# ISAT

## International Student Admissions Test

## Sample Questions

## Introduction

The following units are included to give candidates an idea of the style and type of ISAT questions.

These questions are similar to questions which may appear on your ISAT exam.

This document provides a “screenshot view” of the computer-based test to familiarise candidates with what they may expect to see on the computer screen when taking ISAT. (You may need to adjust the viewing zoom to better suit your computer screen).

This document is NOT interactive like the real test, so the “Previous” and “Next” buttons at the bottom of the screen do not work. Navigate the pages by using the page arrows on the top toolbar.

A real ISAT exam contains 100 questions and candidates have 3 hours in which to complete it. This document provides a sample of 22 questions only.

## UNIT 1 Questions 1 - 4

Our solar system is composed of nine* planets that travel around a star we call the Sun. The diagram indicates the relative size of the planets and their order from the Sun. The table provides further information about the planets (based on information known around the year 2000).

- An orbit is the path a planet takes as it travels completely around the Sun.
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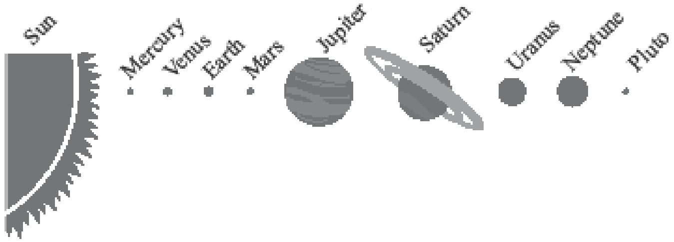


| Planet | Mean distance from the Sun (× 1,000,000 km) | Diameter (km) | Number of moons | Average orbital speed (km/s) | Time to orbit the Sun (Earth years) | Length of day (hours) |
|---|---|---|---|---|---|---|
| Mercury | 58 | 4,880 | 0 | 48.0 | 0.24 | 1416 |
| Venus | 108 | 12,100 | 0 | 35.0 | 0.62 | 5832 |
| Earth | 150 | 12,760 | 1 | 30.0 | 1.00 | 24 |
| Mars | 228 | 6,800 | 2 | 24.0 | 1.88 | 24.6 |
| Jupiter | 778 | 143,800 | 16 | 13.0 | 11.86 | 9.84 |
| Saturn | 1,427 | 120,000 | 18 | 10.0 | 29.46 | 10.23 |
| Uranus | 2,870 | 52,300 | 15 | 6.8 | 84.01 | 17.24 |
| Neptune | 4,497 | 49,500 | 8 | 5.4 | 164.79 | 18.4 |
| Pluto | 5,900 | 3,000 | 1 | 4.7 | 247.70 | 153.4 |

*recently Pluto has been downgraded to a minor planet

**1.** Which one of the following statements is supported by the data?

- ○ Day length increases as distance from the sun decreases.
- ○ Orbital speed increases as year length decreases.
- ○ Diameter increases as orbital speed increases.
- ○ Year length decreases as diameter increases.

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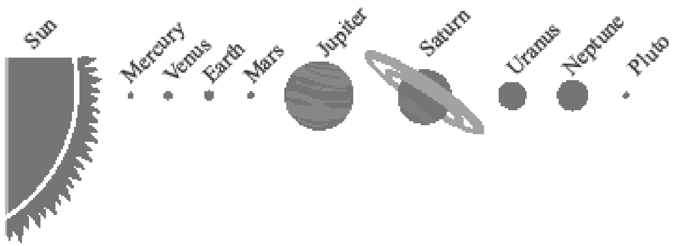


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**2.** Which of the following statements is best supported by the data?

- ○ Planets further from the sun travel faster and therefore have shorter days.
- ○ Planets closer to the sun travel faster and therefore have shorter days.
- ○ Planets with longer days travel slower and are closer to the sun.
- ○ Day length is unrelated to average orbital speed and distance from the sun.

