Mathkari Concepts
Where Concepts Come to Life

NSW Opportunity Class Sample Paper

A 30-minute mini test in the real OC format, at the real pace — with full answers and explanations.

Who this is for. Children in Year 3 or Year 4 who will sit the NSW Opportunity Class Placement Test, and their parents. Everything here mirrors the three sections of the real test.

How to use it. Sit your child down with a pencil and a timer. Do one section at a time, to the clock. Then mark it together using the answer key at the back — and read the explanation for every wrong answer, not just the score.

WHAT'S INSIDE

Section	Questions	Time	Why this timing
1 · Reading	5 (one has two parts)	14 min	Same pace as the real test: about 2 min 50 s per question
2 · Mathematical Reasoning	8	9 min	About 70 seconds per question, as in the real test
3 · Thinking Skills	6	6 min	60 seconds per question, as in the real test
Total	**19**	**29 min**	The real test has 79 questions across three sittings on one day

THREE THINGS WORTH KNOWING BEFORE YOU START

1. Every section counts the same. Reading, Mathematical Reasoning and Thinking Skills each make up 33.3% of the OC test score. A child who is strong in maths but has never met a Thinking Skills question is giving away a third of the marks.

2. All questions are multiple choice, and there is no penalty for a wrong answer. An unanswered question scores nothing; a guess can score. Teach your child to eliminate options and always answer.

3. Placement is decided by the test alone. The NSW Department of Education states that placement is "based on their performance in the relevant placement test" — school reports are not considered. That is why test-format practice matters.

Section counts, timings and weightings referred to on this page are from the NSW Department of Education's published test information. Mathkari Concepts is an independent tutoring provider and is not affiliated with the Department.

© 2026 Mathkari Concepts · portal.mathkariconcepts.com/australia

Section 1 · Reading

5 questions · 14 minutes · Read the report, then answer the questions that follow. Choose the **best** answer for each.

> **Bilby Recovery Project — Year 3 Field Report**
>
> **Summary.** The fenced reserve at Yandarlo (860 hectares) now supports an estimated 140 greater bilbies, up from the 32 founding animals released three years ago. Growth, however, has not been smooth, and this report cautions against reading the headline number alone.
>
> **Findings.** Year 1 growth was slow (32 to 41), which tracking collars traced to two causes: founders spent weeks learning where food plants grew, and a single fox breached the fence in October, taking at least four animals before removal. Year 2, after fence sensors were upgraded, the population more than doubled. In Year 3 growth slowed again — not from predators, but from a dry summer that reduced the seeds and bulbs bilbies dig for. Burrow surveys show animals now travel further each night for the same food.
>
> **Recommendation.** The reserve is approaching its dry-year carrying capacity. Rather than celebrating past the 150 mark, the project should begin staged releases into the second reserve at Mount Carra, before food stress — not foxes — becomes the population's new ceiling.

1. **How many bilbies were originally released at Yandarlo?**

- **A** 140
- **B** 41
- **C** 32
- **D** 150

2. **According to the report, what caused slow growth in Year 1?**

- **A** A dry summer reduced seeds and bulbs
- **B** Founders were still finding food sources and a fox got inside the fence
- **C** The reserve was too small for 32 animals
- **D** Fence sensors frightened the bilbies

3. **The report says bilbies "now travel further each night for the same food". This detail is used as evidence that**

- **A** bilbies are growing stronger and healthier
- **B** the fence has been moved outward
- **C** foxes are chasing bilbies from their burrows
- **D** food is becoming harder to find within the reserve

4. **The writer warns "against reading the headline number alone."**

Part A — The "headline number" refers to

- **A** the 860 hectares of the reserve
- **B** the estimate of 140 bilbies now in the reserve
- **C** the four animals taken by the fox
- **D** the three years of the project

Part B — The writer's concern is that the number hides

- **A** a recent invasion of many foxes
- **B** errors made in counting burrows
- **C** a coming shortage of food in dry years
- **D** the cost of the fence upgrades

5. **The main recommendation of the report is to**

- **A** remove the fence now that foxes are gone
- **B** stop tracking the animals with collars
- **C** wait until the population passes 150 before acting
- **D** begin moving some bilbies to a second reserve

© 2026 Mathkari Concepts · portal.mathkariconcepts.com/australia

Section 2 · Mathematical Reasoning

8 questions · 9 minutes · No calculator.

