Ministry of Education, Youth & Information

STUDENT CAMP 2021

ABILITY ASSESSMENT

BOOKLET 1

PREPARED BY CURRICULUM UNIT, MoEYI

INTRODUCTION

Dear Students,

The Curriculum Unit of the MoEYI welcomes the opportunity to help you prepare for your final examination, the PEP Ability Test. We know that you have been facing some difficult times, but also that your faith in God has been keeping you strong. For some persons, doing a test is like doing a puzzle that is fun, but for others, it is a time of discomfort due to troubling emotions. Despite these differences, there is so much you can learn about yourself and about life from doing a test! So be encouraged as you are not alone and there are many persons waiting to support you because they, like us, want you all to taste the pleasure that comes with learning success.

This assessment booklet is designed to help you to succeed. It contains different kinds of tasks that will help you decide how ready you are and what you need to do to excel. The tasks will also require you to integrate the skills you have developed and the understandings you have gained from learning about different aspects of life through the various time-tabled subjects, the co-curricular activities and also from using what you have been taught in your everyday living. To benefit from each activity, remember to reflect on what you know, remain focused and optimistic and visualize yourself persevering to reach your goal. Above all, do your BEST by bringing every relevant strategy and technique you know to unravel the secret code that each test item tries to hide. If you are baffled by any item, treat the experience as a message that is pointing you to seek help from other sources of ideas.

As you learn and make progress towards achieving your goals, share new insights with members of your learning circle – family, friends, and faithful teachers/mentors.

So get ready, knowing that we are looking forward to hearing your story of VICTORY!

TIPS FOR PARENTS

General Note:

This booklet has been developed by the Core Curriculum Unit of the Ministry of Education, Youth and Information (MoEYI) to support your child/ward in developing key skills for the upcoming PEP Ability Test. The Unit has tried to make the booklets as simple and user-friendly as possible so that your child will be able to work through most of the tasks independently. However, your role may become important at different points based on the ability of your child. Some tips are set out below for you:

- ✓ Schedule time slots for your child/ward to review/ revise work in the booklet. If the child also has online classes, you will need to carefully help him/ her to balance his/ her time.
- ✓ Give your child breaks between activities. Do not crowd the child with too many tasks in one block. Allow time for play.
- ✓ Guide your child/ward in going through the steps/ processes as outlined in the given examples for each activity. Avoid short-cuts.
- ✓ Have your child explain their thinking behind selected responses.
- ✓ Use simple household chores and projects to further your child's learning, for example measuring the ingredients for baking, budgeting for shopping and so on
- ✓ Play a supportive role but allow your child/ward to do the work required.
- ✓ You may seek support from the child's teacher (or the National Parent Teachers Association – NPTA) where you are unable to assist the child on your own with some areas of the tasks.
- ✓ Expose your child to additional resources available through radio and television lessons and the learning kits provided by the MoEYI. Speak to your teacher/principal to access the schedule for the lessons and to access the kits.
- ✓ Praise your child's efforts. *Have fun while learning with your child!*

TIPS FOR TEACHERS

General Note:

This booklet has been developed by the Core Curriculum Unit of the Ministry of Education, Youth and Information (MoEYI) to supplement the preparation of your students for the upcoming PEP Ability Test. Some tips on the role you may play are outlined below:

- ✓ Familiarize yourself with the booklet and try as far as possible to align it to your lessons.
- ✓ You may use this resource in addition to other resources that you are currently using.
- ✓ As often as is required the activities recommended in the booklet should be differentiated to meet the diverse needs of your students.
- ✓ You can use this booklet in your *Student Camp sessions* or for take home activities for students to complete.
- ✓ Encourage them to ask questions during class time about any aspect of the booklet that they may find difficult.
- ✓ Mark/Assess the work that students have done in the booklet and supply them with feedback.
- ✓ Allow for student feedback through self-assessment activities such as student learning portfolios and the use of success criteria
- ✓ You may access further support through your school's Supervisory Officers or the Curriculum Unit

Analogy

These types of questions consist of a pair of words with a particular relationship to each other. Your goal is to identify the relationship and use it to select the BEST word to complete a second pair of words.

