

General Achievement Test 2022

Section B

Wednesday 7 September 2022

Reading time: 1.15 pm to 1.30 pm (15 minutes)

Writing time: 1.30 pm to 3.00 pm (1 hour 30 minutes)

QUESTION BOOK

Structure of book

<i>Type of question</i>	<i>Number of questions to be answered</i>	<i>Suggested times (minutes)</i>
Writing task	1	30
Multiple-choice questions	50	60

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers, an English and/or bilingual dictionary and one scientific calculator.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or correction fluid/tape.

Materials supplied

- Question book of 36 pages
- Answer book for the writing task
- Answer page for multiple-choice questions on page 7 of the answer book

Instructions

- Write your **student number** in the space provided on the answer book.
- Write your **name** on the multiple-choice answer page on page 7 of the answer book.
- Follow the times suggested for each type of question.
- All written responses must be in English.

At the end of the test

- You may keep this question book.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

Consider the four pieces of information below.

Develop a piece of writing presenting your point of view.

Your writing will be judged on your ideas, how well you organise and present your point of view, and how effectively you express yourself.

Use one or more of the pieces of information to support your writing.

I

It is much better to be true to yourself, to be an individual, than to follow the crowd.

II



III

Being part of a group makes us more accepting of others.

IV



THIS PAGE IS INTENTIONALLY BLANK

MULTIPLE-CHOICE QUESTIONS

Answer this section in the GAT ANSWER BOOK.

Mark your answers on the Multiple-Choice Answer Page.

You are advised to allocate 60 minutes to this task.

Answer **all** questions in pencil.

Shade your answers on the multiple-choice answer page (page 7) of the answer book.

Choose the response that is **correct**, or that **best answers the question**.

A correct answer scores 1; an incorrect answer scores 0.

Marks will not be deducted for incorrect answers.

No marks will be given if more than one answer is completed for any question.

Questions 1 – 3

A Christmas tree farm grows two types of tree (Spruce and Pine), either from seedlings or from saplings.

**A seedling****A sapling**

The following table can be used to determine the number of seedlings or saplings in a given area (number per square metre, m^2) that should be planted in different plots on the farm. Only one type of tree is planted in each plot.

Orientation of plot	Recommended number of trees	
	Spruce	Pine
South-facing	one sapling per $40 m^2$	one sapling per $100 m^2$
North-facing	four seedlings per $100 m^2$ or one sapling per $100 m^2$	one sapling per $50 m^2$ for the first $300 m^2$ and one sapling for each additional $100 m^2$

- 1 What is the recommended number of Spruce or Pine saplings for a south-facing, $3000 m^2$ plot?

	Spruce	Pine
A	30	30
B	30	32
C	75	30
D	75	40

- 2 A plot is to be planted with 25 saplings according to the recommendations.

Of the following, which plot would have the smallest total area?

- A** a south-facing plot planted with Pine
B a south-facing plot planted with Spruce
C a north-facing plot planted with Pine
D a north-facing plot planted with Spruce

- 3 The farm managers followed the recommendations and planted 20 Pine saplings on a north-facing plot.

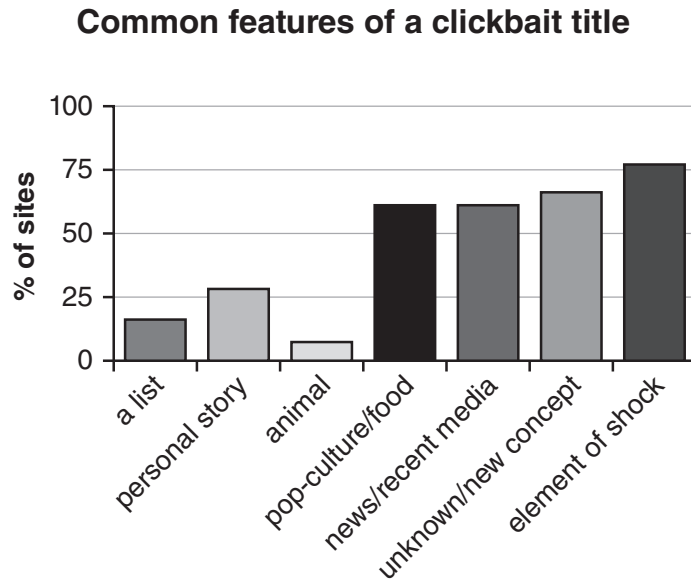
How many Spruce seedlings could have been planted instead?

- A 80
- B 68
- C 56
- D 40

Question 4

The term *clickbait* refers to internet content (articles, photographs etc.) whose main purpose is to attract attention and encourage visitors to click on a link to a particular web page.

The following graph shows the results of a survey into why people are likely to click on certain clickbait titles.



- 4 Given the information in the graph, which of the following headlines would get the most clicks?
- A *Well-known chef arrested for using banned ingredients.*
 - B *Learn to speak Italian in six months in 50 lessons.*
 - C *Meet Clancy, the adorable black-and-white poodle.*
 - D *The ten best movies of all time according to this critic.*

Questions 5 – 8

The following passage is from a memoir. A boy recounts his first day at school.