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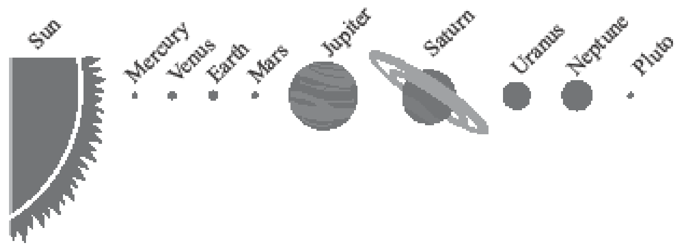


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**3.** Which of the following is the best estimate of the number of Neptune days that equal ten Earth days?

- 4
- 8
- 12
- 16

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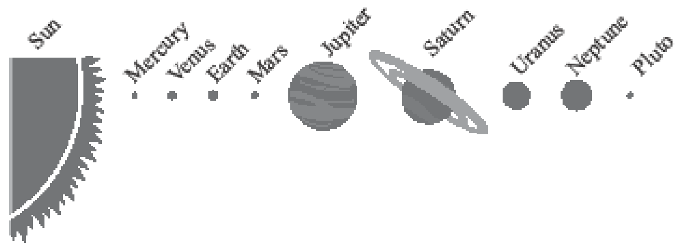


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**4.** Which of the following is the best estimate of the number of Saturn days in an Earth year?

- 1600
- 800
- 400
- 100

PREVIOUS REVIEW MARK NEXT

## UNIT 2 Questions 5 - 7

When fighting bushfires, 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:

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

In a study of heat balance in firefighters, two groups of firefighters built a firebreak - a hard physical task. One group did so 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 gives the average results for the firefighters in the two groups.

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

The amount of sweat that evaporates is the amount that is required to keep the body's temperature constant (i.e. the sum of gains and losses will be zero). Note that no value is given for the evaporation of sweat when building a firebreak with no fire nearby.

- Although the table provides average results, assume that these apply to any individual firefighter.
- Although some of the processes can transfer heat to or from a firefighter, this unit and the table refer to net gains or losses of heat by each process. Use the figures given in the table when answering the questions.

**5.** When building a firebreak, the body of a firefighter

- loses heat by radiation and gains heat by conduction/convection.
- gains heat by radiation and loses heat by conduction/convection.
- loses heat both by radiation and conduction/convection.
- gains heat both by radiation and conduction/convection.

## UNIT 2 Questions 5 - 7

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**6.** 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

- 532 joule.
- 590 joule.
- 612 joule.
- 688 joule.

## UNIT 2 Questions 5 - 7

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**7.** 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?

- the amount of heat produced per minute by metabolism
- the amount of heat lost per minute by conduction/convection
- the amount of heat lost per minute by the evaporation of sweat
- none of the above

**UNIT 3 Questions 8 - 11**

Figures 1 and 2 provide some information about a model of the relationship between leg length (L), stride length (S) and speed ($v$) of various animals. For any individual, stride length and speed can vary, but leg length is fixed.

Figure 2 relates *Relative Stride Length* ($\frac{S}{L}$) to a parameter known as the *Froude Number* ($v/\sqrt{gL}$).

The line of best fit shown was obtained from individuals, travelling at various speeds, of a number of four-legged and two-legged animal species. Also shown are three points based on values obtained from individuals of three species.

- L and S are in metres (m)
- $v$ is in metres per second (m $s^{-1}$)
- $g$ is acceleration due to gravity on Earth and is approximately equal to 10 m $s^{-2}$

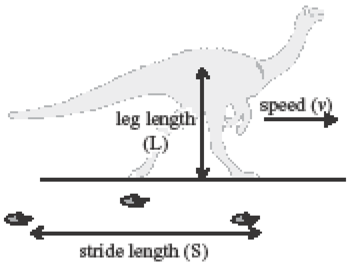


Figure 1

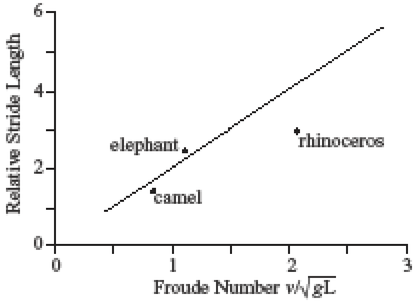


Figure 2

**8.** If an animal has a Relative Stride Length of more than 2, it is considered to be running. Which of the individual animals shown in Figure 2 was running?

