance of doubt, subject to any guarantees, rights, remedies or obligations which cannot be excluded, restricted or modified under the Australian Consumer Law), ACER expressly, irrevocably and totally disclaims any liability whatsoever for any loss or damage whatsoever and howsoever arising in connection with or resulting from: Your participation (actual, potential, contemplated or cancelled for any reason whatsoever) in the NSW POLICE ENTRANCE EXAM; and Your test results, including, but not limited to, any representations made by ACER or its personnel (including agents, subcontractors and consultants) in respect of NSW POLICE ENTRANCE EXAMINATION and the accuracy of any information contained in this Booklet;

   b. To the fullest extent permitted at law, You acknowledge and accept that the entire risk of Your participation in NSW POLICE ENTRANCE EXAMINATION is assumed by You and that ACER will have no liability whatsoever to You for any loss, harm, damage, cost or expense (including legal fees) or any direct, special, indirect, incidental, punitive or consequential loss or damage (including, without limitation, economic loss, loss of contract, profit, revenue, income, opportunity, goodwill, information, anticipated savings, business relationships, production or data) whatsoever and howsoever arising;

   c. You acknowledge and accept that, to the fullest extent permitted at law, ACER gives NO WARRANTY or guarantee and makes no representation whatsoever that: registering for or sitting the NSW POLICE ENTRANCE EXAMINATION test will guarantee You or secure for You a placement with the NSW Police; or that You will be provided with Your NSW POLICE ENTRANCE EXAMINATION results (other than in strict accord with this Agreement).

   To the fullest extent permitted at law, You release and fully indemnify ACER, its officers, employees and agents from and against all claims, liabilities, costs, demands and expenses whatsoever and howsoever arising from or in connection with:

   Your registration for or participation (actual, potential, contemplated or cancelled) in the NSW POLICE ENTRANCE EXAM; or

   Any breach by You of the terms and conditions of Your participation (actual, potential, contemplated or cancelled) in the NSW POLICE ENTRANCE EXAM.

   These releases and indemnities survive Your participation (actual, potential, cancelled) in the NSW POLICE ENTRANCE EXAMINATION and whether or not You are offered or accept a placement with NSW Police for any position whatsoever.

   In the event that any law implies terms or guarantees into the offering or conduct of the NSW POLICE ENTRANCE EXAMINATION which cannot be lawfully excluded, restricted or modified, such terms or guarantees will apply, save that the liability of ACER for breach of
any such term or guarantee will, to the extent legally permitted, be limited to the refund of the price paid for any relevant goods or services.

ACER has made every effort to ensure the accuracy of the information provided in this Booklet. ACER reserves the right to alter or amend any detail contained in the Booklet in its absolute and unqualified discretion. Any alteration or amendment will take effect immediately upon publication of the alteration or amendment on https://nswpolice.acer.edu.au.

9. PRIVACY, PERSONAL INFORMATION and SENSITIVE DATA: By completing the NSW POLICE ENTRANCE EXAMINATION registration form You agree to be bound by the ACER privacy policy and You consent to:

a. ACER collecting Your personal information including any sensitive (such as health) information and other information. The information ACER may collect about You includes Your registration information, Your payment details, Your test answers and results, any application for special testing conditions and any communications You have with the ACER NSW POLICE ENTRANCE EXAMINATION Office;

b. ACER using and disclosing the personal information and other information it collects about You for purposes connected with Your NSW POLICE ENTRANCE EXAMINATION registration and testing which may include investigating any suspected misconduct and determining and administering any consequences for misconduct. You understand that if You do not provide us with all the information requested, ACER may not be able to process Your NSW POLICE ENTRANCE EXAMINATION registration or test or respond to Your communications;

c. Your personal (including sensitive) information and other information provided being disclosed by ACER to the NSW POLICE, and other persons or bodies connected with NSW POLICE for purposes related to NSW POLICE recruitment (which may include transferring it overseas); and

d. ACER using Your personal information for research purposes and disclosing it to relevant research bodies (in a de-identified form). Candidate names will be separated from data in all cases. All information collected will be treated with utmost confidentiality and we will take all reasonable steps to ensure its security. Any use of Your registration and test records will be treated with the utmost confidentiality.

In all respects, ACER will comply with all relevant provisions of the Privacy Act 1988 (Cth) and any other applicable data protection legislation. For a complete copy of ACER’s privacy policy and how to access or correct Your information, please see www.acer.edu.au/privacy.

10. By completing and submitting the NSW POLICE ENTRANCE EXAMINATION registration form:

a. You confirm that You have read in its entirety and accept the contents of this Booklet, including the Legal Notice;

b. You confirm Your agreement with the terms and conditions contained in this Booklet; and

c. You acknowledge that You have been entitled to obtain legal advice concerning any matter covered in this Booklet, whether or not You have in fact sought any legal advice.

d. You acknowledge and accept that this Booklet contains the entire agreement between You and ACER concerning Your participation in the NSW POLICE ENTRANCE EXAMINATION and that no matter, information or representation not expressly contained in this Booklet has induced You or had any bearing on You to seek registration for the NSW POLICE ENTRANCE EXAM.

e. You accept and unconditionally undertake to strictly comply with the terms and conditions contained in this Booklet.

f. You acknowledge and accept that Your agreement with ACER will be governed by the laws of the State of Victoria, Australia;

g. You submit to the jurisdiction of the Courts chosen by ACER and any of the Courts of Appeal there from to determine any dispute (whether as to the interpretation of Your agreement with ACER, or any matter concerning performance or compliance of the agreement or otherwise) or to determine any claims brought or made against You by ACER or its authorised nominee.
Contact details

NSW Police Office at ACER:
Email: nswpolice@acer.edu.au
Web: https://nswpolice.acer.edu.au
Phone: 1800 794 911
Postal address: Private Bag 55,
Camberwell VIC 3124