On my first day at primary school, Mum led me into the classroom and introduced me to Miss Stoddard, who took my hand and showed me to a desk and told me I was to share it with another student. Mum then bent down and gave me a hug and told me she'd see me after school. As she walked blithely out the door, I realised my childhood had ended. Our partnership was broken in that moment. I had been sold and was now the chattel of an institution. 5

I felt the air go cold around me, watching her walk away. Until this moment I had had no presentiment¹ that life had an ending – and yet here it was. Our world, the perfect workaday symbiosis² of Mum and me, was over. And our love apparently hadn't even been symbiotic. I'd needed her, but she hadn't needed me. She went out the door without looking back. I tried to imagine tears running down her face, but giggles and glee flashed from her imaginary mouth and my first five years felt like a fraud. I should have known. She had form. She'd sold three children before me into the clutches of scholarly servitude – unto this very grimy school. 10

This crushing revelation of my abandonment may have coloured my view on the new companions. Or perhaps they were just ugly. I looked around at my fellow students and saw girls with runny noses, boys with grey shirts tucked hard into shorts that belonged to much bigger boys. Boys with crew cuts, and others maniacally hirsute³. Some kids were smugly pink, having been brutally washed for their educational debut. Others, shoeless and in buttonless shirts, smelt sour and stray. Some few were ironed and portly, and some were all dotted about with scabs and freckles, underfed, silent and bruised. 15 20

¹ *presentiment*: a feeling of something about to happen, especially something evil

² *symbiosis*: the living together of two organisms, which is necessary to both

³ *hirsute*: hairy

- 5 The passage suggests that before he went to school, the boy saw his relationship with his mother as
- A mostly tolerable.
 - B mutually sustaining.
 - C unhealthily dependent.
 - D exciting and unpredictable.

- 6 On the first day of school, it is likely that the boy senses that his mother is feeling
- A proud.
 - B nostalgic.
 - C liberated.
 - D regretful.
- 7 Which word could be substituted for the word ‘fraud’ as it is used in line 13, without changing the meaning?
- A blackmail
 - B forgery
 - C hoax
 - D decoy
- 8 Which of the following phrases from the passage best captures the boy’s first impressions of the education system in general?
- A ‘our partnership was broken’
 - B ‘clutches of scholarly servitude’
 - C ‘unto this very grimy school’
 - D ‘brutally washed for their educational debut’

Questions 9 – 12

In each of the grids below, white squares contain the numbers 1 to 9. Each number appears only once. Grey squares contain the sum of the numbers in the white squares in the same row or column.

For example, in this grid

$$7 + 8 + 9 = 24$$

$$2 + 5 + 8 = 15$$

	1	2	3	
	4	5	6	
24	7	8	9	
		15		

In the following questions, the symbols ‘?’ and ‘X’ represent missing numbers.

9 In this grid, what does X represent?

	9	?	4	18
14	1	?	6	
	?	X	?	
	13		12	

- A 3
- B 5
- C 7
- D 8

10 In this grid, what does X represent?

X	?	1	?	
	?	?	?	22
13	?	?	?	

- A 9
- B 10
- C 17
- D 31

11 In this grid, what does X represent?

14	?	?	X
	2	8	?
	5	7	?
			18

- A 4 only
- B 6 only
- C 9 only
- D 4, 6 or 9

12 In this grid, what does X represent?

	1	?	?
	5	?	?
17	2	?	7
		21	X

- A 13
- B 14
- C 15
- D 16

Questions 13 – 15

The following statements are about the form of humour called ‘wit’.

I	‘Wit is cultured insolence.’
II	‘Wit is better as a seasoning than as a whole dish.’
III	‘Humour wades across a brook; wit jumps over it.’
IV	‘Wit gives an edge to sense, and recommends it extremely.’
V	‘We are fonder of wit joined to malice than dullness without it.’
VI	‘The monuments of wit survive the monuments of power.’
VII	‘Wit makes its own welcome, and levels all distinctions.’

- 13** Each of the options below gives advice on how to tell a joke in a way that is *witty* rather than *humorous*.

Which piece of advice is most consistent with the understanding of wit in statement **III**?

- A** ‘Be offbeat – tell it in a way that is quirky and slightly confronting.’
 - B** ‘Be dramatic – infuse the telling with great detail and build up suspense.’
 - C** ‘Be yourself – just tell it in whichever way feels most comfortable.’
 - D** ‘Be deft – tell it in a way that combines rapidity with precision.’
- 14** Which statement is most critical of wit?
- A** I
 - B** II
 - C** III
 - D** IV

- 15 The authors of statements **V**, **VI** and **VII** would most likely all agree that wit
- A inspires people to acts of greatness.
 - B indirectly undermines social harmony.
 - C helps unite people with differing views.
 - D has a special capacity to captivate others.

Question 16

- 16 Which of the following sentences are needed to **validate** the following statement?

Some six-year-olds are clever.

Sentence 1: Anyone who can read an astronomy book is clever.

Sentence 2: Mari is Jabez's only cousin.

Sentence 3: Mari can read an astronomy book.

Sentence 4: Jabez's only cousin is six years old.

- A Sentence 1 and Sentence 4
- B Sentence 1, Sentence 2 and Sentence 3
- C Sentence 2, Sentence 3 and Sentence 4
- D Sentence 1, Sentence 2, Sentence 3 and Sentence 4

Questions 17 and 18

Grains, such as wheat, rice, peas and beans, are an important part of many people’s diet. They contain essential nutrients such as protein, zinc and iron. These crops are farmed globally, including in Australia.

