

Examination
for
Year 10 Entry

Parents' Guide

Introduction

Welcome to the Royal Hospital School's guide to our entrance examination. I hope that you will find the booklet useful in preparing your son or daughter for the day of the examination.

The purpose of the entrance examination is to test the candidate's raw ability in verbal reasoning, mathematics and English. This is helpful to us in several ways: it ensures that the candidates to whom we ultimately offer places will have the ability to make the best use of academic opportunities available at the Royal Hospital School; it allows us to select prospective scholarship candidates (although I shall say more about that later); it allows us to place pupils in the correct forms and sets once they have arrived at the school.

Although we try to make the day itself as friendly and straightforward as possible, I am aware that in many cases this will be the first time that your son or daughter will have sat in a large hall, at individual desks, doing examinations for a number of hours. That is bound to be quite a daunting experience for them.

Having prepared my own children for this entrance examination, I am quite certain that the best help that you can give your children is to encourage them to practise doing similar papers under examination conditions (timed and without help). That way the papers themselves, when they arrive on the desk, will actually be the most familiar part of the whole process. The purpose of this booklet is to show you some sample questions, to explain what the examinations and the day itself will be like and to provide information about how to obtain further papers for practice.

Please feel free to contact me on 01473 326200 for any further advice about the entrance procedures.

Best of luck to all candidates,

Jonathan Allday
Director of Studies
The Royal Hospital School

The day of the examination

What to bring with you:

Please ask your son or daughter to bring the following equipment to school on the day of the examination:

1. a sharp HB pencil;
2. a blue or black pen;
3. a pencil sharpener, 12" ruler and a clean eraser;
4. a small bag to contain all the above, preferably with the candidate's name displayed.

Please note that calculators or dictionaries are NOT allowed.

We always carry a stock of spare items such as above, should anyone have forgotten to bring something. However, realizing that they have left something at home tends to upset the candidates, who are bound to be rather nervous anyway.

When you arrive:

On the morning of the examination, all candidates and their parents will be asked to register and gather in the school's Jellicoe room. If for any reason you are going to arrive later than expected (transport problems etc.), please contact the School so that we can make arrangements for your son or daughter to start the examination after the remaining candidates, if necessary.

Shortly before the start of the examination, the Headmaster will welcome you and say a few words about the morning's events. After this, the Director of Studies will take all the candidates to the examination hall. Parents and other guests will be welcome to remain in the Jellicoe room for a short while, have a tour of the School or speak to one of the members of staff available. However, as the examinations themselves will last several hours, we recommend that you return at a later time once they have finished. Parents coming from a distance may like to spend the time shopping in Ipswich or visiting the local area. Lunch is available for all candidates after the examination, should they wish to stay. In any case, they will be returned to the Jellicoe room for collection. We will advise parents of the likely end time of the examinations before they leave but, as refreshment breaks are provided between papers, a precise end time is difficult to predict.

The examinations:

The candidates will be required to sit three entrance papers as follows:

1. Verbal reasoning (externally set, internally marked) 50 minutes
2. Mathematics (internally set and marked) 60 minutes
3. English (externally set, internally marked) 60 minutes

Refreshment and comfort breaks will be provided between papers.

Verbal reasoning:

This paper tests the candidate's ability to think, reason and solve problems set in words.

Important aspects of this paper are:

- It is a multiple-choice paper answered on a special grid provided to the candidates.
- Answers are indicated by drawing a pencil line on the grid.
- Candidates are not allowed to write on the paper itself; scrap paper will be provided for them to jot on.
- Candidates will be asked to fill in their name, date of birth and current school on the front of the answer grid.
- Before the start of the main paper, there is a short practice test for all candidates. During this test the candidates are allowed to ask any questions they wish, and invigilators will be moving round the hall to ensure that they are correctly completing the answer grid for the practice questions.

We use two different versions of the verbal reasoning paper, one for year 7 entry and one for all other entry years. The both papers are very similar in style, although the year 7 one is slightly less challenging. There are approximately 70 questions on both papers.

