OPPORTUNITY CLASS PLACEMENT TEST

Test information

For assessment in 2022 and placement in 2023

This document describes the content of the 2022 New South Wales Opportunity Class Placement Test (OCPT) for placement in 2023. The NSW Department of Education and Cambridge University Press and Assessment reserve the right to change and vary the structure and content for other tests.

Test structure

The test consists of three sections and is structured as follows:

	Timing	Number of questions	Response type
Reading	30 mins	25	Multiple choice
Mathematical Reasoning	40 mins	35	Multiple choice
Thinking Skills	30 mins	30	Multiple choice

Marks are awarded for correct answers; incorrect responses and unanswered question score 0. There are no penalties for incorrect answers. All questions are of equal value in each section.

Section 1: Reading

The Reading section is designed to test a variety of reading skills and includes a diverse range of texts such as youth fiction, factual and informational texts, poetry, magazine articles, and traditional tales. Sources include texts from Australia, including from Aboriginal culture, as well as texts by writers from around the world.

The Reading section is divided into four parts, as shown in the table below.

Candidates are required to answer 25 questions in 30 minutes. All questions are equally weighted and there are no penalties for incorrect answers.

Part	Text(s)	Question format	Number of questions
Part 1	A narrative or descriptive extract from a work of youth fiction	4-option multiple choice	6
Part 2	A poem	4-option multiple choice	5
Part 3	A factual or informational text with six sentences removed.	Matching	6
Part 4	Four short texts on a related theme	4-option multiple choice	8

Part 1

Part 1 of the Reading section consists of a comprehension task based on a single piece of youth fiction. The task consists of 6 multiple-choice questions (options A – D).

The task requires candidates to read an extract from a piece of modern fiction, aimed at a younger audience. Candidates will need to read for detail, as well as globally (looking at the text as a whole), and questions may focus on:

- stylistic features
- the meaning of words in context
- implied meaning
- the effect of language features and words/phrases used
- opinions, attitudes and feelings
- exemplification and comparison
- the writer's purpose
- text organisation and text structure
- identifying and understanding the effect of different viewpoints.

Part 2

Part 2 is based on a short poem and contains five multiple-choice questions (with answer options A-D). Questions will not assess knowledge of formal literary terms, but candidates may be asked to understand the effect of stylistic features in the poem, including the use of imagery and metaphor. Questions may also focus on implicit meaning in the poem, an understanding of its organisation and structure, and the writer's purpose.

Part 3

Part 3 is a gap match task, based on a single factual or informational text. It contains six questions, with answer options A-F.

Candidates are presented with a short text from which six sentences have been removed. These sentences are presented alongside the text, with one extra sentence (not from the text); the task is to decide which sentence best fits each gap. The focus here is on understanding textual cohesion – the structure and 'flow' of the text.

Part 4

Part 4 is based on four shorter extracts from different sources, with different styles and purposes but thematically linked. The texts may be formal or informal in style; sources may include blogs, articles, reviews, reports and personal accounts. It contains eight questions, with answer options A-D.

Please refer to the sample paper for examples of the tasks described above.

Section 2: Mathematical Reasoning

The Mathematical Reasoning section consists of 35 multiple-choice questions to be completed in 40 minutes. For each question candidates must choose the best answer from 5 options (A-E).

The main focus of this component is the assessment of mathematical reasoning rather than assessment of curriculum content. However, care is taken to ensure that questions do not require candidates to have knowledge of content not covered in the NSW K-10 Syllabus for Stages 1 and 2 (Years 1-4).
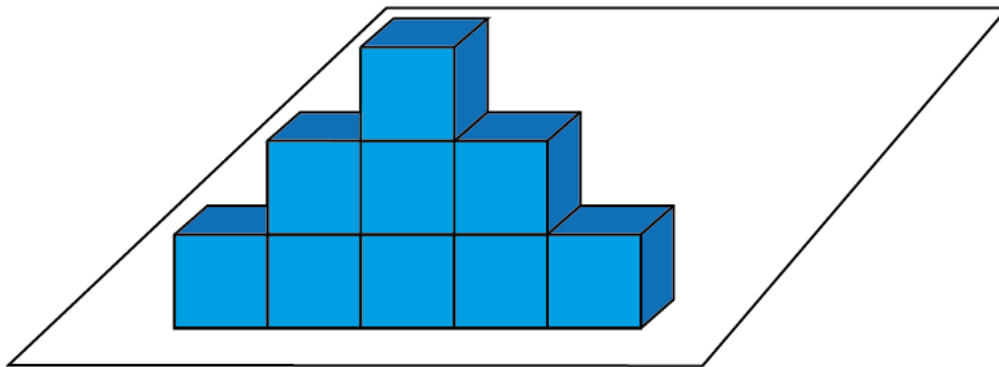
Example OCPT Mathematical Reasoning items