- ○ the elephant only
- ○ the rhinoceros only
- ○ the camel and the rhinoceros
- ○ the elephant and the rhinoceros

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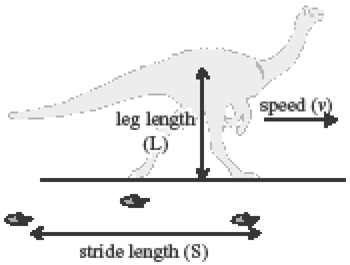


**Figure 1**

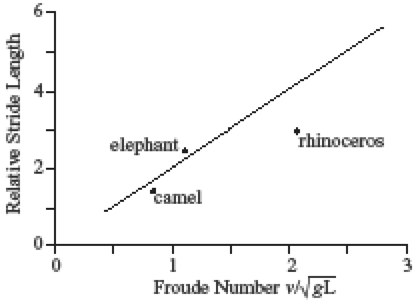


**Figure 2**

**9.** For the line of best fit, the ratio of Relative Stride Length to Froude Number is approximately

- 1:1 .
- 1:2 .
- 2:1 .
- 4:1 .

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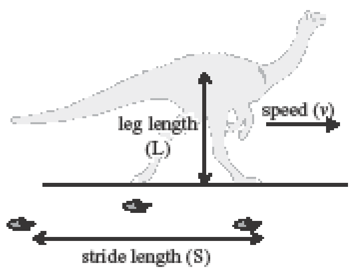


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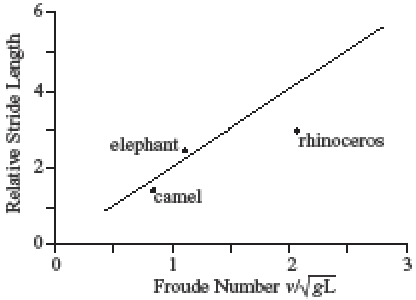


**Figure 2**

**10.** Based **just** on Figure 2, which of the individual animals shown had the greatest leg length?

- elephant
- camel
- rhinoceros
- There is insufficient information provided to answer this question.

**UNIT 3 Questions 8 - 11**

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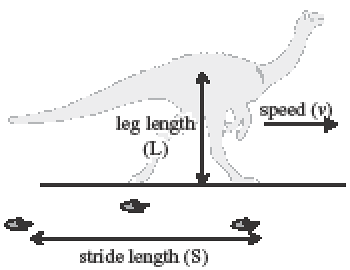


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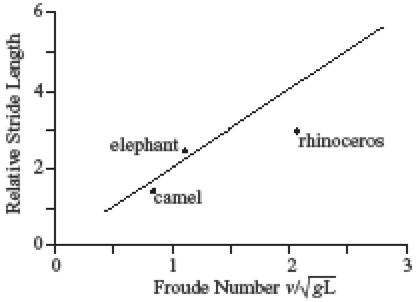


Figure 2

**11.** According to the line of best fit, two animals with the same Froude Number must have approximately the same value for

- S/L.
- $v$ only.
- L only.
- both $v$ and L.