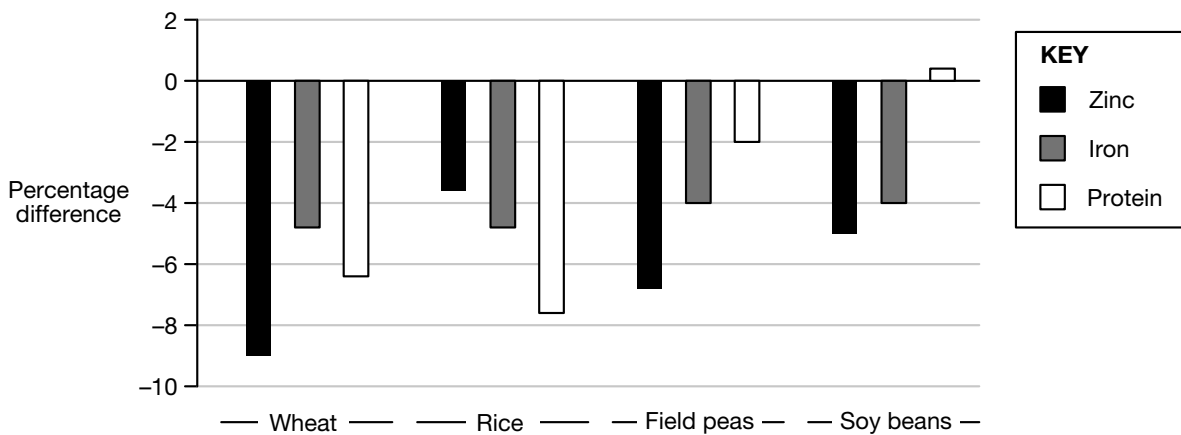
Agricultural scientists are concerned that increasing atmospheric CO₂ levels will change the nutritional value of these crops. A range of crops were tested in three locations (in Australia, Japan and the USA) to see what effect increased levels of CO₂ might have on the crops’ nutrient content.

At each location, they measured and compared the amount of nutrients in plants grown in two conditions:

- ‘baseline CO₂ levels’: about 370 parts per million – the level at the time of the experiment
- ‘high CO₂ levels’: about 560 parts per million – the level expected to be reached by 2070.

The high CO₂ levels were produced by releasing CO₂ around some areas of the crops within the fields in which they were growing.

The graph shows the percentage difference in the amount of essential nutrients in the crops grown at high CO₂ levels when compared to the baseline CO₂ levels. For example, there is 9% less zinc in the wheat grown at high CO₂ levels than in wheat grown at baseline CO₂ levels.



Percentage difference in amount of essential nutrients per gram of grain

- 17** Conditions, such as the amount of rainfall, days of sunshine, or type of soil, can vary significantly between the locations.

How could the scientists be sure that it was the CO₂, and not any other factor, that resulted in the decrease in nutrients observed?

- A** The same types of crops were grown at all locations.
 - B** The same CO₂ levels were compared at all locations.
 - C** Crops grown at high CO₂ levels were compared to crops grown at baseline CO₂ levels at the same location.
 - D** Crops grown at high CO₂ levels were compared to crops grown at high CO₂ levels at other locations.
- 18** Which of the following questions can be answered using the data provided?
- A** Will people's diets contain enough zinc in the future?
 - B** Is the percentage of zinc in rice affected by CO₂ level?
 - C** What will be the percentage change in the amount of zinc in rice in the future?
 - D** How much will the amount of zinc in rice increase if CO₂ levels are decreased below 370 parts per million?

Questions 19 – 22

Tanya is planning to build a drone called a multicopter. She hasn't yet decided which type of multicopter she will build – a tricopter (3 motors), a quadcopter (4 motors) or a hexacopter (6 motors).

Table 1 lists the numbers of the different parts needed to build the types of multicopter. Table 2 gives the cost of the parts. Because the parts come in packs, Tanya cannot always buy the exact number of parts she needs.

Table 1

	Number of parts needed			
	Base kits	Arms	Motors	Propellers
tricopter	1	3	3	12
quadcopter	1	4	4	16
hexacopter	1	6	6	18

Table 2

Type of pack	Number of parts per pack	Cost per pack
Base kits	1	\$30
Arms	4	\$15
Motors	2	\$10
Propellers	4	\$5

- 19** What is the minimum cost of buying enough parts to build one tricopter?
- A** \$165
B \$80
C \$75
D \$60
- 20** What parts are left over after building two hexacopters for minimum cost?
- A** two propellers
B two motors and two propellers
C two motors and two arms
D There are no parts left over.

- 21 What is the smallest number of quadcopters Tanya could build and **not** have any parts left over?
- A one
 - B two
 - C three
 - D four
- 22 Which of the following combinations of multicopters could be built and **not** have any parts left over?
- A one quadcopter and one hexacopter
 - B two tricopters and one hexacopter
 - C four tricopters and one hexacopter
 - D four tricopters and one quadcopter

Question 23



- 23 Which of the following most strongly **opposes** this view?
- A Many students eat unhealthy foods at home.
 - B Healthy foods can be obtained from many sources.
 - C Some students aren't interested in eating healthy foods for lunch.
 - D Providing healthy lunches for students is not a school's responsibility.

Questions 24 – 27

The following speech was given at the first meeting of the Womanhood Suffrage League of NSW in 1891. The term 'suffrage' refers to the right to vote in political elections.

By-and-by¹, our daughters and our granddaughters, who stand in the dawn of the twentieth century – the woman's century – will say: '... they only tottered on the narrow path which has merged into the broad road on which we walk so freely.' But we hope they will say, if they remember the little band of women who stand here tonight, 'They did what they could.'

Dora Montefiore

¹ *By-and-by*: eventually

24 In her address, Montefiore most likely intended to

- A** congratulate.
- B** caution.
- C** provoke.
- D** reassure.

25 Which of the following statements is most clearly reflected in this speech?

- A** The more things change, the more they remain the same.
- B** Those who cannot learn from history are doomed to repeat it.
- C** The ideals of one age become the realities of the next.
- D** Change doesn't always mean progress.

