

Grammar School Assessment

Suitable for CEM, GL, CSSE (Essex), SET (Sutton) & ISEB Examinations

Mathematics - Score: 69/75

Percentage: 92%

Target: 80%+

	Correct	Partially Correct	Incorrect
1	Stacked 3 digit addition & subtraction		
2	75 - 230 + 664		
3	Stacked multiple digit multiplication		
4	Short & Long Division		
5	Converting words to numbers and adding		
6	Combining set amount of GBP coins to give a certain value		
7	Two numbers add to give 6 and their difference is 6		
8	Filling in value to make sum correct		
9	Adding prices on receipt and calculating change received		
10	Addition, subtraction and manipulation of fractions		
11	Addition, subtraction and manipulation of fractions		
12	Addition, subtraction and manipulation of fractions		
13	Addition, subtraction and manipulation of fractions		Question omitted, addition and subtraction of fractions.
14	Calculating area		
15	Write the expression for 9 subtracted from p		
16	Quick multiplication by rearranging		
17	Rounding decimal		
18	Converting words to numbers (including decimal places)		
19	Expression for perimeter using algebra		
20	Calculating 'capacity' and converting from m ³ to litres		Incorrect conversion, 1m ³ = 1000l.
21	Identifying place value		
22	Understanding meaning of 'edge' and 'face'		
23	Dividing non integers and giving decimal answers		
24	Using scale on map to convert distances		
25	How many leap years between 29/02/2000 and today not including 29/02/2000?		Answer given as a fraction rather than absolute value
26	Difference between numbers = 1 and sum of squares = 25		
27	£25 after 1/3 off, what is the original price?		
28	Express surface area of cube using algebra with side length of a		
29	3 consecutive numbers, sum of first 2 is 5 more than 3 rd		
30	Completing linear series		
31	Calculating perimeter of hexagon given 'diameter'		
32	What percent of 20 is 30?		
33	Calculating area of irregular polygon		
34	Negative temperatures		-7° decreases by 5° to give -12°

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35	Applying ratios of ingredients in recipe	
36	Reading pie charts and applying angles in a circle knowledge	
37	Finding the Lowest Common Multiple	
38	Express $\frac{3}{8}$ as a decimal	
39	Comparison of feet to metres	
40	Using estimation to perform multiple calculations	
41	Recognising the Fibonacci sequence and finding next term	
42	Processing large amount of information from data set	
43	Negative number series	
44	Train timetable comparison	
45	Working backwards to calculate original cost	
46	Angles rules for straight line and triangles	
47	Nets	
48	Probability	
49	Mean, median, mode and range	
50	Calculating all combinations given multiple choices	

Overall, Katya performed extremely well in this maths assessment with the highest mark of the cohort. She took care in showing her working out and writing was clear and legible.

Katya finished the paper early and did check it through. In the actual exam, it's highly recommended she spends the full amount of time checking and rechecking. Often students don't spot mistakes when looking through the same solutions so it is advised that if Katya has the time, she should reattempt the questions from scratch using a different method if possible and see if she gets the same answer.

Question 20 requires understanding of the conversion between volume and capacity. Although rarely asked, it is worth knowing conversions between the most common metric and imperial units.

Other than these minor issues, Katya performed very well and should be in a great position for her upcoming exams. One final point to note is, if Katya makes a mistake it is always much better to cross out the whole line/equation and rewrite it.