**UNIT 4 Questions 12 - 14**

*The following passage describes the experiences of a man who has had surgery that has given him vision after a lifetime of blindness.*

One man when shown an orange a week after beginning to see, said that it was gold. When asked, ‘What shape is it?’ he said, ‘Let me touch it and I will tell you!’ After doing so, he said that it was an orange. Then he looked long at it and said, ‘Yes, I can see that it is round.’ Shown next a blue square, he said it was blue and round. A triangle he also described as round. When the angles were pointed out to him he said, ‘Ah. Yes, I understand now, one can see how they feel.’ For many weeks and months after beginning to see, the person can only with great difficulty distinguish between the simplest shapes, such as a triangle and a square. If you ask him how he does it, he may say, ‘Of course if I look carefully I see that there are three sharp turns at the edge of one patch of light, and four on the other.’ But he may add peevishly[1], ‘What on earth do you mean by saying that it would be useful to know this? The difference is only very slight and it takes me a long time to work it out. I can do much better with my fingers.’ And if you show him the two shapes the next day he will be quite unable to say which is a triangle and a square.

[1] *impatiently or irritably*

**12.** One week after beginning to see, the man

- related shapes directly to visual images.
- formed visual impressions of shapes indirectly.
- recognised shapes by associating them with colour.
- no longer relied on his sense of touch to recognise shapes.

**UNIT 4 Questions 12 - 14**

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**13.** The man’s mistake about the square (lines 6–7) suggests that

- his vision was still impaired.
- he could not make full use of visual cues.
- the idea of shape was meaningless for him.
- colour made shape perception more difficult.

**UNIT 4 Questions 12 - 14**

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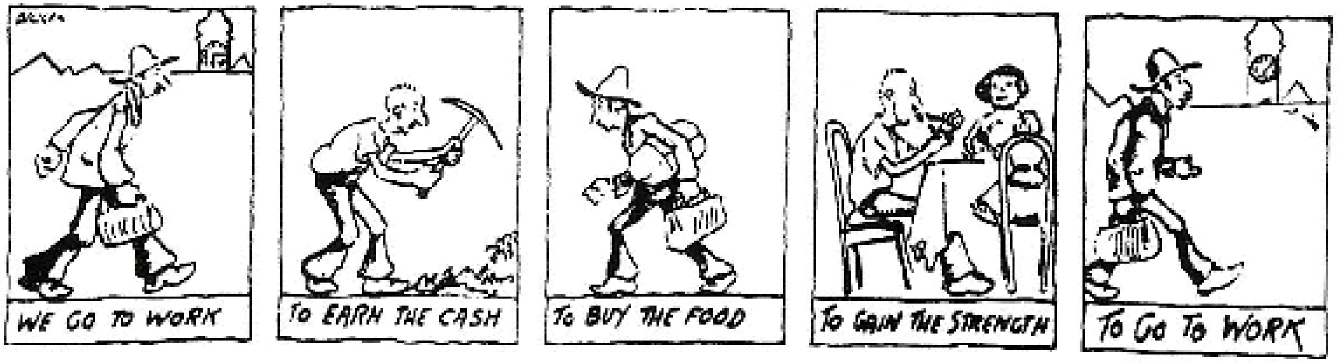
**14.** The passage suggests that shape perception is generally dependent on

- experience.
- clear vision.
- natural ability.
- colour perception.

**UNIT 5 Question 15**

Consider the following cartoon:




**15.** The cartoon

- is a celebration of work.
- questions the purpose of work.
- is a neutral explanation of work.
- suggests that work needs no justification.

**UNIT 6 Questions 16 and 17**

*In the 18th century it was discovered that Sanskrit, an ancient language once spoken in India, is related to a range of European languages. The discovery was made by a British scholar working in India, Sir William Jones. The passage below discusses Jones's discovery.*

Jones noticed many striking similarities between Sanskrit and European languages — the Sanskrit word for birch, for instance, was *bhurja*. The Sanskrit for king, *raja*, is close to the Latin *rex*. The Sanskrit for ten, *dasa*, is reminiscent of the Latin *decem*. And so on. All of these clearly suggested a common historical parentage. Jones looked at other languages and discovered further similarities. In a landmark speech to the Asiatic Society in Calcutta he proposed that many of the classical languages — among them Sanskrit, Greek, Latin, Gothic, Celtic, and Persian — must spring from the same source. This was a bold assertion since nothing in recorded history would encourage such a conclusion, and it excited great interest among scholars all over Europe. The next century saw a feverish effort to track down the parent language, Indo-European, as it was soon called.

