



Selective Assessment 2015

Familiarisation Sheet

Information

This sample sheet is designed to inform parents and candidates about the 2015 selective assessment in order to:

- Give a feel for the appearance of the actual assessment.
- Introduce some of the symbols and phrases used in the assessment.
- Inform parents and candidates of the invigilation procedure.
- Indicate the range of disciplines that will be tested.
- Highlight the range of answer formats used in the test.

This sheet also includes examples to indicate the range of skills required to complete the assessment and the manner in which questions are answered. This sample sheet is NOT definitive and the inclusion of any question types does not imply that they will be found in the final assessment.

Information about the assessments

- The page number appears at the top corner of each page.
- The title of each section is provided on the top line of each page.

Instructions at the bottom of the page inform you:

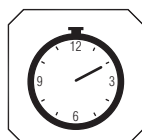
- If you can continue to the next page.
- When you have reached the end of a section.
- When you must wait for further instructions.

Timings for each section are provided on each example page.

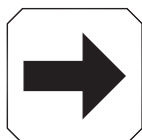
Example instructions are shown at the bottom of this page.

There are no practice test papers provided for these assessments.

Symbols and phrases used in the assessments



Symbol Description:
Time allowed for the section.



Symbol Description:
Go to the next page.



Symbol Description:
Do not turn the page until you are told to do so.



Symbol Description:
Stop working and await instructions.

The testing process

- There are two papers, each administered in under an hour.
- Instructions are provided by a prepared audio soundtrack.
- Before the assessment begins, candidates are asked to check their personal details on the front cover and check that the booklet is complete.
- There is no separate answer sheet. Answers are to be written on the booklet.
- Each paper is made up of several individually timed sections.
- There are examples describing how to answer the questions at the start of each section.
- The candidates can refer back to the examples page as often as they wish.
- Before each section starts, the candidate will be told the time available for the section and the number of questions to complete in that time.
- Candidates should attempt to answer as many questions as they can. If they find a question they cannot answer, they should move on to the next question until they reach the end of the section.
- Candidates will not lose marks for incorrect answers.
- If there is time left at the end of a section, candidates should go back and answer any questions they have missed, but within that section only.

Questions which test numerical reasoning

Bargains at the sales

A department store is having a sale. Malik buys a shirt for £12.99 and a jumper for £9.75.

What is the total cost of his shopping? £ .

- 1** Girls' tops are reduced to £4.49 each. Emily picks out three tops she likes and pays for them with a £5 and a £10 note.

How much change should she get? £ .

- 2** Josh sees a pair of trainers with a tag saying 75% off the recommended price of £65. Josh decides to buy the trainers.

How much will they cost him? £ .

- 3** The shop sells DVDs priced from £5 to £8 each. The sale offers three DVDs for a total of £12.

What is the maximum saving someone can make if they buy three DVDs in the sale, compared with buying them at the standard individual price? £ .

Go to the next page.



Questions which test verbal reasoning

Choose the correct words that complete the passage.

Travel may broaden
 integrate
 isolate
 rectify

the mind but it has an improving
 ordinary
 negligible
 adverse

effect on the bank balance! Although flights are advertised at affordable times,
 prices,
 insurances,
 airports,

4 they frequently have hidden aeroplanes
 consequences
 incomes
 outlays

such as airport taxes and baggage **5** handling
 closing
 storage
 losses

charges which can prove expensive.

Complete the word on the right so that it means the same as the word on the left:

Big – l a r g e

6 Quarrel – m e n t

Mother's Day probably has its origins in Greek or Roman times. In more recent centuries, it has marked occasions when servants were granted an afternoon off work to visit their mothers. A commercial element has added a contemporary twist to the tradition with the advent of Mother's Day cards.

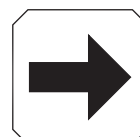
When does the passage suggest that the tradition of Mother's Day began?

- No-one can guess when it may have started.
- It is a modern invention.
- It is likely to date back to Ancient Rome or Greece.
- Last century, when servants were given time off work to see their mothers.

7 What does the author say about the effect of Mother's Day cards on this tradition?

- a They provide a money-making opportunity.
- b They have brightened up the celebrations.
- c They have twisted the real meaning of Mother's Day.
- d They are not necessary for this historic celebration.

Go to the next page.



Questions which test non-verbal skills

8

a b c d

9

a b c d

Answers

- | | | |
|-----------|-------------|------|
| 1. £1.53 | 4. outlays | 7. a |
| 2. £16.25 | 5. handling | 8. a |
| 3. £12.00 | 6. argument | 9. b |

STOP WORKING. You may check your answers in this section only.