For example:

Time is to clock as temperature is to _____.

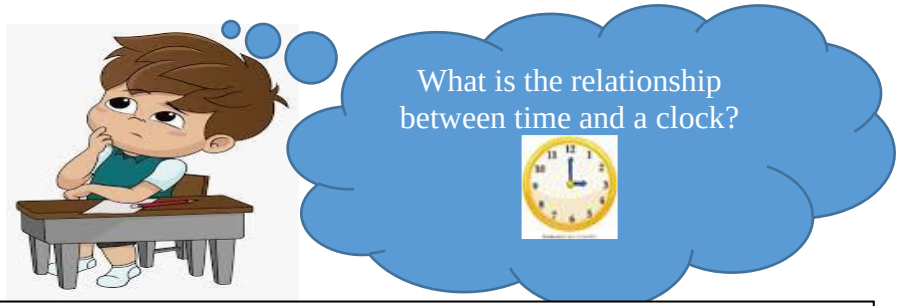
A. heat

B. cold

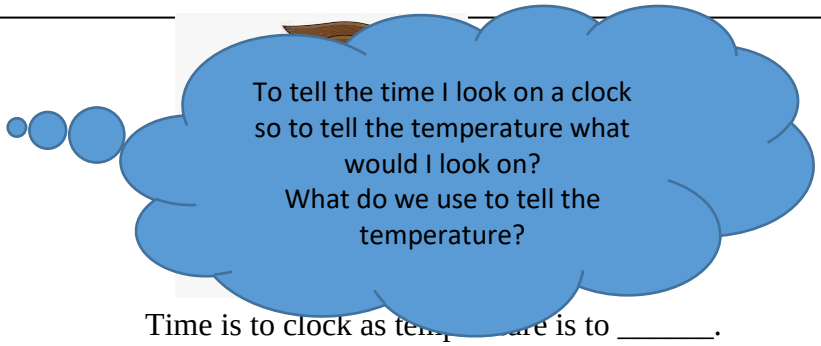
C. barometer

D. thermometer





en useful to turn the analogy into a bridge sentence



Time is to clock as tem is to _____.

A. heat

B. cold

C. barometer

D. thermometer

We use a clock to tell time; in a similar way, thermometer is used to tell the temperature.



Think about how the first pair of words are related to each other. Then, look at the next word and choose the word that is related to it in the same way.

1. Web is to Spider as Nest is to -
a) bush
b) cat
c) tree
d) bird

Write your bridge sentence here.
Explain your choice here.

2. Leaf is to Tree as Petal is to-
a) stem
b) flower
c) garden
d) bike

Write your bridge sentence here.
Explain your choice here.

3. Chef is to Restaurant as Doctor is to-
a) market
b) clinic
c) patient
d) medicine

Write your bridge sentence here.
Explain your choice here.

Classification

This type of question offers you four words. All words are related to one another in some way; however, one of the words is **odd – (it does not fit in with the others)**. Your goal is to select the odd word. To do this you will first have to determine what all of the words have in common then choose the word that is different.

For example:

Which **does not** belong in the group?

A. sneakers
B. water boots
C. gloves
D. slippers

All these items are worn on the body.



Only gloves are worn on the hands; all the other items are worn on the feet, so gloves is the odd one out.

Let's practise

1. Choose the one which is different from the rest.

A. inch
B. kilogram
C. centimetre
D. yard

How are all these items alike?

Which is the odd one out? Why is it different?

2. Choose the one which is different from the rest.

A. tyre
B. engine
C. car
D. steering wheel

How are all these items alike?

Which is the odd one out? Why is it different?

3. Choose the one which is different from the rest.

A. lion
B. leopard
C. elephant
D. tiger

How are all these items alike?