1 The numbers in each of the four triangles below follow the same rule.
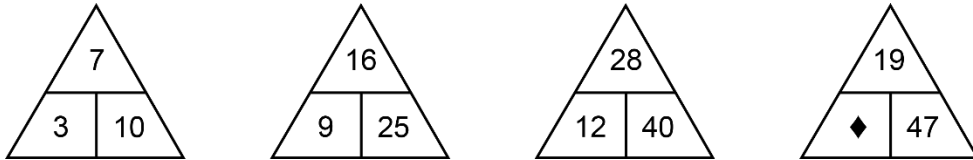
What is the missing number at ♦?

A 15

B 28

C 32

D 39

E 66

2 Nine identical cubes are glued together to make an object, which is glued onto a table.

[diagram not to scale]

Makoto looks at the object from all directions. How many faces of the cubes is it **not** possible for him to see?

A 15

B 18

C 20

D 22

E 25

3 A coin is flipped 4 times.

How many of the following results are impossible?

- an equal number of heads and tails
- 3 heads and 3 tails
- no heads
- 2 more heads than tails

A 0

B 1

C 2

D 3

E 4

Section 3: Thinking Skills

The Thinking Skills section consists of 30 multiple choice questions. For all questions, answer options are A-D.

This section assesses generic academic skills which underpin success in a wide range of subjects. It includes questions requiring verbal, spatial and numerical reasoning. All Thinking Skills questions are multiple choice, and no prior knowledge is assumed.

The examples below illustrate the types of question found in this section.

Finding procedures

Some factual information is presented. Candidates must find a procedure which will allow them to answer the question using the limited information given. The procedure may involve more than one step, and there is often more than one way to arrive at the correct solution.

4   A piece of string is initially held end-to-end in a straight line. A mark is made in the middle of the string. The string is then folded in half and the new ends again pulled tight. A mark is made in the middle of the strands of folded string. This process is then repeated a third time.

The string is then unfolded and its ends pulled so that it is once again in its initial straight line.

The distance between marks on the string is found to be 4 cm.

How long is the piece of string?

A   16 cm

B   24 cm

**C**   28 cm

D   32 cm

Identifying similarity

Information or data will be represented in more than one way (including charts, tables, rotations, reflections, etc.). Candidates will need to recognise logical relationships and identify any similarity in the data they represent.

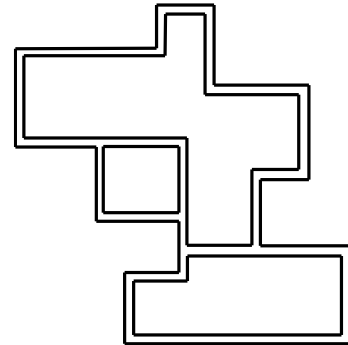**5** A view of a single level of a building is shown below:
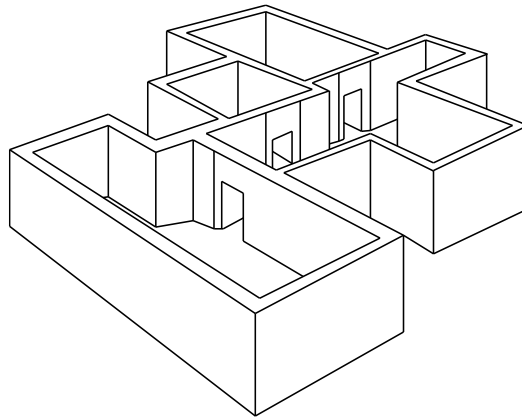
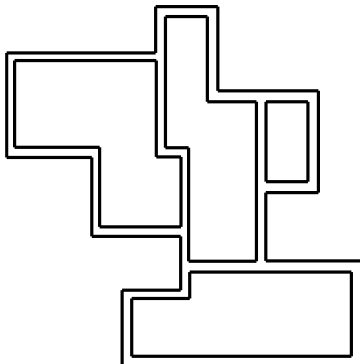Which one of the following drawings represents the floor plan for this level of the building?
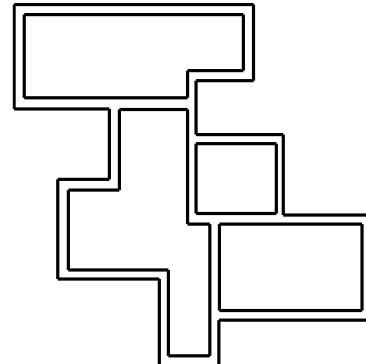
A
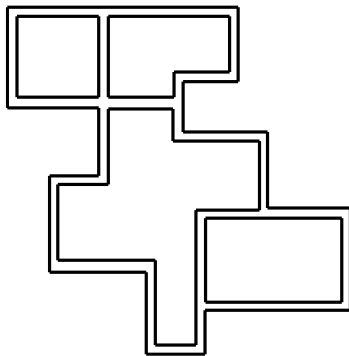
B