6. **A bus leaves the depot at 8:45 am. The trip takes 1 hour and 35 minutes. At what time does the bus arrive?**

- **A** 9:20 am
- **B** 10:10 am
- **C** 10:20 am
- **D** 10:35 am

7. **Sam has three times as many marbles as Tia. Together they have 48 marbles. How many marbles does Sam have?**

- **A** 12
- **B** 16
- **C** 24
- **D** 36

8. **A rectangle has a perimeter of 26 cm. One of its sides is 8 cm long. What is its area?**

- **A** 26 cm²
- **B** 40 cm²
- **C** 48 cm²
- **D** 65 cm²

9. **What is the next number in this pattern? 2, 5, 11, 23, …**

- **A** 35
- **B** 46
- **C** 47
- **D** 48

10. **A recipe uses 250 g of flour to make 12 biscuits. How much flour is needed to make 30 biscuits?**

- **A** 500 g
- **B** 600 g
- **C** 625 g
- **D** 750 g

11. **Which of these fractions is the largest?**

- **A** 2/3
- **B** 3/5
- **C** 5/8
- **D** 7/12

12. **There are between 20 and 30 students in a class. When they line up in rows of 4, one student is left over. When they line up in rows of 6, one student is left over. How many students are in the class?**

- **A** 21
- **B** 25
- **C** 27
- **D** 29

13. **A three-digit number has these properties: its digits add up to 12, its tens digit is twice its hundreds digit, and its units digit is 3. What is the number?**

- **A** 336
- **B** 363
- **C** 393
- **D** 633

© 2026 Mathkari Concepts · portal.mathkariconcepts.com/australia

Section 3 · Thinking Skills

6 questions · 6 minutes · Read each question carefully. Choose the one option that is **correct**, not the one that merely sounds sensible.

14. **Four friends — Ava, Ben, Cara and Dev — sit in a row of four seats. Ava sits at the left end. Ben does not sit at either end. Cara sits next to Dev. Who sits in the second seat from the left?**

- **A** Ben
- **B** Cara
- **C** Dev
- **D** It cannot be worked out from the information given

15. **Every student who plays in the school orchestra practises on Saturdays. Leo practises on Saturdays. Which one of the following must be true?**

- **A** Leo plays in the school orchestra.
- **B** Leo does not play in the school orchestra.
- **C** If Leo did not practise on Saturdays, he would not be in the orchestra.
- **D** Everyone who practises on Saturdays plays in the orchestra.

16. **Priya says: "The library was quiet this morning, so hardly anyone can have borrowed a book today." Which of the following, if true, most weakens Priya's reasoning?**

- **A** The library was quiet yesterday morning as well.
- **B** Most books are now borrowed online and collected from a locker outside the library.
- **C** Priya stayed in the library for the whole morning.
- **D** The library has fewer books than it had last year.

17. **A secret code replaces each letter with the letter two places later in the alphabet, so A becomes C, B becomes D, and Y becomes A. In this code, what does the word DOG become?**

- **A** BMF
- **B** EPH
- **C** FQI
- **D** FRJ

18. **If the day before yesterday was Thursday, what day will it be the day after tomorrow?**

- **A** Saturday
- **B** Sunday
- **C** Monday
- **D** Tuesday

19. **Sofia says: "We should move the school fete to March. Last year it rained at the September fete and hardly anyone came." Which statement, if true, best shows that Sofia's reasoning is weak?**

- **A** The fete raised less money last year than the year before.
- **B** In the nine years before last year, the September fete was dry every time.
- **C** Sofia has been to every fete for the last five years.
- **D** Several nearby schools hold their fetes in March.

© 2026 Mathkari Concepts · portal.mathkariconcepts.com/australia

Answers and explanations

Mark together. For every wrong answer, ask your child to explain why the right one is right — that conversation is where the improvement happens.