Once the paper has been marked, a verbal reasoning score is produced by correcting for the candidate's age. The average performance of all candidates sitting this paper across the country, in a given age range, is set at 100. A typical candidate will score between 105 and 110, which corresponds (very roughly) to about 70% on the paper. Scholarship candidates will expect to score in the region of 130 (over 90%).

Mathematics:

We use internally set mathematics papers, and a different paper is used for each year of entry. The papers test the candidate's ability to manipulate numbers, perform basic mathematical operations, solve mathematical puzzles, construct geometrical figures, work with geometrical figures and solve algebraic problems. They will clearly differ in style depending on the age of the candidate and the material we expect them to have covered at their current school.

The day of the examination

Answers are written on the examination paper, and can be completed in pencil or pen provided the answers are legible. It is important that any corrections are done neatly and clearly.

The papers are scored as a percentage, and the average performance of candidates accepted into the School is generally 50-55%.

English:

The English papers used are externally set and marked by our own staff according to a scheme provided. A slightly different paper is used for each year of entry, although their styles are very similar. The papers test the candidate's basic grammar, spelling, sentence construction, comprehension and appreciation. They will be required to read short passages and answer questions on them as well as express themselves in a short passage of writing. Marks on the paper are converted into an age-corrected standardized score, similar to the verbal reasoning. A typical candidate will score 105 on this paper, corresponding to about 65% of the available marks.

The end of the day:

Candidates are free to leave as soon as the papers are completed, although they are also welcome to stay for lunch.

It normally takes 2-3 weeks to notify parents of the examination results. However, we do not generally release information regarding performance on individual papers.

Scholarship candidates are selected from those achieving the highest marks on the entrance papers and will be notified by the middle of the week following the entrance examination.

They will be invited to return to the Royal Hospital School for an interview and to complete a one-hour computer-adaptive test designed to measure ability and aptitude for learning.

Preparing for the examination

The remainder of this booklet contains a guide to verbal reasoning papers, a practice mathematics paper and a practice English paper. Mark schemes are also provided for the practice papers.

The best preparation that a candidate can have is to have tried as many practice papers of a similar type as possible. Standard 11+ entry papers are available in many bookshops and online at www.elevenplusexams.co.uk. We recommend the NFER versions (details at the end of this section), although those provided by other publishers are also useful.

As most 13+ candidates will sit the common entrance examination at their current school, papers specifically for this age group are not readily available. However, the 11+ papers are also suitable practice for any age range, provided you remember that older candidates will be expected to answer a higher proportion of the more difficult questions correctly.

I would suggest that all prospective parents invest in a set of published practice papers. These generally contain answers as well as hints and tips on how to do the papers. Most candidates will need guidance and support with the first few attempts, although you should be urging them to work through a complete paper against the clock as soon as possible. My suggestion is that the papers enclosed with this booklet be left until just before the day of the examination. Parents, of course, are encouraged to read these papers beforehand in order to see the style and depth of question.

How to do verbal reasoning

Although verbal reasoning questions come in many forms, they are generally like puzzles or games. The papers include questions that test observation and thinking in letters, words and sentences. Some questions ask the candidate to construct new words from patterns given to them, or to select words that fit into a pattern. A relatively good vocabulary for the age of the candidate is required, as some questions rely on being able to find words of similar or opposite meaning. Perhaps surprisingly verbal reasoning papers also include questions that involve mathematical calculations.

Verbal reasoning is widely regarded as an excellent indicator of a candidate's potential. However, the papers can be practised and scores improve over time as the candidate gets used to the style of question.

Some hints to start with:

1. Read the questions carefully.
2. Try to eliminate answers that are obviously wrong.
3. If you can't answer a question, move on to the next and come back to it.
4. If you do miss a question out, be sure to leave a space on the answer grid – some candidates have been known to get 'out of sequence' and end up answering questions in the wrong spaces on the grid.
5. Use scrap paper to make notes, cross out letters in the alphabet, draw lines connecting numbers or letters in a sequence etc. Some people find it easier to think on paper. There is nothing wrong with this, provided that you do not write on the paper itself.
6. If you have any time left at the end of the examination, use the time to go back over the questions you could not do first time. Check all your answers carefully.

