

Oswestry School

Assessment Exam

A Level

Student's Name

Student's Date of Birth DD.....MM.....YYYY.....

Male/Female

I confirm that this test has been completed under strict exam conditions, in the time allowed and with no assistance.

Signed

Position

Name of Agency.....

City.....

Country.....

Date.....

Oswestry School

Founded 1407

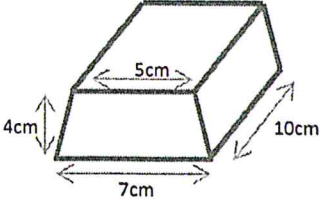
Time Allowed

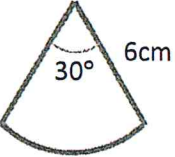
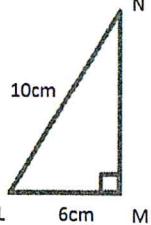
Maths:	40 minutes
Reading:	20 minutes
Use of English:	10 minutes
Writing:	30 minutes

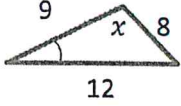
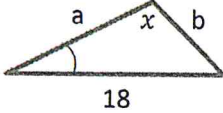
Oswestry School
9/3/2013

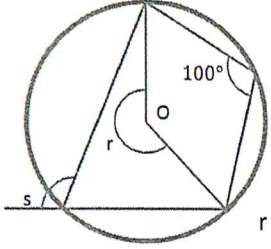
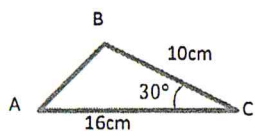
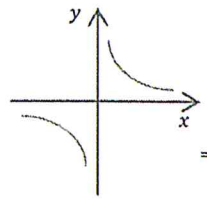
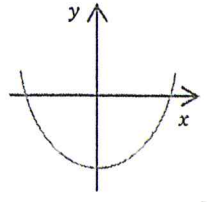
Maths

Calculators are not allowed. Use the space on the right hand side for your working. Write your final answer on the double line.

1	<p>Express the following as a fraction in its lowest terms.</p> <p>0.125 _____</p> <p>0.21 _____</p>		/2
2	<p>$27^{\frac{2}{3}}$ _____</p> <p>$8^{\frac{-1}{3}}$ _____</p>		/2
3	<p>Simplify</p> <p>$(3y^2)^4$ _____</p> <p>$\frac{10y^3 \times 4y^5}{8y^2}$ _____</p>		/2
4	<p>A tree is 125cm tall. It grows to 145cm tall. What is the percentage increase in height?</p> <p>_____</p>		/1
5	<p>Solve the inequality</p> <p>$x^2 \leq 36$ _____</p>		/1
6	<p>Find the volume of this prism.</p>  <p>_____</p>		/1
7	<p>Simplify $\sqrt{50}$</p> <p>_____</p>		/1
8	<p>$(3 + \sqrt{2})(5 - \sqrt{2})$</p> <p>_____</p>		/1

9	Express the answer in standard form $(3 \times 10^5) \times (4 \times 10^2)$		/1
10	Find the values of x if $2x^2 - 11x + 12 = 0$		/2
11	The price of a computer is reduced by 10%. If the computer's reduced price is £1800, how much was the original price?		/1
12	Simplify $\frac{4}{x-1} - \frac{3}{x+1}$		/1
13	Find the area of the sector. Take $\pi = 3.1$ 		/1
14	Solve $3x + 5y = 1$ $2x - 3y = -12$		/2
15	Find the length of MN  Write down the value of $\sin N$		/2
16	Make x the subject $y = \frac{x+a}{x-b}$		/1

17	<p>P is directly proportional to the square of g. P = 20 when g = 2 Find the value of P when g = 3</p> <p>_____</p>		/1									
18	<p>Write down five positive whole numbers that have a mean of 5, a median of 5 and a mode of 7.</p> <p>_____</p>		/1									
19	<p>The table shows information about a group of adults. One of the men is chosen at random. What is the probability that he is married?</p> <table border="1" data-bbox="280 792 762 909"> <thead> <tr> <th></th> <th>Married</th> <th>Not Married</th> </tr> </thead> <tbody> <tr> <td>Men</td> <td>7</td> <td>3</td> </tr> <tr> <td>Women</td> <td>15</td> <td>10</td> </tr> </tbody> </table> <p>_____</p>		Married	Not Married	Men	7	3	Women	15	10		/1
	Married	Not Married										
Men	7	3										
Women	15	10										
20	<p>These triangles are similar. Find a and b.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p>a = _____</p> <p>b = _____</p>		/1									
21	<p>Solve</p> $\frac{2}{x} + \frac{2}{x+1} = 3$ <p>_____</p>		/2									

22	 <p>$r = \underline{\hspace{2cm}}$</p> <p>$s = \underline{\hspace{2cm}}$</p>		/2
23	<p>$\sin 30^\circ = 0.5$ and $\cos 30^\circ = 0.87$ Find the area of the triangle ABC</p>  <p>$\underline{\hspace{2cm}}$</p>		/1
24	<p>Write down the equation of a line that passes through (3,5) and is parallel to the line $y = 2x + 3$</p> <p>$\underline{\hspace{2cm}}$</p>		/1
25	<p>Choose an equation from the list that represents each of the graphs.</p> <p>$y = \frac{1}{x}$ $y = x^3 + x^2$</p> <p>$y = x^2 - 5$ $y = 3x + 5$</p>  <p>$\underline{\hspace{2cm}}$</p>  <p>$\underline{\hspace{2cm}}$</p>		/2

Reading • Part 3

Questions 16 – 30

You are going to read a newspaper article about young pop stars. For questions 16 – 30, choose from the people (A – E). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

Which person says

they realised it would be difficult to change the band's image?

it is important to develop in your role as a member of a band?

their favourite time was when the band was first together?

they nearly lost the opportunity to stay in the band?

they can't imagine giving up making music?

they were not defeated by negative feedback?

they didn't have time to adjust to being in a successful band?

they are glad that more talent is expected from bands nowadays?

the most important thing in their band was to work hard?

they appreciate the people who work with the band?

successful performers shouldn't take their success for granted?

they initially had some concerns about discussing their ambition of starting a band?

their band's path to success was through people telling each other?

they aren't bothered if the band gets bad reviews?

there is a mistaken belief that their band quickly became well-known?

- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30

Band fever

We asked five young pop stars, each from a different band, what it's like to be in a band.

A Nat



I heard an advert on the radio for a band audition. I loved singing, but only really ever did it on the karaoke. But I went, and I got in. People think it was easy for us but they don't realise that we didn't have a record deal for ages. We sang in all kinds of places to start with. Our producer always said he wanted effort from band members rather than good looks or even talented singers and I know now that was the right emphasis. He even sacked me twice for messing around. I remember him shouting: 'I don't work with people like that.' Thankfully, he listened when I begged him to take me back and before long we became famous. It doesn't matter what the newspapers say about your music – that's just life. When you're up there and you hear the fans scream when they recognise a song – that's the best feeling in the world.

B Alex



I'd trained to be a footballer, kicking a ball from dawn to dusk, so I missed watching all the music programmes on TV. Then I became a model and one day a record manager came to me and said: 'You've got a great face, can you sing?' Singing seemed an odd thing to do, so I said: 'Not at all.' Then I did an audition and suddenly I was in a band. At first, I didn't know what had hit me because it all happened in such a rush. I was going out spending a fortune. My advice to bands would be: remember how the world really works, and never forget where you came from. You could easily end up back there.

C Morgan



When I was 15 I was obsessed with forming a band, but I didn't tell my mates straightaway, because I didn't want them to tease me. I plotted in my head, wrote songs and hassled John Matthews, a manager who had looked after some successful bands, just sending him tapes. He said I was rubbish so many times, but as he'd taken the time to reply, I stuck at it. One day I sent him a song called Heavy. He loved it – and it all went crazy from there. He got us reviewed in the magazine Smash Hits, then we got a record deal, and we were on roadshows and TV, like some amazing, weird dream. What would I say to a new band? Enjoy the days when you're starting out – they're the best: coming up, getting known.

D Jules



So much has changed since we started. We've got bodyguards now and a whole team who travel with us. To outsiders, it's strange, but we depend on them and it's like gaining a new family. Bands are different today. Fans won't just accept singing groups who follow dance routines. They'll still argue over who's their favourite in the band, but they expect you to write your own songs and be original. That's good, because we're getting older as well, and getting into different stuff. I love it when we write songs influenced by other groups, and our fans start to listen to their music as well. My advice to bands would be to keep level-headed, but think about how you can branch out – it's not enough just to sing. Your fans will grow with you, but you've got to move with them, too.

E Guy



We didn't like being called a boyband even when we started. When we had our first big hit, it was a word-of-mouth thing: it took its time climbing the charts. But once you're thought of in a certain way – as a bunch of boys singing love songs, wearing nice clothes – then that's that. You've got to fight to be thought of differently. I'll be making music until I'm old and grey, partly because I don't know what else I'd do, partly because I've known what it's like to stand before a huge audience and feel that incredible rush. My advice to bands? Enjoy every moment.

Use of English • Part 1

For questions 1 – 12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A edge B surround C turn D enclose

0	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
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The internet bus

In the desert areas that (0) Tucson city, USA, students spend hundreds of hours on yellow buses each year getting to and from their schools. But when mobile internet equipment was (1) on a yellow school bus, the bored, often noisy, teens were (2) into quiet, studious individuals.

District officials got the idea during (3) drives on school business to Phoenix, two hours each way, when they (4) that, when they went in pairs, one person could drive and the other could work using a laptop and a wireless card. They (5) if internet access on a school bus could (6) students' academic productivity, too.

But the idea for what students call 'the internet bus' really (7) shape when the district's chief information officer (8) across an article about having internet access in cars. He thought, 'What if you could put that in a bus?'

The officials have been delighted to see the (9) of homework getting done, morning and evening, as the internet bus (10) up and drops off students along the 70-minute drive. (11) some students spend their time playing games or visiting social networking sites, most students do make (12) of their travel time to study.

- 1 A installed B set C included D structured
- 2 A replaced B exchanged C switched D transformed
- 3 A extraordinary B occasional C exceptional D few
- 4 A believed B acknowledged C estimated D realised
- 5 A thought B imagined C suspected D wondered
- 6 A increase B enlarge C rise D heighten
- 7 A formed B took C held D did
- 8 A got B looked C came D put
- 9 A total B amount C number D measure
- 10 A brings B picks C rides D catches
- 11 A Since B Despite C Although D However
- 12 A progress B work C use D part

Reading Part 3, Use of English Part 1 - Answer sheet

Reading Part 3 – For each question, choose from the people (A – E).

- | | | | |
|-----|-------|-----|-------|
| 16. | _____ | 24. | _____ |
| 17. | _____ | 25. | _____ |
| 18. | _____ | 26. | _____ |
| 19. | _____ | 27. | _____ |
| 20. | _____ | 28. | _____ |
| 21. | _____ | 29. | _____ |
| 22. | _____ | 30. | _____ |
| 23. | _____ | | |

Use of English Part 1 – For each question, mark the correct letter A, B, C, or D below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