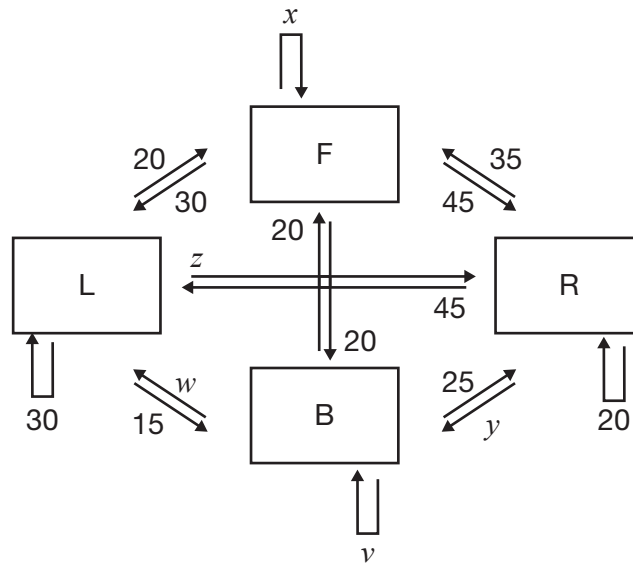
- 26** In her speech, Montefiore most strongly emphasises the idea that women of the twentieth century will
- A** appreciate the obstacles the women before them faced.
 - B** continue to agitate for women's rights.
 - C** be able to take women's rights for granted.
 - D** learn from the mistakes of the Womanhood Suffrage League.
- 27** The speaker's tone is best described as
- A** resolute.
 - B** buoyant.
 - C** militant.
 - D** despondent.

Questions 28 – 30

Dianne’s favourite video game is the dance game *Mega-Step Party*.

In *Mega-Step Party*, there are four different possible moves: Forwards (F), Backwards (B), Left (L) and Right (R). The player needs to follow sequences of five dance moves shown on a screen; for example, B-F-L-R-R.

Based on observations of hundreds of dance games, Dianne created the diagram below. The diagram shows the percentage chance of each of the four moves being the **next step** in the sequence. Some of the percentages are missing and are represented by the letters v , w , x , y and z .



Each move has a 25% chance of being the first move in a sequence, and the chance of a move occurring in a sequence depends **only** on the previous move in the sequence.

For example, after Left (L), there is a 20% chance that the next move will be Forward (F), and if it is Forward (F), then there is a 45% chance that the next move will be Right (R), and so on.

28 What is the value of z ?

- A** 35
- B** 45
- C** 55
- D** 65

29 In a sequence that begins with F-R-L-, the most likely next two moves are

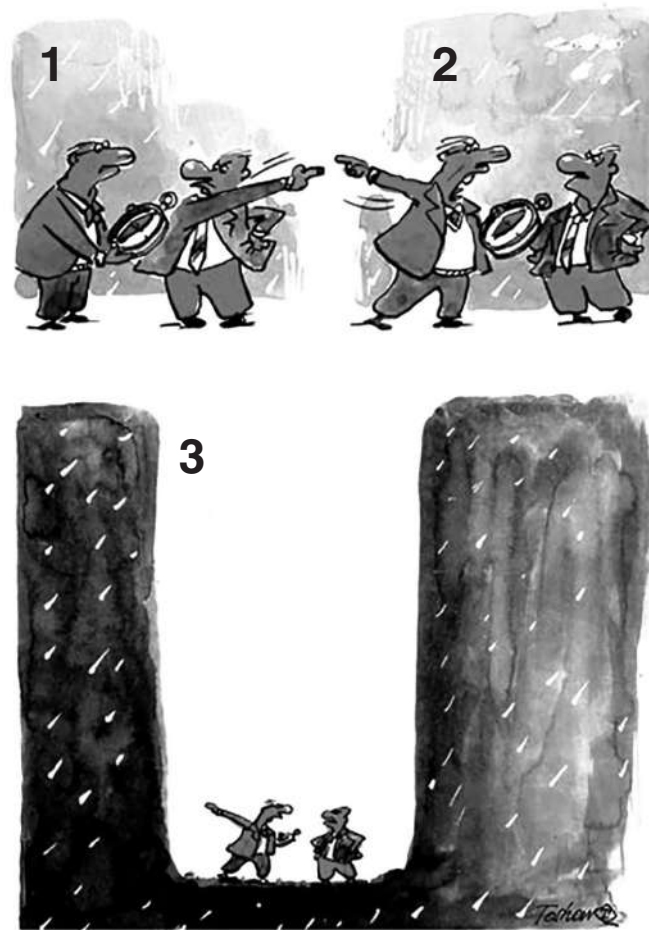
- A** L-L
- B** R-L
- C** R-F
- D** F-R

30 Which of the following sequences is most likely?

- A** R-R-R-R-R
- B** R-F-F-F-F
- C** R-B-B-B-B
- D** R-L-L-L-L

Questions 31 and 32

The following cartoon has three panels. Note that the man on the left is holding a compass.



31 Below are four pieces of advice about how to solve a problem when there is disagreement.

- I** Allow others to explain their proposed solutions to the problem.
- II** Be willing to stand by your own proposed solutions in the face of criticism.
- III** Examine your own proposed solutions as carefully as you do those of others.
- IV** Think laterally and try to come up with solutions that have not yet been proposed.

Which pieces of advice are most consistent with the message of the cartoon?

- A** I and II only
- B** I and IV only
- C** II and III only
- D** III and IV only

32 By including the compass, the cartoon is making a point about the tools people use to help them solve problems.

Which of the following points is most clearly suggested?

- A** People should apply common sense when using tools.
- B** Tools help people who would otherwise fail to succeed.
- C** It is more rewarding to use simple tools than complex ones.
- D** Tools can malfunction and should never be relied upon.