The paper:

Verbal reasoning papers are constructed by professional experts and are widely tested and evaluated before being made available to schools. The papers are then subject to copyright. For this reason, it is not possible for us to provide a full verbal reasoning practice paper.

There are plenty of specimen papers available in bookshops and online. In addition, I can recommend the Nelson Thornes booklet "How to do verbal reasoning" by Alison Primrose (ISBN 0-7487-6441-0) having used it to prepare my own children.

The following page contains a series of questions of a similar style to those used in the verbal reasoning paper, with hints to their answers.

Practice questions:

In the following questions, the first pair of letters are related in some way. Find the letters that complete the second pair so that they are related in the same way as the first:

1) BD is to CE as FH is to...: A: GI B: EG C: AC D: IJ

(the answer is A, the letters in the second pair are one further in the alphabet compared to the first pair)

2) BP is to DR as FT is to...: A: FT B: GU C: HV D: PT

(the answer is C, the letter in second pair is two further along in the alphabet)

In answering questions of this form, it is helpful to write out the alphabet and underline the letters in the pair – this sometimes makes the pattern more obvious.

In the following questions, pick the number that continues each series in the most sensible way:

3) 6, 12, 18, 24 A: 28 B: 32 C: 26 D: 30

(the answer is D, each number is 6 greater than the previous one)

4) 13, 11, 15, 13, 17, 15, 19 A: 21 B: 15 C: 17 D: 19

(the answer is C, the sequence is actually two sequences alternating. In each one the next number is 2 greater than the previous one)

Once again it is helpful with questions of this sort to work on paper. Write down the sequence and draw arrows to match up numbers, alternatively write down the differences underneath pairs of numbers until you find the pattern.

Find the next letters in the series:

5) CF, VF, BF, UF, AF, A: TF B: ZF C: WF D: DF

(the answer is A, the sequence is actually two alternating sequences with the first letter going one down the alphabet every time)

6) JKL, MNO, PQR A: HIJ B: ABC C: STU D: RST

(the answer is C, each group of three letters is a cluster from the alphabet moving through the alphabet in sequence)

7) BE, EH, HK, KN A: NQ B: LM C: NO D: FG

(the answer is A, each letter is found from the previous pair by jumping two in the alphabet.

In each question, letters stand for numbers. Work out the answer to the sum and mark its letter on the answer grid.

8) If $A=2$, $B=4$, $C=6$, $D=8$ and $E=16$, what is $E \times A \div D$? A: **A** B: **B** C: **C** D: **D**
(the answer is B, $16 \times 2 \div 8 = 4$)

9) If $A = 81$, $B=9$, $C=14$, $D=32$ and $E=2$, what is $A \div B \times E + C$? A: **A** B: **B** C: **C** D: **D**
(the answer is D, $81 \div 9 \times 2 + 14 = 32$)

In the following questions, the word in the bracket is constructed from the words to either side. Choose the word that fits into the empty bracket in the same way.

10) laugh (hop) open chat () apple
 A: tap B: pat C: top D: hap
(the answer is A, the word takes the last letter of the first word and joins it to the first two letters of second word)

11) drain (dance) chest stung () abroad
 A: bang B: cat C: sand D: sugar
(the answer is D, the word takes the first, third and last letters of the first word and joins them to the first and third letters of the second word)

In each question below, choose two words, one from each set of brackets, that complete the sentence in the best way.

12) Sun is to (day, light, paper) as moon is to (tree, scared, night)
 A: light, scared B: paper, tree C: day, night D: night, tree
(the answer is C)

13) Red is to (anger, hot, burn) as blue is to (unhappy, river, sky)
 A: anger, river B: burn, sky C: hot, unhappy D: anger, unhappy
(the answer is D)

Verbal reasoning

In the questions below, move one letter from the word on the left to the word on the right in order to make two new words.

