

Reading Year 9 — Practice Paper 1 — Answers & Explanations

For a parent, tutor, or the student to mark the exam paper against.

The keeper's daughter — page 2 of the magazine

1. A. No one else wanted the Saturday shift.

The first sentence says nobody else wanted the Saturday shift.

2. B. It stresses that Zara deliberately ignored the instruction.

Set apart straight after "Don't read them properly", the short sentence makes her choice stand out.

3. C. Someone other than the keeper had begun writing the log.

The hand becomes rounder and younger; the entries show the keeper's daughter took over while he was ill.

4. D. believed her work gave her the right to record it

Her mother says writing in the log is not her place; she argues that doing the job earns her that place.

5. A. She knows her part in saving the ship will go unrecognised.

Her work kept the schooner safe, but no one aboard would know who had kept the light turning.

6. B. They show how much her father's recognition meant to her.

After seven weeks alone, she records only this: the acknowledgement mattered enough to write down.

7. C. official history had left out Annie's contribution

Annie kept the light for seven weeks, yet neither the list nor her obituary mentions it.

8. D. to give Annie the recognition she had never received

Placed beside her father's photograph, the card finally records what Annie did — the recognition her captain, the museum and her obituary never gave.

Why forgetting is good for you — page 3 of the magazine

9. A. that forgetting is a failure

It opens with the common view — forgetting as failure — then argues forgetting is part of how memory works.

10. B. so that what he already knew could not help him remember

Nonsense syllables have no meaning to hook onto, so his results measured memory itself, not prior knowledge.

11. C. Much is forgotten within a day, and forgetting then slows down.

A steep drop followed by a long, gentle slope: rapid loss at first, then slower.

12. D. Letting unimportant details fade keeps important things easy to find.

Remembering everything would bury the important under the trivial; fading keeps the important accessible.

13. A. to show that forgetting details helps us see general patterns

Remembering every detail of every dog would make a new dog hard to classify; forgetting details keeps the pattern.

14. B. feeling you have learned something because the words look familiar

Rereading makes words familiar, so we assume we have learned them when we may not be able to recall them.

15. C. rereading notes

Rereading feels productive but can create an illusion of knowing; the others are recommended.

The case for handwriting — page 4 of the magazine

16. D. Handwriting should still be taught alongside typing.

She wants every student to be able to do both, with handwriting kept alive in the middle years.

17. A. by setting out the other side's reasoning before disagreeing

She gives the school's reasoning, says she understands it, then says she thinks it is wrong.

18. B. They had to decide what mattered and use their own words.

Unable to keep up, hand-writers had to choose what mattered and rephrase it — “that decision is where the learning happens”.

19. C. Many important exams are still sat on paper.

A student who has barely handwritten since Year 4 is disadvantaged in a long paper exam.

20. D. to acknowledge the benefits of typing and show her position is balanced

Conceding typing’s strengths makes her reasonable, and sets up “make sure every student can do both”.

21. A. twenty minutes of handwriting a week in the middle years

She says twenty minutes a week in the middle years would keep the skill alive.

22. B. test her argument for themselves by writing from memory

She invites readers to handwrite the three key points from memory and see which version they remember.

Migration — page 5 of the magazine

23. C. the godwits’ migration and the grandmother’s migration

Stanza 1 is the birds leaving; stanza 2 is the grandmother arriving; the last stanza joins them.

24. D. her little English could not yet help her find her way

Like an unreadable map, her few words of English were carried with her but gave little guidance.

25. A. very lonely

She says the first winter was the loneliest thing she ever knew.

26. B. she slowly came to feel she belonged

The tide covers the flats a little at a time until they are fully held: her sense of belonging grew the same way.

27. C. She has also left a home behind.

Having left her own country, she understands departure from the inside.

28. D. from the birds, to the grandmother’s past, to a moment joining both

It moves from the birds, to 1968, to her first winter, then back to the shore where both journeys meet.

The wire that shrank the world — page 6 of the magazine

29. A. about two months

The first paragraph says around two months, by ship.

30. B. An undersea cable carried them on to Java and London.

In Darwin, an undersea cable carried messages to Java and on to London.

31. C. They ate the wooden poles.

In the north, termites ate the wooden poles, which were replaced with iron ones.

32. D. to boost the signal

They were built every few hundred kilometres to boost the signal, and some became towns.

33. A. to show the land was already known and that the line disrupted their lives

The writer notes they had known the country for tens of thousands of years and that the line brought lasting, often painful, disruption.

34. B. Australia being cut off from the world by great distances

Before the telegraph, distance ruled Australian life: news, trade and families were weeks away.

35. C. The telegraph made the world feel much closer by making communication fast.

Messages that took weeks now took hours; the world had not shrunk, but it felt far nearer.

Local family discovers “outside” — page 7 of the magazine

36. D. to make fun of how much time people spend on screens

It is labelled satire and treats going outside as an astonishing discovery, mocking screen-bound habits.

37. A. The Wi-Fi had gone down.

The Wi-Fi went down for almost forty minutes, and with no other options he opened the door.

38. B. he describes the real world as if it were a video game

Judging the sky and sunlight by the standards of a game shows how screen-centred his view of the world is.

39. C. the “expert” is stating things everyone already knows

The joke name signals that its findings — people go outside, birds make sounds — are obvious.

40. D. Going outside costs nothing, unlike many games.

Borrowing the language of games, it reminds readers that time outdoors is free.

The Glass Orchard — page 8 of the magazine

41. A. mostly justified

“Most” signals praise with reservations, which the review goes on to explain.

42. B. to protect them from a blight

The domes protect them from a blight that has wiped out fruit trees across the world.

43. C. She finds a healthy wild apple tree outside the dome.

A single healthy tree growing outside, heavy with fruit, contradicts the story about the blight.

44. D. the descriptions of the domes and the world of the story

“Mercer is at her best describing the domes”; the world feels thought-through and possible.

45. A. The last third is rushed and settles for simple answers.

Revelations are rushed, the villain is one-dimensional, and a book of complex questions “settles for simple answers”.

Food waste in Westvale — page 9 of the magazine

46. B. 500 households recorded the food they threw away for a week.

The council asked 500 households to sort their rubbish for a week and record every piece of food.

47. Answer: 1.1

The table gives Leftovers as 1.1 kilograms.

48. C. They were bought and then forgotten at the back of the fridge.

Many were thrown out whole and uncooked, often forgotten at the back of the fridge.

49. D. Best-before is about quality; use-by is about safety.

The report explains best-before is about quality and use-by about safety.

50. A. to help households waste less food

It offers tips on planning meals, storing food and understanding labels.