Questions 33 – 35

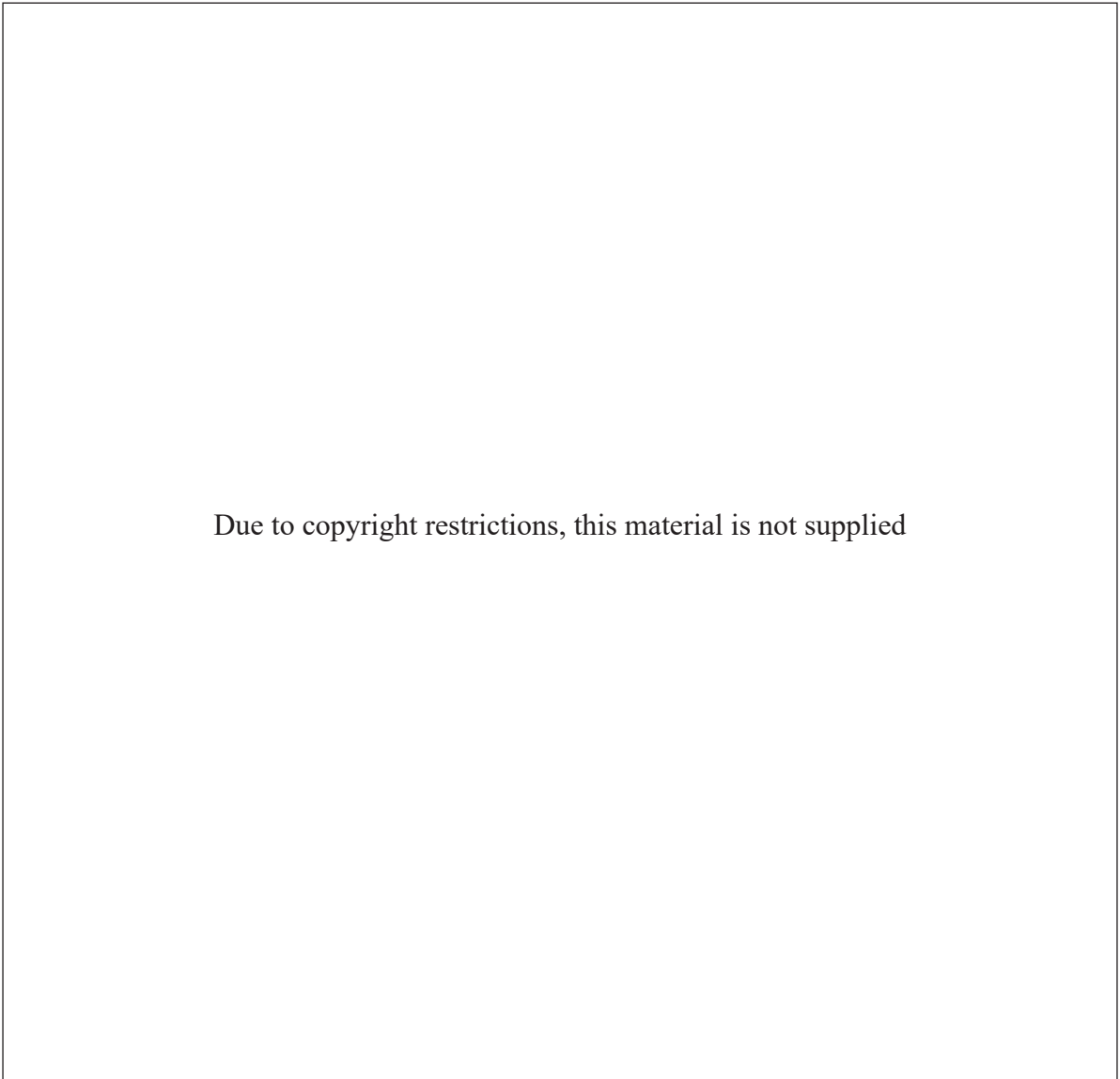


Figure 1

33 If native mammal populations increase during boom periods, which predator populations would be expected to increase?

- A** dingoes only
- B** dingoes and foxes only
- C** foxes and cats only
- D** dingoes, foxes and cats

34 Which of the following statements about the relative numbers of cats and foxes is best supported by the model?

- A** Cat numbers tend to decrease and fox numbers increase, in both boom periods and bust periods.
- B** Cat numbers tend to increase and fox numbers increase, in both boom periods and bust periods.
- C** Cat numbers tend to increase and fox numbers increase, in boom periods but not in bust periods.
- D** Cat numbers tend to increase and fox numbers increase, in bust periods but not in boom periods.

35 Conservation of small native mammals requires programs that limit fox and cat populations.

These programs can be more effective if they have specific targets.

Which of the following would be the most likely recommendation for these programs from the study?

- A** Programs should target cats and foxes during bust periods, while dingoes limit cat and fox populations during boom periods.
- B** Programs should target cats and foxes during boom periods, while dingoes limit cat and fox populations during bust periods.
- C** Programs should target foxes in bust periods and cats in boom periods.
- D** Programs should target dingoes, rather than cats and foxes.

Questions 36 – 38

The following passage is from an online article about Kraftwerk, a German electronic music band formed in 1970. One of its members, Florian Schneider, died in May 2020.

After the death of Florian Schneider was announced on Wednesday, one of the most shared video clips on social media was of a group of young black Americans dancing to Kraftwerk's 1981 track *Numbers* ... Snipped from a 1991 Detroit cable TV programme, it appears to present a utopian¹ moment, a dissolving of all the boundaries, usually so carefully policed, of race, class, technology and authenticity.

