STAT
Special Tertiary Admissions 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.
About STAT

What is STAT?
The Australian Council for Educational Research (ACER) develops the Special Tertiary Admissions Test (STAT) 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.

STAT Multiple Choice
- 10 minutes initial reading time
- 2 hour test time
- 70 multiple-choice questions, half Verbal (Critical) Reasoning, half Quantitative Reasoning

STAT Written English
Only required by some institutions in WA, VIC/TAS and NSW/ACT. Please confirm with the institution to which you are applying if STAT Written English is a requirement.
- 5 minutes initial reading time
- 1 hour test time, 2 short essays

How and where can I sit STAT?

Some test sittings are managed by state Tertiary Admission Centres and some are managed by ACER.

Refer to contact details for your state for information about:
- booking to take the test
- test dates and locations
- test fees
- age limits and re-sit limitations

Queensland
QTAC 1300 467 822 www qtac edu au
South Australia and NT
SATAC (08) 8224 4000 www satac edu au
Western Australia
TISC (08) 9318 8000 www tisc edu au
Victoria, Tasmania, New South Wales, ACT
ACER https://stat acer org

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

How often can I sit STAT?
Applicants may sit STAT once only per test cycle. (The STAT cycle runs from 15 April in one year to 14 April in the following year)

Sitting STAT overseas
ACER offers online only sittings of STAT Multiple Choice and STAT Written English if you are located outside Australia.
For more information
Email: stat@acer.org
Web: https://stat acer org/test-dates/online-testing

Candidates are responsible for checking course application requirements carefully to confirm which version(s) of STAT they should sit.
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 in each Unit. If the stimulus material is an 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

Only required by some institutions in WA, VIC/TAS and NSW/ACT. Please confirm with the institution to which you are applying if STAT Written English is a requirement.

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**

STAT is most often provided as a paper-based test at designated test centres around Australia.

ACER manages test sittings of STAT for VIC, TAS, NSW, ACT and outside Australia. Throughout the year, ACER offers STAT through online delivery to provide their candidates with a more flexible option. This is in addition to the traditional paper-based delivery offered in several test centres.

**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**

Registration to sit the Special Tertiary Admissions Test constitutes an acceptance of and an agreement to abide by the conditions set forth in this Candidate Information Booklet and the booking systems concerning the test registration, administration, the reporting of scores, collection and use of personal information and the use of information for research. 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.

**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](http://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. Specific coaching for tests such as STAT is not particularly effective in improving candidates’ scores. This is partly because the tests are designed to assess reasoning and comprehension skills which develop over extended periods of time through a variety of experiences. Whilst ACER does not endorse preparation workshops, we recognise that some candidates may find them useful as a means of allaying anxiety about the test through providing an opportunity to talk with other candidates about STAT.

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/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
(TEST CENTRE SITTING)

Answers to multiple-choice questions are recorded on a special STAT Answer Sheet called an OMR (see sample p. 27), 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:

14 A B C D

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)

**ONLINE TEST**
If you are based in VIC, TAS, NSW, ACT or outside Australia, you have the option to sit STAT online. Please download and read the STAT Online Testing Step-by-Step Guide from the website (https://stat.acer.org/test-dates/online-testing) for information on how to book, schedule and prepare for your online test. **This is essential reading.**

Answers to the multiple-choice questions are recorded by following the procedure outlined below:

Each question provides four alternative answers. You must choose one answer from these alternatives.

<table>
<thead>
<tr>
<th>The total number of questions in this test is</th>
</tr>
</thead>
<tbody>
<tr>
<td>70.</td>
</tr>
<tr>
<td>50.</td>
</tr>
<tr>
<td>35.</td>
</tr>
<tr>
<td>32.</td>
</tr>
</tbody>
</table>

Choose your answer by clicking the relevant button with your mouse.

70.

To move to the next question, click on the **Next** button.

At the end of the test, click on the **Finish** button.

During the test:
- During the test you will see a timer in the top right-hand corner of your screen. This counts down the time remaining for the test.
- If you need to communicate with the proctor, it is best to use the chat window.

**Extra tips (both test formats)**
- 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. Make some quiet time when you are unlikely to be distracted. Try to attempt all questions before checking your answers. Other good 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

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

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.) Make some 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. You will be provided with an indicative score immediately after submitting your essays online.

For paper-based test sittings:
- 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

For online test sittings:
- essay topics are chosen from a drop-down list
- essays are typed directly into space provided on-screen

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:

<table>
<thead>
<tr>
<th>Test centre sitting</th>
<th>Online sitting</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Test Registration Confirmation from your</td>
<td>❑ Admission Ticket from ACER</td>
</tr>
<tr>
<td>Tertiary Admissions Centre/Admission Ticket from ACER</td>
<td>❑ Current hard-copy photo-bearing identification</td>
</tr>
<tr>
<td>❑ Current hard-copy photo-bearing identification</td>
<td>❑ Pen/pencil and one page of blank paper for rough working (optional)</td>
</tr>
<tr>
<td>❑ 2 Pencils (B, 2B or HB), eraser, sharpener</td>
<td>❑ Hand-held mirror/similar reflective device (minimum of 15 cm) to show your proctor what is in front of you</td>
</tr>
<tr>
<td>❑ 2 blue or black pens (Written English test only)</td>
<td></td>
</tr>
</tbody>
</table>

Admission to the Test
You will receive details of your STAT test session from the organisation that you registered with. You must present that notification when you arrive at the test centre/at the start of your online sitting. It has your STAT candidate number/online username on it.

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.