- 13) FEAR KIT
 A: far, kit B: fur, kite C: far, kite
 (the answer is C)

- 14) LENDING PEAT
 A: pat, leaving B: ending, pleat C: lend, peating
 (the answer is B)
-
-

Sample
Entrance Test
in
MATHEMATICS
for
Year 10 Entry

Year 10 Entrance Examination – Solutions

Sample
Entrance Test
in
English
for
Year 10 Entry

INSTRUCTIONS TO CANDIDATES

TIME ALLOWED: 60 minutes

All questions should be attempted

Exercise 1: My Uncle

The girl who wrote this account has made some mistakes. Fifteen words have been spelt wrongly.

Nine of these mistakes are underlined. Write your corrections above the mistakes. In the last paragraph there are also six mistakes that are **not** underlined. Find these and correct them in the same way.

My uncle is great fun and is reasonibly well-known. He used to be an explorer and travelled all 1
over the world in his time. He went right across the North Pole and used sletches to get across 2
the snow. He retraced the journies of famous explorers and tried to use exactly the same 3
equipment, which put him in real danger many times. He wouldent tell us about the detail, but 4
he showed us pictures of when his ship was stuck in the ice and he had to wait all winter for
rescue.

Now he is much older and doesnt go travelling to wild places any more. He is a very careing 5, 6
person and all ways brings us a present when he visits. I used to love siting on his lap as he 7
chattered on about his early life, and I thought how I would like to become an explorer when I
grew up. He absoulty hates hero-worship and often makes comments about films. He says there 8, 9
unrealistic!

Nowadays, my uncle likes to go shopping and certainly enjoys his luxuries. He has always like 10
chocolate and gose into every sweet shop he passes to buy some. He says its because he never 11, 12
had any when he was stranded on his travels all those years ago. He is a very organised man,
but never bothers about mess: he says that theres a time to have ideas and a time to sort things 13
out. He likes invent gadgets and does a lot of his own jobs around the house. He is still a very 14
independant man and likes to look after himself as he always has done. 15

Exercise 2: My Dog, Rover

The girl who wrote this account has made sixteen mistakes.

Sometimes wrong or inappropriate words have been used. Sometimes commas, full stops, question marks or other punctuation marks are missing.

*Twelve of these mistakes are underlined. Write your corrections above the mistakes. In the last paragraph there are also four mistakes that are **not** underlined. Find them and correct them in the same way.*

My favourite pet is my old dog, Rover. He is a liver and white spaniel and <u>all ways</u>	16
friendly. Rover is a very intelligent animal, and, even as a puppy, could find anything we	
hid. We took him to training classes, where the trainer said he was the brightest spaniel	
he had ever met. Before he went to training he wouldn't come back when he was called.	
There are <u>loads of</u> commands that Rover learnt, and he remains a very obedient dog still.	17
Since he has got <u>more older</u> he has <u>stoped</u> jumping out of the garden <u>a</u> trick we did not	18, 19, 20
want him to learn. He is a very caring dog, and will sit with you when you are ill.	
Rover can run for miles and loves <u>swimming</u> . It was because of his love of water that he	21
was injured. He ran into the lake near us but we did not <u>no</u> there was some sharp wire	22
just under the surface. Rover was quite badly cut. <u>Are</u> family was upset, because we	23
thought he wouldn't <u>never</u> run again. However, the vet <u>stiched</u> him up and Rover	24, 25
recovered quickly, because he is so healthy. He is absolutely <u>loyal, and</u> affectionate.	26
Rover has a number of toys, which he <u>actually</u> buries all round the garden, bringing one	27
out every so often to be his special toy. Rover likes comeing up to us with a dirty old toy.	28
Most of all, Rover likes eating. He cant speak, of course, but theirs no doubt his favourite	29, 30
food is leftovers after Sunday dinner. Rover is definitely the family's favourite pet. I	
think Rover is a great dog! What do <i>you</i> think	31

Read the following passage and then do the three exercises that follow it.

Laurie went to his local village in the 1920. Here, he recalls his very first day and how he coped.