READING

1	**C**	"up from the 32 founding animals released three years ago". 140 is the current estimate; 41 is the Year 1 count; 150 is a future mark.
2	**B**	The Findings paragraph gives two causes for Year 1: founders learning where food grew, and the fox breach. The dry summer (A) is Year 3.
3	**D**	Inference. Travelling further "for the same food" shows food is scarcer near the burrows. Nothing in the text supports A, B or C.
4A	**B**	The "headline number" is the impressive total — 140.
4B	**C**	The writer's worry is food stress in dry years ("approaching its dry-year carrying capacity"), not foxes or counting errors.
5	**D**	"begin staged releases into the second reserve at Mount Carra". Option C is the opposite of what the report advises.

MATHEMATICAL REASONING

6	**C**	8:45 + 1 h = 9:45. Then + 15 min = 10:00, + 20 min = 10:20 am. Break the 35 minutes at the hour mark instead of adding it in one go.
7	**D**	Tia = 1 part, Sam = 3 parts, so 4 parts = 48 and 1 part = 12. Sam has 3 × 12 = 36. (A is the trap: it is Tia's number.)
8	**B**	Perimeter 26 means length + width = 13. One side is 8, so the other is 5. Area = 8 × 5 = 40 cm².
9	**C**	Each term is double the one before, plus 1: 2 → 5 → 11 → 23 → 47. Check the rule against *every* gap before trusting it.
10	**C**	Find one biscuit first: 250 ÷ 12 is awkward, so scale instead: 30 ÷ 12 = 2.5, and 250 × 2.5 = 625 g.
11	**A**	Compare with a common benchmark. 2/3 ≈ 0.67, 3/5 = 0.6, 5/8 = 0.625, 7/12 ≈ 0.58. Or: 2/3 = 16/24, 5/8 = 15/24 — so 2/3 is bigger than 5/8, and both beat the others.
12	**B**	One left over in rows of 4 *and* rows of 6 means one more than a multiple of 12. Between 20 and 30 that is 25. (21 and 29 work for rows of 4 but not rows of 6.)
13	**B**	Let the hundreds digit be h. Tens = 2h, units = 3. Then h + 2h + 3 = 12, so 3h = 9 and h = 3. The number is 3-6-3: 363.

THINKING SKILLS

14	**A**	Ava is in seat 1. Ben can only be in seat 2 or 3. Cara and Dev must be side by side, which leaves only seats 3 and 4 for them (if they took 2 and 3, Ben would be forced to seat 4 — an end). So Ben is in seat 2.
15	**C**	The rule says orchestra → Saturdays, not the other way round. Leo practising tells us nothing about whether he is in the orchestra (so A, B and D are not certain). C is the same rule stated backwards, which is always valid: no Saturdays → not in the orchestra.
16	**B**	Priya assumes borrowing a book means being in the library. If most borrowing happens online and at an outside locker, a quiet library says nothing about how many books were borrowed. A and D are irrelevant; C would strengthen her claim.

© 2026 Mathkari Concepts · portal.mathkariconcepts.com/australia

17	**C**	D→F, O→Q, G→I. Option A shifts the wrong way; B shifts by one; D shifts by two, then three.
18	**C**	Day before yesterday = Thursday, so today is Saturday. The day after tomorrow is Monday.
19	**B**	Sofia generalises from a single year. If nine of the previous ten September fetes were dry, one wet year is a poor reason to move. A, C and D do not address her *reasoning* — D is an argument about the conclusion, not about how she reached it.

READING THE RESULT

16–19 correct: your child is on track — the work now is pace and consistency under the real clock. **11–15:** a good base; look at which section lost the marks, because the three sections improve in different ways. **10 or fewer:** completely normal for a child who has not met this style of question before — Thinking Skills in particular is not taught at school, and it is the section that improves fastest with a method.

Want a teacher to go through this paper with your child — free?

We run live online classes covering all three OC sections in the real test format: a teacher on a shared whiteboard, homework corrected with written feedback, and a WhatsApp update after every class. Classes are scheduled in Australian time. The first class is free.

Book: portal.mathkariconcepts.com/australia · WhatsApp: +91 81780 67747