5

It points to what made Kraftwerk so important: their forging of a link between the two most revolutionary things that happened in the arts in the 20th century, the two movements that transformed people's everyday lives – African-American music and functional, minimalist modernist design.



Comment 1

It always amazes me how contemporary idealists turn art that has been produced to make dystopia² bearable – an art that reinforces the only reality the artists know – into something it isn't. If you want to understand Kraftwerk, you need to think of the world in which it was created. Germany after World War II was a very bleak place.

Comment 2

Of course you can dance to Kraftwerk but the band was always careful to seem as if they discouraged that, as if such a use of their work would be 'off-label'.

¹ *utopia*: an ideal place or state

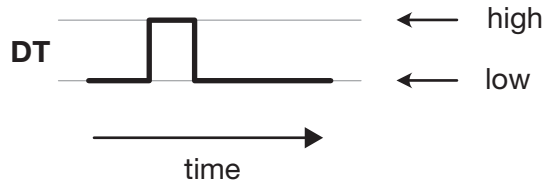
² *dystopia*: a society characterised by human misery

- 36** The writer says the video presents a ‘utopian moment’ (line 4).
In the context of the passage, to what is he referring?
- A** music’s power as a unifying language
 - B** the dancers’ spontaneity and lack of inhibition
 - C** Kraftwerk’s approval of African-American music
 - D** the respite that dance provides from people’s everyday routines and worries
- 37** Comment 1 mainly claims that the writer of the passage has
- A** focused only on the electronic element of Kraftwerk’s music.
 - B** inaccurately described the origins of Kraftwerk’s music.
 - C** exaggerated the popularity of Kraftwerk’s music.
 - D** misinterpreted the nature of Kraftwerk’s music.
- 38** Comment 2 suggests that Kraftwerk’s members acted as if they did **not** want their music to be interpreted as
- A** uplifting.
 - B** subversive.
 - C** instructional.
 - D** experimental.

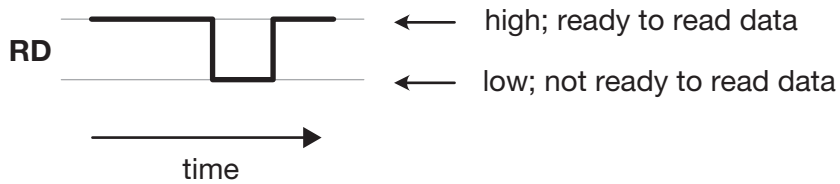
Questions 39 – 42

A computer uses a combination of two different signals (**DT** and **RD**) to read *bits* of binary data. A bit is either a '1' or a '0'.

DT encodes the binary data. The data are represented as 'high' or 'low' on a graph. 'High' corresponds to '1' and 'low' corresponds to '0'.

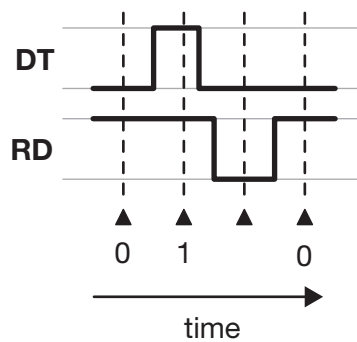


RD indicates the computer's readiness to read the information encoded by **DT**. On a graph, 'high' indicates that the computer is ready to read data; 'low' indicates it is not ready.

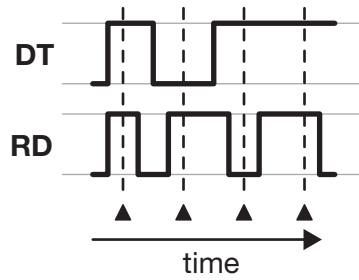


A timer controls the computer's activity. In the figures below, the ticks of the timer are represented by ▲. When the timer ticks and **RD** is 'high', the computer reads one bit of data, either 1 or 0.

For example, the computer reads the signals below as '010'. **DT** is not read on the third tick because **RD** is 'low'.



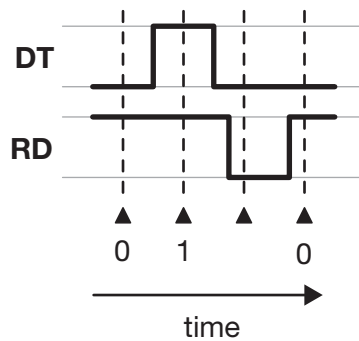
39 Consider the following signals.



What does the computer read?

- A '101'
- B '111'
- C '1011'
- D '1101'

40 Consider the following signals.

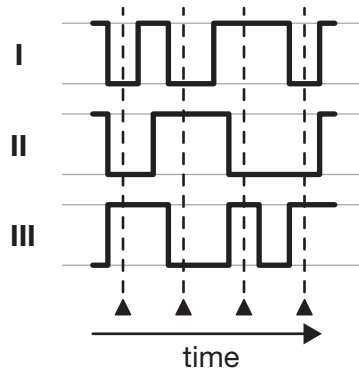


Suppose that the **RD** signal and the **DT** signal were swapped.

What would the computer read?