The extract is taken from "Cider with Rosie" by Laurie Lee

The village school at that time provided all the instruction we were likely to ask for. It was a small stone barn divided by a wooden partition into two rooms – The Infants and The Big Ones. There was one dame teacher, and perhaps a young girl assistant. Every child in the valley crowding there, remained till he was fourteen years old, then was presented to the working field or factory with nothing in his head more burdensome than a few mnemonics, a jumbled list of wars, and a dreamy image of the world's geography. It seemed enough to get by with, in any case; and was one up on our poor old grandparents.

This school, when I came to it, was at its peak. Universal education and unusual fertility had packed it to the walls with pupils. Wild boys and girls from miles around – from the outlying farms and half-hidden hovels way up at the ends of the valley – swept down each day to add to our numbers, bringing with them strange oaths and odours, quaint garments and curious pies. They were my first amazed vision of any world outside my family; I didn't expect to survive it for long, and I was confronted with it at the age of four.

The morning came, without any warning, when my sisters surrounded me, wrapped me in scarves, tied up my bootlaces, thrust a cap on my head, and stuffed a baked potato in my pocket.

"What's this?" I said.

"You're starting school today."

"I ain't. I'm stopping home."

"Now, come on, Loll. You're a big boy now."

"I ain't."

"You are."

"Boo-hoo."

They picked me up bodily, kicking and bawling, and carried me up the road.

"Boys who don't go to school get put in boxes and turn into rabbits, and get chopped up on Sundays."

I felt this was overdoing it rather, but I said no more after that. I arrived at the school just three feet tall and fatly wrapped in my scarves. The playground roared like a rodeo, and the potato burned through my thigh. Old boots, ragged stockings, torn trousers and skirts, were skating and skidding around me. The rabble closed in; I was encircled; grit flew in my face like shrapnel. Tall girls with frizzled hair, and huge boys with sharp elbows, began to prod me with hideous interest. They plucked at my scarves, spun me round like a top, screwed my nose, and stole my potato.

I was rescued at last by a gracious lady – the sixteen-year-old junior-teacher – who boxed a few ears and dried my face and led me off to The Infants. I spent that first day picking holes in paper, then went home in a smouldering temper.

But after a week I felt like a veteran and grew as ruthless as anyone else. Somebody had stolen my baked potato, so I swiped someone else's apple. The Infant Room was packed with toys such as I'd never seen before – coloured shapes and rolls of clay, stuffed birds and men to paint. Also a frame of counting beads which a young teacher played like a harp, guiding our wandering fingers.

Exercise 3: Laurie Lee Goes to School

*Here, Laurie's story has been retold, but some parts are missing. Write **one** word on the unbroken lines. Write **two or more** words on the longer, dotted lines.*

The village school that Laurie Lee attended was located in a _____. The children 32

remained there until they were _____. When he first went to it, the school was full as a 33

result of universal education and The children included 34

wild boys and girls from the surrounding countryside and they were the first people that

Laurie encountered outside He was only _____ at the time. 35, 36

When the morning arrived, Laurie was dressed by his _____, who put 37

a..... in his pocket. Laurie was not keen to go but his sisters 38

threatened him with being turned into a _____.

39

When Laurie arrived, the playground made him think of a _____. He was surrounded by 40

a noisy _____ of boys and girls. He was rescued by the junior-teacher but went home at 41

the end of the day When he got home, he complained 42

that he had not been given

43

He went back to school, however, and, after a week, considered himself

..... and began to behave as _____ as the others. The Infant 44, 45

Room was full of, and he was taught to count 46

on..... 47

Exercise 4: Laurie Lee's First Day at School

Here, a part of Laurie's story is being rewritten. Some words and phrases are being changed. Where changes have to be made, lines have been drawn and the word or phrase given above. Where a word has been written above, think of a word or phrase as close as possible in meaning and write it on the line.

The first gap has been filled as an example.

provided instruction

The village school at that time offered all the _____ we were likely to ask for. 48

divided

It was a small stone barn _____ by a wooden partition into two rooms – The Infants 49

and The Big Ones. There was one dame teacher, and perhaps a young girl assistant.

crowding

Every child in the valley _____ there, remained till he was fourteen years 50

presented

old, then was _____ to the working field or factory with nothing in his head 51

burdensome

jumbled

more _____ than a few mnemonics, a _____ list of wars, and a

52, 53

dreamy image

vague _____ of the world's geography. It seemed enough to get by with, in any

54

case; and was one up on our poor old grandparents.