Which is the odd one out? Why is it different?

_____

Essential Part

For this type of question, you must identify which part from a given list is an absolute necessity. That is, the **component or part** that must be present if an **item, process**, **action** or **condition** is to exist, function or happen.



The underlined word in bold is the one you should focus on in order to decide what is the most important or essential element component or feature.

For example:

What must every **<u>television</u>** have in order to function?

A. remote control
B. cable
C. Netflix
D. screen

Let's see…… Which of these could a television **NOT** work without?



Could a television work WITHOUT a remote control?
Could a television work WITHOUT cable?
Could a television work WITHOUT Netflix?
Could a television work WITHOUT a screen?

What must every **<u>television</u>** have in order to function?

A. remote control

B. cable

C. Netflix

D. screen

Without the screen we will not be able to watch the television therefore the screen is an essential part.



Which of these ingredients must every **drink** have?

A. ice cubes
B. lime juice
C. sweetener
D. liquid

Which of these must be included in order to have a **recipe**?

A. desserts

B. directions

C. cookbook

D. utensils

Which of these is an essential feature of a **vibration**?

A. friction

B. power

C. motion

D. echo

Artificial Language

This type of question will require you to analyze words based on an invented language and derive rules or patterns from them. You will then have to use these rules and patterns to figure out other words in this made-up language.

For example:

The words in bold below come from an artificial language. Examine the meaning of each word, and then answer the question that follows.

hifonslok means fill cup

mersslok means blue cup

rospokhifon means land fill

Which word could mean fill bottle?

a) slokreshum

b) hifonshmal

c) smalrospok

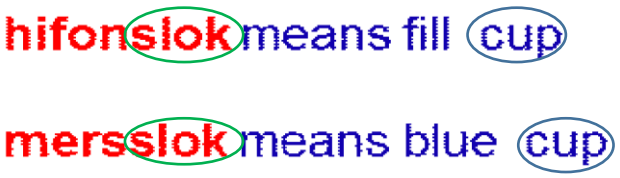
d) merscolit

Let's break it down….

hifonslok means fill cup

mersslok means blue cup

rospokhifon means land fill



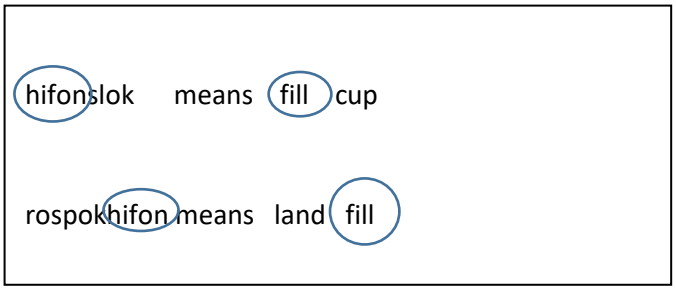
Which word could mean fill bottle?

a) slokreshum

b) hifonshmal

c) smalrospok

d) merscolit



So we can deduce that:

slok means cup and hifon means fill



1. Here are some words translated from an artificial language

   krekinblaf means workforce

   dritakrekin means groundwork
   krekinalti means workplace

   Which word could mean "someplace"?

   A. moropalti
   B. krekindrita
   C. altiblaf
   D. dritaalti

2. Here are some words translated from an artificial language.

plekapaki means fruitcake
pakishillen means cakewalk
treftalan means buttercup

Which word could mean "cupcake"?
A. shillenalan
B. treftpleka
C. pakitreft
D. alanpaki

3. Here are some words translated from an artificial language.

moolokarn means blue sky
wilkospadi means bicycle race
moolowilko means blue bicycle

Which word could mean "racecar"?
A. wilkozwet
B. spadiwilko
C. moolobreil
D. spadivolo

Sequencing

These types of questions will require you to analyze patterns then use them/it to determine what should be next, based on the established order.

For example:

Which is next in the sequence?