Time to allow for an online test
You should be logged in to your ProctorU account and ready to sit your test at least 5 minutes before your scheduled test session(s). Pre-test administrative procedures can take 30 minutes to 1 hour (does not count towards your test time). This should be allowed in addition to the time required to sit the actual test.

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)

Digital drivers licences will be accepted in NSW and QLD ONLY. Other forms of digital ID and Photocopies 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
- mobile phones/smartphones or other communication devices
- smart watches
- audio or recording devices, with or without earphones
- books, papers, pencil cases or rulers
- bags, briefcases, crash helmets
- pets

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

**Water bottles are permitted, but there is to be no eating (unless prior consent has been given by ACER or the Tertiary Admission Centre you booked with) or smoking during the test sessions, or in the test room.**

**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 sit the test more than once per annual test cycle
- 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
- 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 supervisor’s/remote proctor’s instructions at all times
- 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/remote proctor will report breaches of the test rules to the Tertiary Admissions Centre / ACER STAT Coordinator. 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 supervisor/remote proctor as soon as possible.
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. This may be online through your user account, by post or email. The organisation that you’re registered with can confirm the method.

STAT results are usually available 2–3 weeks from your test date.

For candidates who book through ACER, results can be accessed through your ACER user account. You will be notified by email when they are available.

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 paper.

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% of 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).
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.

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.
For Fitzgerald, New York’s demise was a result of a lack of
A restraint.
B compassion.
C urban planning.
D economic planning.

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.

<table>
<thead>
<tr>
<th></th>
<th>Q</th>
<th>L</th>
<th>Z</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>46</td>
</tr>
<tr>
<td>K</td>
<td>K</td>
<td>Q</td>
<td>Q</td>
<td>28</td>
</tr>
<tr>
<td>K</td>
<td>Z</td>
<td>L</td>
<td>Q</td>
<td>32</td>
</tr>
</tbody>
</table>

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

Juvenile Court

or

Juvenile

Adult

II

Juvenile Court

and

Juvenile

Adult

III

Juvenile Court

Juvenile

Adult

Coming of age

IV

Criminal Court

or

Juvenile

Adult

V

Criminal Court

and

Juvenile

Adult

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.

<table>
<thead>
<tr>
<th>Process</th>
<th>Amount of heat gained or lost per minute by the body</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>fire nearby</td>
</tr>
<tr>
<td>Radiation</td>
<td>gain of 260 joule</td>
</tr>
<tr>
<td>Conduction / convection</td>
<td>loss of 60 joule</td>
</tr>
<tr>
<td>Metabolism</td>
<td>gain of 488 joule</td>
</tr>
<tr>
<td>Evaporation of sweat</td>
<td>loss of 688 joule</td>
</tr>
</tbody>
</table>

• 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.
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.

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>{1,2,4}</td>
<td>{2,3,5}</td>
<td>{3,4,6}</td>
<td>{4,5,7}</td>
<td>{1,2,4}</td>
<td>{2,3,5}</td>
<td>{3,4,6}</td>
</tr>
<tr>
<td></td>
<td>{2,3,5}</td>
<td>{3,4,6}</td>
<td>{4,5,7}</td>
<td>{5,6,1}</td>
<td>{2,3,5}</td>
<td>{4,5,7}</td>
</tr>
<tr>
<td></td>
<td>{3,4,6}</td>
<td>{3,4,6}</td>
<td>{1,2,4}</td>
<td>{5,6,1}</td>
<td>{3,4,6}</td>
<td>{5,6,1}</td>
</tr>
<tr>
<td></td>
<td></td>
<td>{7,1,3}</td>
<td>{7,1,3}</td>
<td>{6,7,2}</td>
<td></td>
<td>{7,1,3}</td>
</tr>
</tbody>
</table>

13  Which one of the schedules meets the requirements of the Firefighters’ Union?
A  I  C  III
B  II  D  IV

Questions 16 – 18 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 $\{1\}, \{2\}, \{3\}, \{1\}, \{2\}, \ldots$?
A  $\{1\}$
B  $\{2\}$
C  $\{3\}$
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  $x = 1, y = 2$.
B  $x = 1, y = 3$.
C  $x = 2, y = 2$.
D  $x = 2, y = 3$.

16  The schedule

\[
\begin{array}{cccc}
\{1,2,3\} & \{4,5,6\} & \{7,8,9\} & \{1,4,7\} \\
\{2,5,8\} & \{3,6,9\} & \{1,5,9\} & \{2,6,7\} \\
\{3,4,8\} & \{1,6,8\} & \{2,4,9\} & \{x,y,z\}
\end{array}
\]

is a schedule for which $v = 9$, $b = 12$, $k = 3$, $r = 4$, if
A  $x = 1, y = 2, z = 4$.
B  $x = 1, y = 3, z = 5$.
C  $x = 2, y = 4, z = 6$.
D  $x = 3, y = 5, z = 7$. 
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
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. Moreover, 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.
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.
UNIT 9

Question 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**

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

**Part B**

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

Part A:
Select ONE comment from the list below to respond to. Please allow approximately 30 minutes to complete this essay.

Write a title for your response here (to help orient the reader):

Essay Response

[Next]
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
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.

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

**MARK YOUR ANSWERS HERE**

|   | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 10|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 11|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 12|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 13|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 14|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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Queensland Tertiary Admissions Centre
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MILTON QLD 4064
Tel: (07) 3858 1222
www.qtac.edu.au

South Australia and Northern Territory
STAT Officer
South Australian Tertiary Admissions Centre
104 Frome Street
Adelaide SA 5000
Tel: (08) 8224 4000
www.satac.edu.au

Western Australia
STAT Officer
Tertiary Institutions Service Centre Inc.
100 Royal Street
EAST PERTH WA 6004
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