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English - Score: 37/50

Percentage: 74%

Target: 80%+

1	Find three adjectives from the text to make that make the weather sound appealing. (3 marks) Katya got 2/3 of the adjectives from the text. A common mistake was to write a group of words rather than just one word. For example, 'unwaveringly sunny skies' did not get a mark as it is 'sunny' that is the adjective. Another common answer was 'unwaveringly' however this is an adverb and not an adjective.
2	This question asked for the definition of three words in the context used in the passage. (6 marks) It is important to note that this was a 6 mark question, and hence required more than a one word answer. Katya scored 2/6 on this section. Her answers were well-written and legible however unfortunately lacked explanation. After defining the word, it is important to explain its definition in the context of how it is used in the text. <i>a. Unwaveringly means steadfastly, persistently etc. In the context in which it is used it is saying that the skies are always sunny in Aruba.</i> <i>b. Craggy means rough, uneven, rocky etc. In the context in which it is used it is saying that the limestone cliffs are not smooth, but uneven and rocky.</i> <i>c. Animosity means hostility, bad feeling etc. In the context in which it is used it is saying that the island has no reason to feel any hostility towards anybody.</i>
3	Using information from the text, describe a day on holiday in given location. (9 marks) Katya scored 7/9 on this section. Well structured answer running through the day chronologically and addressing the reader through a diary entry. Rather than giving a long list of activities, the best answers focussed on fewer activities with a wide range of vocabulary and language techniques. For Katya to hit the top mark, it would be great to see her use language techniques that match her wide range of vocabulary. It's also important to remember a new line cannot be started with a comma! Below is a good example answer: <i>In the morning, I would sunbathe on the beach. The feeling of the warmth of the sun's rays and the softness of the sand would be amazing. The gentle lapping of the sea would relax me.</i> <i>Once I had had enough of that, I would go windsurfing as it would be both exciting and exhilarating. The wind would whip through my hair and the sea that had seemed gentle would suddenly feel wild and scary.</i> <i>After lunch, a quiet game of golf would be ideal. It would be a perfect contrast to the windsurfing! As I make my way round the course I could enjoy the leisurely pace and admire the views of the impressive cliffs.</i> <i>Before dinner, to build up an appetite, a short hike would be a great idea. It would be a chance to see iguanas which I have never seen before in the wild. My camera would be exhausted by the end of the hike!</i> <i>This would be a perfect day and I am sure I would end up sleeping like a log all night.</i>
4	The task asked students to find synonyms from the passage to match the given words. (6 marks) Katya scored 5/6 on this section. The best way to improve is to read lots of varied novels and articles to increase her range of vocabulary.

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5 Using information from the text, suggest three possible reasons somebody might not want to visit given location. Explain each reason fully. (6 marks)

Katya scored 4/6 on this section. The most important point in this question is the reasons you give should be directly linked to what you've learnt from the text. A common reason for losing marks was not fully explaining the reason given. The question was 6 marks and so the student is required to give 3 reasons in the form of a quote from the text, followed by a sentence explaining why the quote makes the destination unappealing to visitors. Katya's first two points are great and supported by quotes however the third was far reaching.

6 Describe a holiday destination in England or abroad, and try to persuade the reader to take a holiday there. (20 marks)

Katya scored 17/20 in this section. Fantastic example of a persuasive creative piece of writing. Demonstrated examples of all the below criteria however there are small areas which can be improved. A varied use of punctuation to emphasise points is great however it should be used cautiously. For example, the third paragraph which spanned 8 lines was connected with hyphens with no sentence ender. The use of triplets is great in this piece however it's used in 3/5 paragraphs. Having learnt a few similes, metaphors and personification would add slightly more to the passage.

Below is a list of criteria used for assessing longer questions like this:

- *Enthusiastic and persuasive writing*
- *Good structure-paragraphs and a nice flow to the writing rather than jumping around between ideas.*
- *A wide and interesting vocabulary.*
- *Detailed and descriptive language.*
- *Accurate punctuation and a range of punctuation.*
- *Good grammar with consistency of tense.*
- *Language techniques, such as alliteration, personification etc.*

Below I've included a section of a good answer from a student who chose Eastbourne as their location of choice.

Why choose Eastbourne for your vacation? Well, there's the amazing beaches. You deserve to be able to relax on a golden blanket of soft sand after working so hard all year. There are no cruel rocks to hurt your feet, but just countless grains of beautiful, kind sand. The sea is calm and soothing and perfect for washing away any worries you might have. The sun will give you a glorious, golden glow. Wouldn't it be wonderful to be there right now?

If you get tired of relaxing, then you can go on an exciting and exhilarating boat trip. Choose a speedboat if you dare! You will feel like a character from James Bond as you travel at a thrilling speed with the wind whipping through your hair. On the boat trip you can take in the incredible sight of Beachy Head Lighthouse. The red and white lighthouse is truly spectacular. Stories of smuggling that took place in this area will send shivers down your spine.

As if all this is not enough, there is the award winning Drusillas Park nearby! This place is absolutely brilliant. Going to Drusillas Park is like opening a treasure chest. They have every animal you could possibly wish to see from the most mischievous monkeys to marvellous meerkats. They also have an interactive maze and Thomas the Tank Engine train rides! What more could you want? So, come to Eastbourne now! You can be sure of a warm welcome and a truly unforgettable holiday.