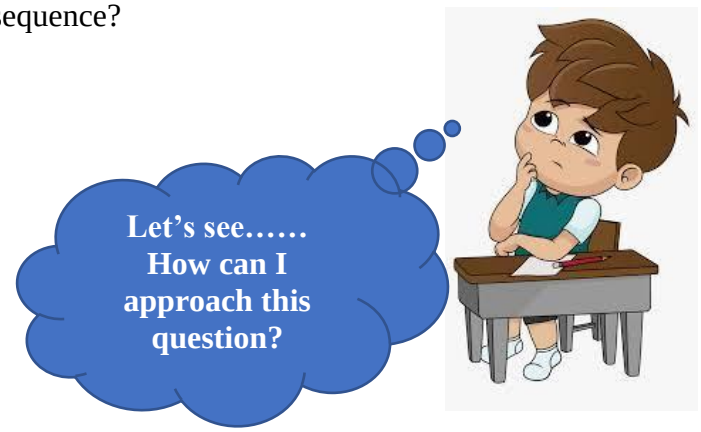
CE, FH, IK

A. MO

B. NT

C. JL

D. LN



Use the alphabet to find the next pair of letters in the series

ABCDEFGHIJKLMNOPQRSTUVWXYZ

AZ, DW, GT, JQ, _____

a. MP
b. LP
c. MN
d. LN

The answer is (c). The sequence is to jump two letters forward and backward.



1. QPO, NML, KJI, _____, EDC

A. HGF

B. CAB

C. JKL

D. GHI

2. Arrange the words given below in a meaningful sequence

1. word 2. paragraph 3. sentence 4. letters 5. phrase

A. 4, 1, 5, 2, 3
B. 4, 1, 5, 3, 2
C. 4, 1, 3, 5, 2
D. 4, 2, 5,1,3

3. Arrange the following words in a logical sequence.

1. chair
2. wood
3. seed
4. plant
5. tree

A. 3, 4, 5, 2, 1
B. 3, 5, 4, 2, 1
C. 3, 4, 5, 1, 2
D. 4, 3, 5, 2, 1

Text Completion

For this question you are expected to use context to determine choice of words (based on variation in spelling/usage/meaning).

For example:

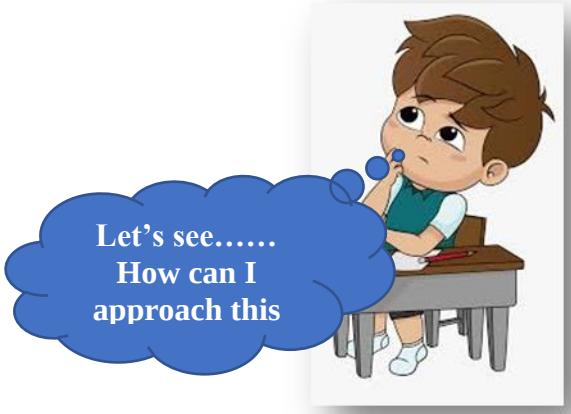
After the fire, the canefield was left _____.

A. bare

B. beer

C. bier

D. bear



After the fire, the canefield was left _____.

A. bare

B. beer

C. bier

D. bear

All these words have the same pronunciation but they are spelt differently and have a different meaning.

Based on the context of the sentence, option A would be the correct response. The word 'bare' means uncovered or left without any cane.