Exercise 5: Laurie Lee's First Day at School

You will need to look back at the passage to answer these questions. (Do not use the underlined words in your answer.)

1. Laurie Lee found his first day at school very surprising.

In the passage how is it suggested that his day was very different from what he had known before?

55

2. "...as a result of universal education and unusual fertility."

What do you think Laurie Lee means by unusual fertility?

56

3. "... grit flew in my face like shrapnel."

Why is the grit described in this way?

57

4. "... went home in a smouldering temper."

What does "smouldering temper" suggest about Laurie Lee's mood?

58

5. "But after a week I felt like a veteran and grew as ruthless as anyone else."

Find and copy an example of this from the passage.

59

6. "Also a frame of counting beads which a young teacher played like a harp".

Why is the young teacher described as playing the frame like a harp?

60

End of paper
ENGLISH ENTRANCE TESTS: Yr 10

MARKING KEY

Exercise 1: My Uncle

(Spelling errors)

- | | | |
|-----|-------------|----------------------------|
| 1. | reasonably | reasonably |
| 2. | sletches | sledges |
| 3. | journies | journeys |
| 4. | wouldent | wouldn't |
| 5. | doesnt | doesn't |
| 6. | careing | caring |
| 7. | siting | sitting |
| 8. | absoulty | absolutely |
| 9. | there | they're |
| 10. | like | liked |
| 11. | gose | goes |
| 12. | its | it's |
| 13. | theres | there's |
| 14. | invent | inventing/to invent |
| 15. | independant | independent |

Exercise 2: My Dog, Rover

(Grammatical/stylistic errors)

- | | | |
|-----|------------|---------------------|
| 16. | all ways | always |
| 17. | loads of | lots of/many |
| 18. | more older | older |
| 19. | stoped | stopped |
| 20. | garden a | garden, a |
| 21. | swiming | swimming |
| 22. | no | know |
| 23. | Are | Our |
| 24. | never | ever |
| 25. | stiched | stitched |
| 26. | loyal, and | loyal and |
| 27. | actualy | actually |
| 28. | comeing | coming |
| 29. | cant | can't |
| 30. | theirs | there's |
| 31. | think | think? |

Exercise 3: Laurie Lee Goes to School
(Understanding of whole text)

- | | |
|-----|---|
| 32. | barn |
| 33. | fourteen |
| 34. | unusual fertility |
| 35. | outside the warmth of his family |
| 36. | four |

37. **sisters**
38. **baked potato**
39. **rabbit**
40. **rodeo**
41. **rabble**
42. **in a smouldering temper**
43. **a present**
44. **a veteran**
45. **ruthlessly**
46. **toys such as he'd never seen before**
47. **a frame of counting beads**

**Exercise 4: Going to School
(Understanding language in
context/Spelling)**

Pupils may offer other responses than those indicated below but the meaning of the responses should be as follows in order to score a mark.

N.B. Words should be spelt correctly.

48. **education**
49. **separated**
50. **herding/bunching**
51. **sent out**
52. **irritating/wearying**
53. **mixed up/confused**
54. **vague notion/idea/picture**

**Exercise 5: Going to School
(Understanding language in context)**

Pupils will phrase their answers in various ways but the meaning of the responses must be as follows in order to score a mark. Pupils are asked not to use the underlined words in their responses. Therefore answers which explain a word or phrase by using that very word or phrase should be regarded as unacceptable.

55. He describes the womanly warmth of his home and mentions the wild boys and girls.
56. There had been many children born at this time.
57. The grit was flying around in small, sharp pieces and hurting or cutting him.
58. It suggests that, although Laurie Lee was in a bad temper which was lasting some length of time, he was not showing his bad mood obviously.
59. Somebody had stolen my baked potato, so I swiped someone else's apple.
60. She is very skilful in working out sums on the frame, so her hands move as if she were playing a musical instrument.