



NEFERTARI INTERNATIONAL SCHOOLS IN CAIRO
BRITISH DIVISION
ADMISSION ASSESSMENT OUTLINE
YEAR NINE

ENGLISH
ASSESSING YEAR 8 LEVEL SKILLS

READING

Students should be able to read, write and speak about a wide range of different texts.

1. Identify and understand factual information, ideas and arguments in a range of texts

- texts with different purposes: descriptive, narrative, informational, persuasive, discursive, argumentative.
- texts with a purpose: to identify a piece of information, the writer's point of view, or a particular idea.
- a range of short and longer text types: instructions, notices, advertisements, leaflets, articles, blogs, reviews and web pages.

2. Identify and understand ideas, opinions and attitudes in a range of texts and the connections between them.

- a range of short and longer text types: instructions, notices, advertisements, leaflets, articles, blogs, reviews and web pages
- texts with different purposes: descriptive, narrative, informational, persuasive, discursive, argumentative
- information and ideas connected in texts, e.g. use of pronouns and referencing, and words and phrases which indicate time, cause and effect, addition, contrasting ideas, exemplification

3. Understand what is implied but not directly stated

- information that can be inferred (i.e. implied) but is not stated, e.g. the purpose of a text, or the writer's general opinion
- words and phrases that suggest the writer's attitude or feelings, when this is not explicitly/openly stated
- deduce meaning of an unfamiliar word/phrase, e.g. reading the information around it, and making inference

4. Select relevant details when reading for a specific purpose

- a range of reading strategies:
 - reading quickly to get a general idea about a text (skim reading)
 - locating specific information in a text (scanning)
 - reading carefully to understand detail
- predict what the answers to questions will be
- identify the type of information that a question focuses on



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WRITING

Applicants should practise writing for different purposes and different audiences. They should understand the features of different text types and should be encouraged to plan, draft and check their writing

1. Communicate factual information, ideas and arguments clearly and with expansion

- purpose of a text: informational, argumentative, discursive
- a range of everyday/familiar topics to write about
- models of clear language
- planning – what to include in the writing and how to organise it

2. Produce written texts that show control of language

- grammatical structures
- vocabulary, punctuation and spelling
- check writing for accuracy

3. Select and organise relevant information and ideas into coherent text using appropriate linking devices

- linking devices for different purposes:
 - cause/effect therefore, because of, as a result, consequently, etc.
 - addition – in addition, moreover, furthermore, as well as, etc.
 - contrast and concession – however, in contrast, whereas, although, etc.
- ways of organising texts into a logical or clear order, and use of paragraphs

4. Produce written texts with a range of grammatical and lexical structures

- a range of grammatical structures
- different verb forms and tenses, conditional forms, a variety of sentence structures
- a range of lexical structures – words, set phrases, phrasal verbs, collocations (words which typically go together), idioms
- avoid repetition – using synonyms

5. respond to a written stimulus and use appropriate register, style and format for the given purpose and audience

- purpose of a text, and what sort of information it should include
- audience of a text: how this might affect what to write, and what type of language (e.g. formal or informal) is appropriate
- conventions of:
 - informal correspondence
 - emails
 - more formal correspondence
 - reports, essays, emails, reviews, articles
 - discursive/argumentative/persuasive styles



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USE OF ENGLISH

Grammar Area	Key Structures
Tenses & Aspects	Present simple / continuous, past simple / continuous, present perfect, future forms (<i>will, going to</i>).
Passive Voice	All tenses and forms
Conditionals	Three types + omissions
Modal Verbs	can, could, must, should, might, have to, may.
Comparatives & Superlatives	Adjectives & adverbs; <i>as...as, more/less, much/far better</i> .
Gerunds & Infinitives	<i>like doing, decided to go, interested in learning</i> .
Reported Speech	Statements & questions: <i>He said he was tired</i> .
Question Forms	Wh- and yes/no questions, tag questions.
Prepositions & Time Expressions	<i>in, at, on, since, for, ago</i> .
Articles & Determiners	<i>a/an, the, some, any, few, many, much</i> .
Sentence Structure	Simple / compound / complex sentences.
Linking Words	<i>because, however, although, in addition, finally</i> .
Types of sentences	Adjective, noun & adverbial with all forms and transformations



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MATHEMATICS

NUMBERS

- Index laws for multiplication and division
- Add, subtract, multiply and divide proper and improper fractions
- Percentages (increase and decrease)
- Multiples and factors (HCF and LCM)
- Write numbers in standard form
- Upper and lower limits
- Use the laws of arithmetic (inverse operations, order of operations, brackets and indices)
- Solve ratio problems

ALGEBRA

- Simplify, Expand and Factorise expressions applying laws of indices
- Solving linear equations
- Graphing linear equations
- Solving simultaneous equations
- Generate outputs and inputs from a given formula
- Find nth term rules algebraically
- Represent straight line graphs by equation in the form of $y = mx + c$

GEOMETRY

- Pythagoras theorem
- Identify and describe transformations (Rotation – Translation – Reflection, enlargement)
- Interpret position on maps and plans using knowledge of bearings
- Calculate the sum of exterior angles in any polygon, use the formula to find the sum of the interior and exterior angles in any polygon, calculate angles on parallel and intersecting lines

STATISTICS:

- Organize and represent categorical, discrete and continuous data. Choose which representation to use: Pie chart, Stem and leaf and back-to-back stem-leaf diagram, Venn and Carroll diagram, frequency tables, Tally charts, two-way table
- Find theoretical probabilities of combined events
- Use averages (mean, mode, range and median) to compare distribution of grouped data)

MEASUREMENTS:

- Conversion of metric units
- Calculate area of circle, compound 2D shapes