Choose the correct answer that BEST completes each sentence below

1. The dancer tried to _____ the movements of his teacher, exactly copying every graceful step.

   A. plagiarize B. interpret C. mimic D. possess E. refine

2. Everybody _____ dancing and having a great time at the party.

   A. were B. be C. was D. are

3. Despite his shy personality, David can be rather _____ sometimes.

   A. nervous B. outgoing C. strange D. timid

Reading

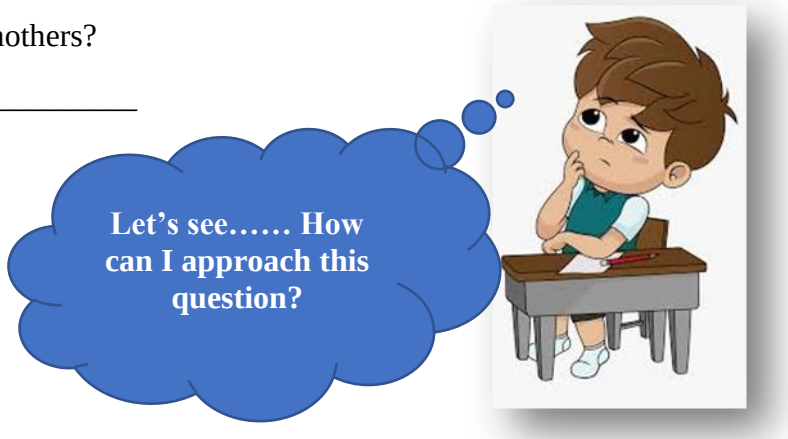
Reading questions will ask you to read a given passage and to answer questions at the different levels.

For example:

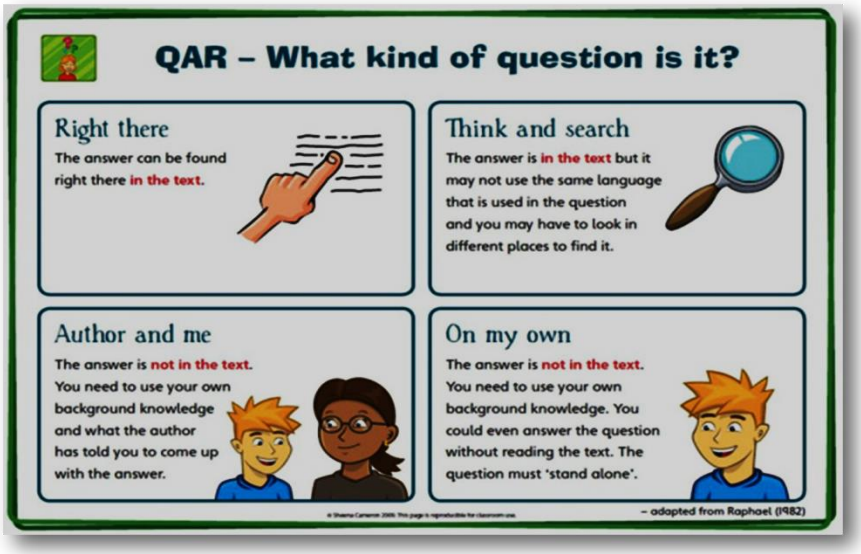
Puppies are very small when they are born. They cannot see until they are about two weeks old. During this time, they stay very close to their mothers.

Why do puppies stay close to their mothers?

_____



Having knowledge of the type of question being asked helps us to determine the correct response



Puppies are very small when they are born. They cannot see until they are about two weeks old. During this time, they stay very close to their mothers.

Why do puppies stay close to their mothers?

Ans: They cannot see

The answer can be found right there in the passage.



Read the passage carefully then select the BEST options to answer the questions that follow.

Devon!" shouted Mrs. Ramsay, "I've called you three times. You come down this minute or you will be late for school."

"Coming, Mommy," he answered, and a moment later he appeared in the doorway. Mrs. Ramsay gasped when she saw him, but Chrissy merely laughed.

"I was wondering why you were in the bathroom so long," said his mother. "But you surprise me how you comb your hair so slick and your shoes all shine and you even have on a tie! Devon you sure you not sick?"

"I can tell you what it's all about mommy," volunteered Chrissy. "He met that new girl, Chantel, and he is all gaga about her."

"I am not! Don't listen to her mommy. She is just trying to tease me like a pesky little sister." Devon glared at Chrissy, hoping that his fierce look would scare her into silence.

"Ha, ha! You think you can frighten me, huh? And that isn't even all mommy. Yesterday he walked her all the way home and carried her books too."