- A '1'
- B '010'
- C '101'
- D '0100'

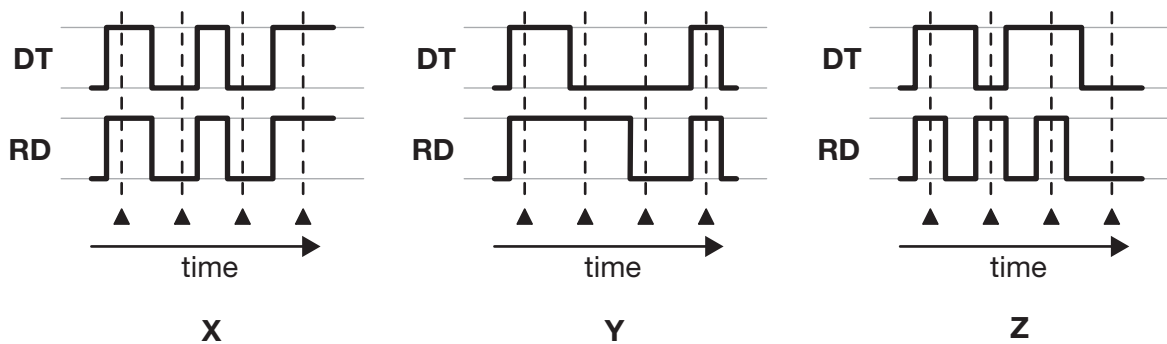
41 Consider the following signals.



If the computer reads '010', which of I, II, and III is RD and which is DT?

- | | RD | DT |
|---|-----|-----|
| A | III | II |
| B | I | III |
| C | II | III |
| D | III | I |

42 Consider the three sets of signals, X, Y and Z.



For which of X, Y and Z would the computer read the same sequence of bits?

- A X and Y
- B X and Z
- C Y and Z
- D The computer would read the same sequence for each of X, Y and Z.

Questions 43 and 44

The currencies (money) of different countries have different *purchasing power*. The purchasing power (PP) of a currency is the amount of goods that can be bought with one unit of that currency (e.g. one dollar, one pound, one bitcoin). The PP of different currencies can be related to each other by comparing the amount of equivalent goods that each currency can purchase.

The following ratios relate the PP of four different currencies (W, X, Y and Z).

$$W:X = 1:3$$

$$Y:X = 2:1$$

$$Z:Y = 2:3$$

$$X:Z = 3:4$$

For example, one unit of X purchases three times the amount of equivalent goods as one unit of W; therefore, X is said to have three times the PP of W.

43 One unit of which of the currencies purchases the greatest amount of equivalent goods?

- A** W
- B** X
- C** Y
- D** Z

44 Another currency, U, has two times the PP of Y.

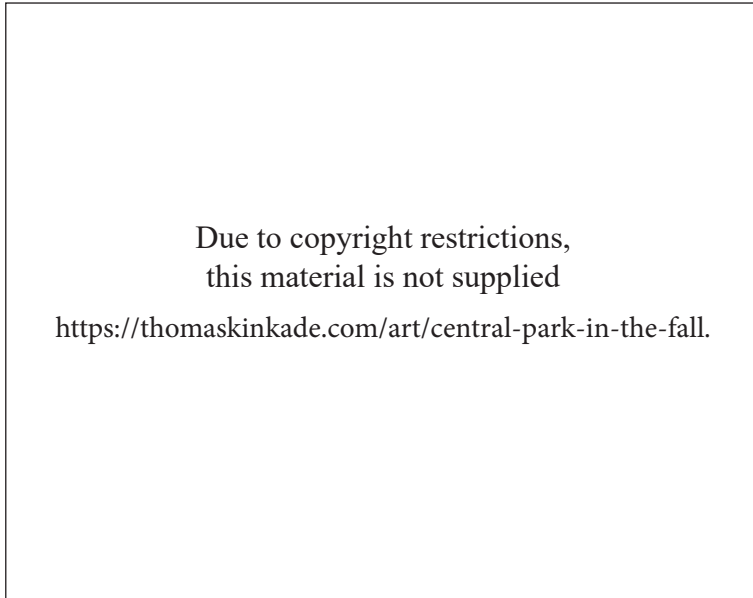
How many units of W are needed to purchase the same amount of equivalent goods as 3 units of U?

- A** 4
- B** 6
- C** 12
- D** 36

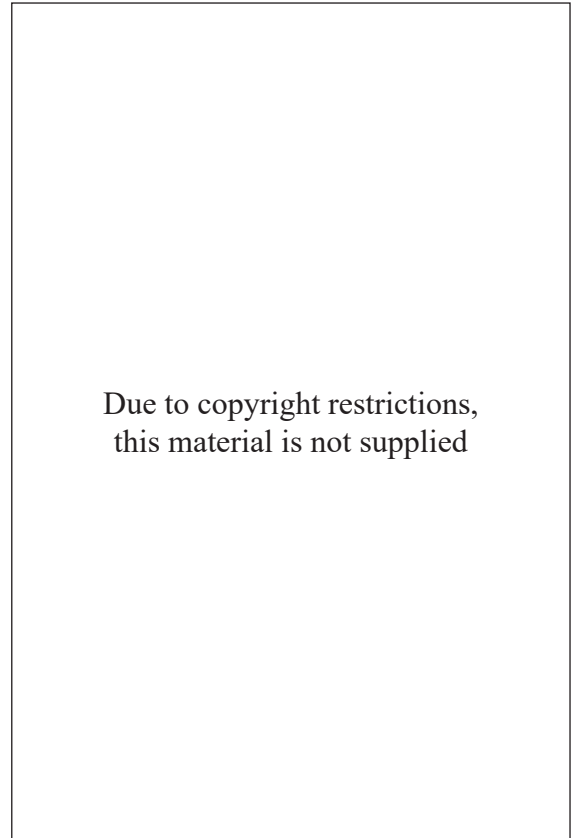
Questions 45 – 50

The four paintings below each depict the Gapstow Bridge in New York City's Central Park. The bridge spans an artificial lake called The Pond. Beyond the bridge is the Manhattan skyline.

