



Guidance Notes

Removes (Year 9) Entrance Examinations

There are three examination papers: Mathematics, English and an Online Assessment that measures verbal, numerical and non-verbal ability.

Mathematics

The examination is 50 minutes in length, and is designed to assess a candidate's basic numeracy skills, their understanding of number in everyday contexts and their ability to work logically to solve problems. Candidates sitting the exam should expect to be asked to complete tasks from the list below. This is offered as a guide; it is not an exhaustive list and not all topics will be tested. The exam is set at (approximately) National Curriculum levels 4-5.

- Addition, subtraction, multiplication and division of whole numbers
- Calculations with time, money and units
- Understanding and manipulation of fractions and decimals (place value)
- Shape and space work including properties of shapes
- Basic algebra
- Simple probability

English

The examination is a writing assessment and 30 minutes in length.

Pupils will be asked to write a continuation of the passage provided in the reading assessment. They should consider the experience of the main character so far and then continue to write an imaginative account of what happens next. Pupils should remember to be descriptive in their response and, particularly, to think about the setting and feelings the character will experience. Pupils should aim to use exciting and mature vocabulary and they should try to use a range of punctuation. Pupils should present their response in paragraphs.

Online Assessment

The online assessment measures verbal, numerical and non-verbal ability. The assessment will take approximately 1 hour. All sections are individually timed and only the very able are expected to complete each section.

In order to familiarise pupils with the assessment, please click on the link below:

<https://www.intuproject.org/CEMSelect/CSFamiliarisation.html>

The link will introduce them to the look and feel of the assessment and get them used to the ways of answering questions using the keyboard and/or mouse.

Please note that the CEM assessment familiarisation uses Adobe Flash which does not run on iOS. Please open on a Windows or Mac OS X computer enabled with Adobe Flash. The familiarisations will not open on iPhone and iPad as these do not support Adobe Flash.

Verbal Reasoning

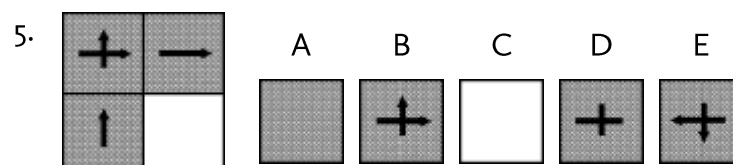
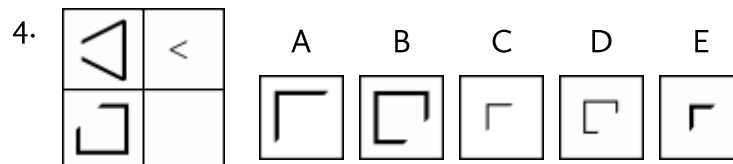
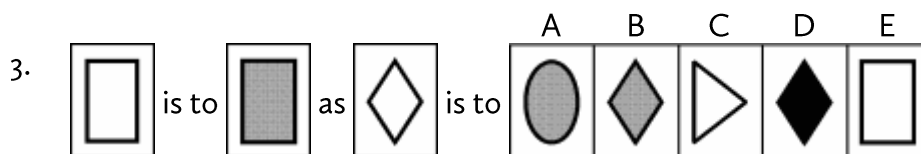
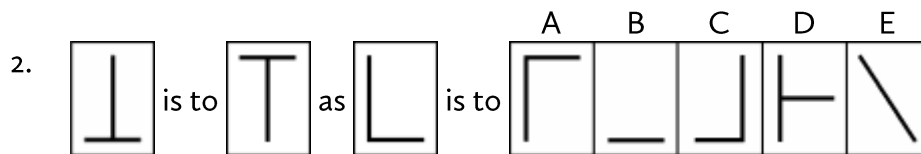
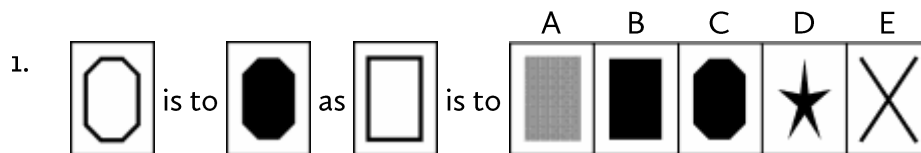
Verbal reasoning requires candidates to identify patterns, similarities and differences between words and demonstrate their ability in language. They indicate how your child deals with new information and indicates the likely ease with which they acquire new concepts.

Non-Verbal Reasoning

Non-verbal reasoning asks candidates to make sense of unfamiliar information. It does not require any language skills so is particularly good for those who struggle with the written word or those with English as a Second Language. The results help to evaluate how a candidate acquires new concepts and masters new material in a wide range of school subjects.

The following are examples of reasoning questions but the exact format of the online assessment questions will vary. Pupils may wish to visit websites such as Athey Educational www.athey-educational.co.uk or GL Assessment (www.gl-assessment.co.uk) who have a large collection of Verbal and Non Verbal Reasoning practice papers.

Non Verbal Reasoning Examples



Verbal Reasoning Examples

Read each question carefully and then answer it in the way it tells you.
The alphabet is printed here to help you:

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

BEGIN HERE:

- 1. Which letter in the word BEGIN occurs latest in the alphabet?**
Write your answer in the brackets (.....)
- 2. Which letter occurs most often in the word MATTER?**
Write your answer in the brackets (.....)

In the next question find in the brackets a word which is *OPPOSITE* in meaning to the word printed in capital letters and underline it. Here is an example.

BAD (happy | pretty | sweet | good | red)

“Good” is underlined because it is the opposite of “bad”.

Now do question 3. Remember you have nothing to write, only *UNDERLINE* what you think is the right answer.

- 3. FAT** (rough | heavy | thin | wet | soft)

Look at this example.

Table is to Wood as Knife is to (tar | bread | chair | spoon | steel)

“Steel” is underlined because just as a table is made of wood, so a knife is made of steel.

Now do question 4. Underline the correct answer in the brackets.

- 4. Boy is to Girl as Man is to** (sailor | woman | child | teacher | queen)

- 5. In the following list of words, four of the words are alike in some way, and one is different. Underline the different one.**

potato | carrot | cabbage | cake | turnip

- 6. The following numbers can be arranged in the order of their size. Underline the FIRST and the LAST numbers in the new order. Be sure to underline two, and only two, numbers.**

7 | 4 | 2 | 6 | 9

Look at this example.

horse | cow | dog | cat | animal

“Animal” has been underlined, as all the other words are names of animals.

- 7. Underline that word which tells you what all the others are.**

coat | clothes | stockings | shirt | trousers

- 8. In the following sentence underline that word in the brackets which is correct or makes best sense:-
If yesterday was Thursday, tomorrow will be**

(Monday | Tuesday | Wednesday | Friday | Saturday)