1. When did this story take place?

   A. in the evening
   B. at night
   C. in the morning
   D. in the afternoon

2. Which of the following is implied by the passage?
   A. Chrissy was Devon's mother
   B. Devon liked Chantel
   C. Chrissy was afraid of Devon
   D. Chantel was disabled

3. Which word could be used to best describe Chrissy?

   A. mischievous

B. angry
C. playful
D. jealous

Logical Deductions

Logical deduction questions are simply a combination of information. Your goal is come to a logical conclusion based on given statements. This is not an easy skill to master so be patient and do not rush. Accurate deductions can take time.

PUT YOURSELF IN THE MIX

Sometimes it helps (where possible) to put known values into the question, for example, instead of 'boy' and 'mother' and 'A' and 'B', put your own name and names of relevant family members.

For example, the following item may appear challenging to some students because of the different letters representing people that have to be processed. However, if you use your name and those of some of your other family members instead of the letters, it may just become much easier for you to work out the answer.

A is B's sister. C is B's mother. D is C's father. E is D's mother. Then, how is A related to D?

A. Grandfather
B. Grandmother
C. Daughter
D. Granddaughter

Did you try the strategy to work out the answer? Did you get 'D' (Granddaughter)? Brilliant. It is that easy.

THINK ALOUD

Now let us try another example.

In the following example, we will be using the Think Aloud Strategy to find the answer to the question. In this strategy, you say what you are thinking, following certain steps. Start by matching the information that you have been given against each option in the item. In your mind, say only what you know based on the information that you have received and ask yourself if each option is accurate. Say those that cannot be accurate and why. Eliminate the wrong answers and select the correct response.

Guitars belong to the class of stringed instruments. Violins and guitars are expensive. Violins and guitars are both in the same class of instruments.

Which of the following statements **MUST** be true?

a) All stringed instruments are expensive.

b) Violins are stringed instruments.

c) Violins are the same as guitars.

d) All expensive instruments are stringed instruments.



Let's see…… How can I approach this question?

Based on the information above, I can only make these points:

- ✓ Guitars and violins are stringed instruments but the information does not say that they are the same.
- ✓ These two stringed instruments (Guitars and violins) are expensive.
- ✓ I do not know if all stringed instruments are expensive; I was only told about these two.
- ✓ I do not know that only stringed instruments are expensive. I was not told this.

Therefore, I have no proof for options A, C and D. The only thing I can accurately say is that

(B) Violins are stringed instruments.

USE YOUR OWN STRATEGIES

We know that you and your teachers have been trying other strategies. Feel free to use other strategies that have been working for you. The goal is to get you to think critically and logically and to apply effective techniques and strategies. Once you are doing these things, you will definitely reap the success you deserve.



Read the following questions carefully,

Question 1

I. All chickens are birds.

II. Some chickens are hens.

III. Male birds do not lay eggs.

If all the above statements are true, which of the following statements must be true?

1. Hens are birds.

2. All birds lay eggs.

3. Some chickens are not hens.

A. 1 and 2 only

B. 2 and 3 only

C. 3 only

D. 1 and 3 only

Question 2

Four friends were sharing a pizza. They decided to give an extra piece to the oldest friend. Tom is three months older than Chris, who is four months younger than John. Peter is two months older than Chris. Who will get the extra piece of pizza?

A. Peter

B. Chris

C. John

D. Tom

Question 3

Sunil is the brother of Anil. Anil is the son of Rohan. Meena is Rohan's mother. How is Sunil related to Meena?

A. Son
B. Grandson
C. Brother
D. Grandfather

Answer Sheet

Analogy

1. D

2. B

3. B

Classification

1. B

2. C

3. C

Essential Part

1. D

2. B

3. C

Artificial Language

1. D

2. D

3. D

Sequencing

1. A

2. B

3. A

Text Completion

1. C

2. C

3. B

Reading

1. C

2. B

3. A

Logical Deduction

1. D
2. D
3. B