I



III



II

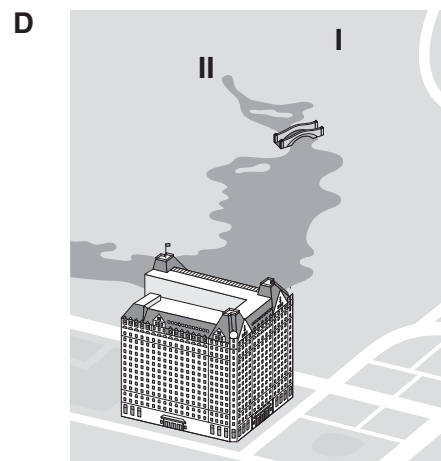
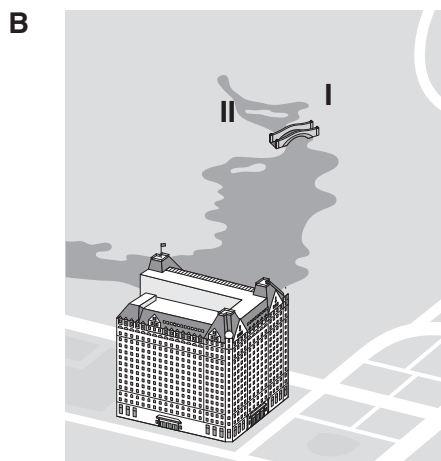
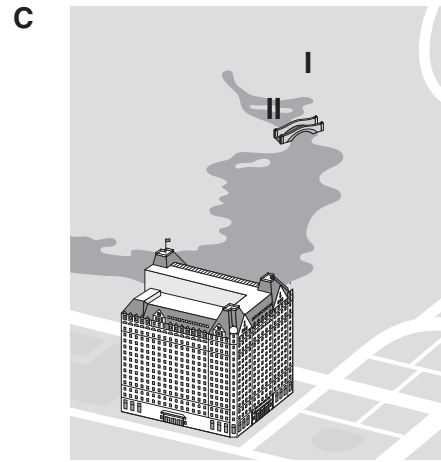
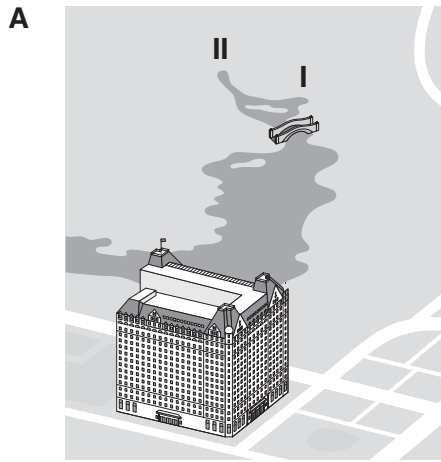


IV



- 45 Below are four versions of the same map, which gives a rough overview of The Pond and some of the surrounding landmarks.

Which version of the map best indicates where the artists of paintings I and II most likely stood when painting their works?



- 46 In comparison with painting IV, painting I presents Central Park as being more

- A elegant.
- B cheerful.
- C dynamic.
- D cold.

47 The atmosphere in painting **II** is best described as

- A lively and buoyant.
- B tense and threatening.
- C dreamy and romantic.
- D melancholic and wistful.

48 Paintings **I** and **II** depict the city buildings of Manhattan differently.

Which of the following pairs best describes this difference?

	In I, the city buildings are	In II, the city buildings are
A	imposing.	indistinct.
B	mysterious.	mundane.
C	obscured.	emphasised.
D	harmonious.	jarring.

49 Which of the following describes a key aspect of painting **III**'s composition?

- A Lines and edges are blended, creating a smooth, flowing aesthetic.
- B Objects are reduced to their essence and represented as simplified icons.
- C Brushstrokes are bold and sweeping, giving a sense of movement and variation.
- D Perspective is distorted to emphasise empty space and create a sweeping panorama.

50 A cultural critic made the following comment about Central Park.

‘Central Park is often regarded as a shining example of how to “bring nature back to the city”; but this is a foolish notion ... The Park is an extension of the city’s monotony, not a refuge from it.’

Which painting best reflects the critic’s perspective?

- A I
- B II
- C III
- D IV

THIS PAGE IS INTENTIONALLY BLANK

Acknowledgements

Goddard C, 2009, 'Non-Uniform Day', © Cartoonstock, www.cartoonstock.com.

Khoja N, 2016, Clickbait graph 2016 (adapted); Venngage.com, <https://venngage.com/blog/7-reasonswhy-clicking-this-title-will-prove-why-you-clicked-this-title>.

Cameron A, 2015, *Boyhoodlum*; © Anson Cameron. First published by Penguin Books 2015; reprinted by permission of Penguin Random House Australia.

Borkovic T, 2020, Argument cartoon; www.irancartoon.com/gallery-of-cartoons-by-tosoborkovic-serbia; © Toso Borkovic 2020

Hatherley O, 2020, 'Dancing to Numbers', *London Review of Books*, 8 May 2020, London; © LRB Ltd. Nicholas Spice.

Kraftwerk image, ca 1970s, © Getty Images (Michael Ochs Archives); photo by Fröhling/Kraftwerk/Getty Images.

Schaller Thomas W, 2012, *The Gapstow – Central Park*; <http://tweschaller.blogspot.com/2012/01/gapstow-central-park.html>.

Earle E, 1983, *Central Park*; www.wikiart.org/en/eyvind-earle/central-park-1983.

Kinkade T, 2010., *Central Park in the Fall*; Thomas Kinkade Studios, <https://thomaskinkade.com/art/central-park-in-the-fall>.

Rosene B, 2018, *Skating in Central Park* (2018); © Barbara Rosene Paintings; www.barbararosenepaintings.com/barbaras-store/skating-in-central-park