C

D

Evaluating evidence

A claim or recommendation is presented which would clearly be supported by one of four pieces of evidence. Candidates must say which one.

6   An environmentalist says: "Plastic pollution in our oceans is not just a problem for the creatures that live there − it affects us too."

Which one of these statements, if true, best supports the environmentalist's claim?

    A   Only a small proportion of plastics are recycled.

    B   Many things made of plastic could be made from environmentally friendly alternatives.

    C   Plastics are durable and last for over 500 years.

    D   Plastics have been found in fish sold in supermarkets.

Evaluating reasoning

Some factual information is presented, from which two named characters attempt to make valid deductions. Candidates must determine which of the two deductions is valid.

7

> Whenever Mr Rudd's favourite team loses, it always puts him in a bad mood. And when Mr Rudd is in a bad mood, he always gives us extra homework.
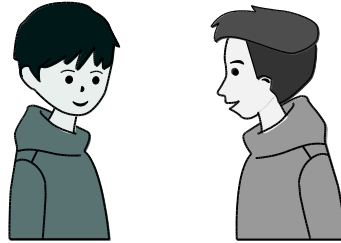
Wei: "We got extra homework last week – Mr Rudd's team must have lost!"

Dylan: "If they lose this week, we're sure to get extra homework again!"

If the information in the box is true, whose reasoning is correct?

A Wei only

B Dylan only

C Both Wei and Dylan

D Neither Wei nor Dylan

Identifying mistakes

One or more factual statements are presented, followed by a claim from a named character which includes or implies an invalid deduction from those statements. Candidates must choose the best illustration of why the speaker is wrong from four options.

8 | Darryl and Jim are in the corridor.
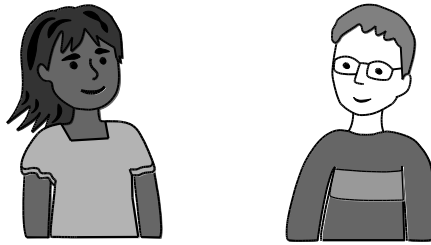
Darryl: "Jane asked me to fetch her jacket, but I can't seem to find it here. It's blue, with a hood, she says."

**Jim:** "Here's a blue jacket with a hood – it must be hers!"

Which one of the following sentences shows the mistake Jim has made?

A   Jane might prefer a different jacket.

B   Darryl might be looking for someone else's jacket.

C   There might be more than one blue jacket with a hood.

D   Even if the jacket is blue, it might not have a hood.

Logical analysis

Logical challenges are presented which require candidates to reason about the truth values of a small number of simple statements, or to make deductions from information given.

9   Three balls – each of which is either red or yellow – lie in a straight line on a pool table. Aziz strikes the first ball, which is red. That ball hits the middle ball. The middle ball then hits the last ball, which is yellow.
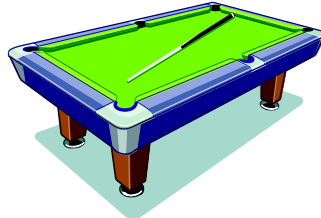
On the basis of this information, which one of the following statements must be true?

A   Only one of the balls was red.

B   A red ball hit a yellow ball.

C   A yellow ball hit a red ball.

D   Only one of the balls was yellow.

Answers to sample questions

1   B
2   E
3   B
4   D
5   D
6   D
7   B
8   C
9   B