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Verbal Reasoning - Score: 62/65

Percentage: 95.4%

Target: 85%+

In these sentences, a four letter word is hidden at the end of one word and the beginning of the next word. Find the pair of words that contain the hidden word.	10/10
In these questions, choose two words, one from each group to make one correctly spelt word. You cannot change the order of the letters and the word from the first group always comes first.	7/9
In these questions one letter can be moved from the first word to the second word to make two new words. The letters must not be otherwise rearranged and both new words must make sense.	10/10
In these sentences, the word in capitals has had three letters next to each other removed. These three letters make one correctly spelt word without changing their order. The sentence that you make must make sense.	10/10
In these words, four of the five words are related in some way.	5/5
In these questions, mark the two words on the answer sheet, one from each group that will complete the sentence in the best way.	5/5
Work out the codes using the alphabet below.	7/7
In these questions find two words, one from each group, that are most opposite in meaning.	4/5
In these questions the three words in the second group should go together in the same way as the three words in the first group. Find the word that is missing in the second group.	4/4

Non-Verbal Reasoning - Score: 34/50

Percentage: 78%

Target: 85%+

Which shape, or group of shapes, is the odd one out?	8/12
The five squares on the left contain shapes arranged in order to form a sequence. One of the squares is empty. Choose which one of the five squares on the right should take the place of the empty square.	7/9
To answer these questions, you have to work out a code. In the boxes on the left are shapes and the code letters that go with them. The top letters mean something different from the bottom ones. You must decide how the letters go with the shapes. Then find the correct code for the test shape from the set of five codes on the right.	7/8
Which shape or pattern on the right best completes the second pair in the same way as the first pair?	4/10
There is a blank box in every question. Suggest which box (A-E) would fit best in the empty space.	4/5
Choose the box on the right that best completes the big square.	4/6

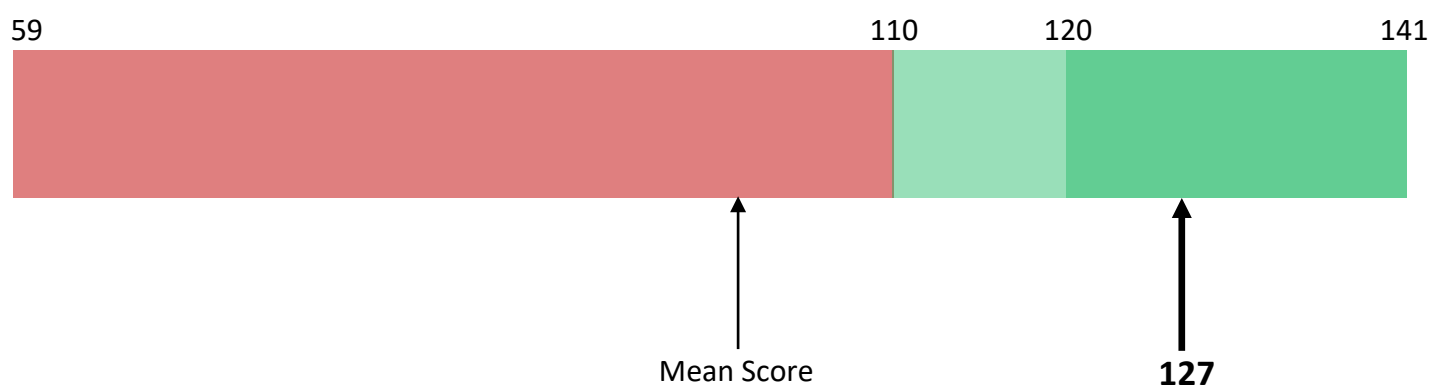
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Overview

Standardised Age Score (SAS)

Score: 127

Mathematics	135
English	118
Verbal Reasoning	138
Non-Verbal Reasoning	117
Average	127



Key

- = Below Grammar School Standard
- = Grammar School Standard
- = Competitive Grammar School Standard

The SAS is the most important piece of information derived from the results of the grammar school exams. This score is based on a student's raw score, which is then adjusted according to the age of the student and placed on a scale that makes a comparison with a nationally representative sample of students from the same year-group.

The average score is 100.

The SAS is the fairest way to benchmark and track performance, relative to their year-group or across year-groups.

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Advice

Katya performed extremely well across the board, with particular strength shown in Mathematics and Verbal Reasoning. Her average score of **127** puts her in a very strong position to confidently apply to the most competitive UK Grammar Schools, which have an acceptance level of **120**.

Key areas for improvement are within Non-Verbal Reasoning and English. In NVR, Katya should pay particular attention to sequenced patterns; Spatial Reasoning forms an increasingly sizeable portion of the Grammar School exams, so it is recommended to rehearse these types of questions. With respect to English, Katya should work on increasing the level of detail of her explanations, especially when asked to comment on the context in which words are used.