**16.** The passage implies that

- Latin developed from Sanskrit.
- Sanskrit developed from Latin.
- Latin and Sanskrit both developed from a third language.
- the resemblances between Latin and Sanskrit are superficial.

**UNIT 6 Questions 16 and 17**

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**17.** Jones's fellow scholars regarded his discovery as

- a lucky guess.
- original and highly important.
- interesting but of little real importance.
- dangerous, since it challenged contemporary beliefs.

**UNIT 7 Question 18**

**18.** The image suggests that we

- cannot escape conformity.
- can effectively disguise ourselves.
- appear to be anonymous but are unique.
- appear to be unique but are anonymous.

**UNIT 8 Questions 19 - 22**

The following statements are from a debate for and against the topic that

**animals should not be killed for sport.**

For each statement, choose the alternative that most appropriately describes the relationship of the statement to the topic of the debate.

**19.** Consider the statement: ‘Animals feel pain just like humans do’.

- The statement is most probably part of the debate for the topic.
- The statement is most probably part of the debate against the topic.
- The statement could be part of the debate for or against the topic.
- The statement is not relevant to either the debate for or against the topic.

**UNIT 8 Questions 19 - 22**

The following statements are from a debate for and against the topic that

**animals should not be killed for sport.**

For each statement, choose the alternative that most appropriately describes the relationship of the statement to the topic of the debate.

**20.** Consider the statement: ‘Hunting is a natural process in humans’.

- The statement is most probably part of the debate for the topic.
- The statement is most probably part of the debate against the topic.
- The statement could be part of the debate for or against the topic.
- The statement is not relevant to either the debate for or against the topic.

**UNIT 8 Questions 19 - 22**

The following statements are from a debate for and against the topic that

**animals should not be killed for sport.**

For each statement, choose the alternative that most appropriately describes the relationship of the statement to the topic of the debate.

**21.** Consider the statement: ‘The real issue is whether there is any difference between humans and animals’.

- The statement is most probably part of the debate for the topic.
- The statement is most probably part of the debate against the topic.
- The statement could be part of the debate for or against the topic.
- The statement is not relevant to either the debate for or against the topic.

**UNIT 8 Questions 19 - 22**

The following statements are from a debate for and against the topic that

**animals should not be killed for sport.**

For each statement, choose the alternative that most appropriately describes the relationship of the statement to the topic of the debate.

**22.** Consider the statement: ‘Some animals are killed to develop medicine for humans’.

- The statement is most probably part of the debate for the topic.
- The statement is most probably part of the debate against the topic.
- The statement could be part of the debate for or against the topic.
- The statement is not relevant to either the debate for or against the topic.

## Answers to sample items

**Unit 1**

**1.** Orbital speed increases as year length decreases.
**2.** Day length is unrelated to average orbital speed and distance from the sun.
**3.** 12
**4.** 800

**Unit 2**

**5.** gains heat by radiation and loses heat by conduction/convection
**6.** 532 joule
**7.** the amount of heat lost per minute by the evaporation of sweat

**Unit 3**

**8.** the elephant and the rhinoceros
**9.** 2:1
**10.** There is insufficient information provided to answer this question.
**11.** S/L

**Unit 4**

**12.** formed visual impressions of shapes indirectly
**13.** he could not make full use of visual cues
**14.** experience

**Unit 5**

**15.** questions the purpose of work

**Unit 6**

**16.** Latin and Sanskrit both developed from a third language.
**17.** original and highly important

**Unit 7**

**18.** appear to be anonymous but are unique

**Unit 8**

**19.** The statement is most probably part of the debate for the topic.
**20.** The statement is most probably part of the debate against the topic.
**21.** The statement could be part of the debate for or against the topic.
**22.** The statement is not relevant to either the debate for or against the topic.

# Acknowledgements

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