

Quest

Quest Assessments

Familiarisation materials

Quest Familiarisation Materials

Sample questions

In this document you will find some sample questions for the Haberdashers' Elstree Schools' assessment. These are designed to help you understand what the questions in your exam might look like and how to approach them. These questions will not appear in your real assessment.

Answer sheet

In your Quest assessment, you will record your answers on a special answer sheet called an OMR. You can see an example of an OMR answer sheet on **page 11**, and you can practise filling it in using your answers to the sample questions.

Choose your answers by drawing a line clearly through the rectangle with a pencil. See below for examples of how to fill in your answer sheet correctly.

1		2	
A	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>
B	<input type="checkbox"/>	B	<input type="checkbox"/>
C	<input type="checkbox"/>	C	<input checked="" type="checkbox"/>
D	<input type="checkbox"/>	D	<input checked="" type="checkbox"/>
E	<input type="checkbox"/>	E	<input type="checkbox"/>

If you make a mistake, rub it out and choose another answer!

Answer key

The answers to the familiarisation questions can be found on **page 12**. You can use them to check your work after completing the sample questions.



Maths and non-verbal reasoning

This assessment will test a variety of maths topics and skills. Some questions will focus on quick arithmetic, which you can solve in your head or with only a little working out. Other questions will challenge your problem-solving skills and take several steps to complete.



Sample questions

1

$$79 - \square = 25$$

- A 44 B 46 C 53 D 54 E 56

2

$$0.4 \times 100 =$$

- A 0.04 B 0.4 C 4 D 40 E 400

3

$$1^2 + 2^2 + 3^2 =$$

- A 6 B 11 C 12 D 14 E 16

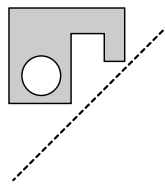
4

Choose **all** of the common factors of 48 and 36.

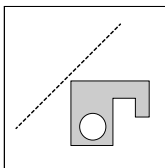
- A 2 B 4 C 6 D 8 E 12

5

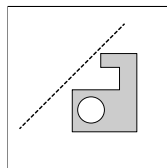
Which image shows the **reflection** of this shape across the line of symmetry?



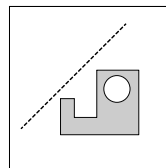
A



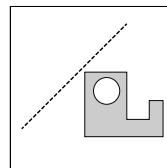
B



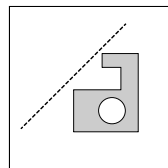
C



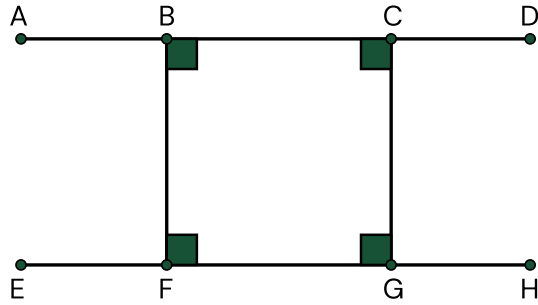
D



E

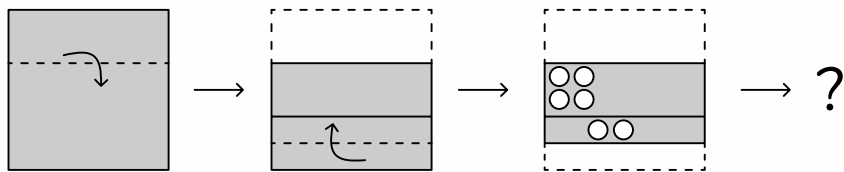


6 Choose all **true** statements about the shape below.



- A AD is parallel to EH.
- B BC is parallel to CG.
- C CG is perpendicular to BF.
- D AB is perpendicular to BF.
- E FH is perpendicular to BF.

7 This piece of paper has been folded and then had shapes cut out of it. What will it look like when unfolded?

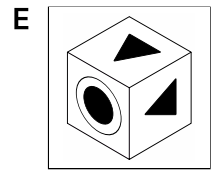
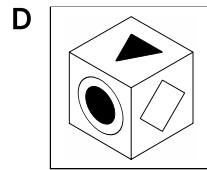
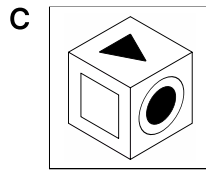
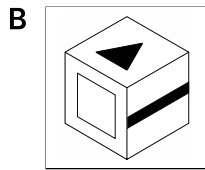
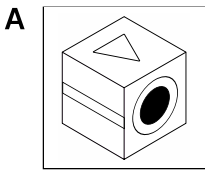
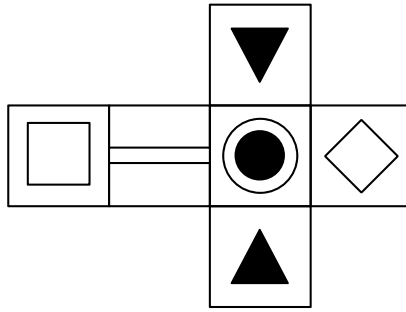


- A
- B
- C
- D
- E

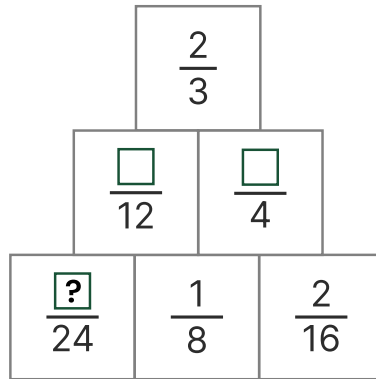
8 I roll two fair, six-sided dice, then add the results together. How many different **prime numbers** could my answer be?

- A two B four C five D eleven E twelve

9 Which cube **can** be made from this net?



10 In this pyramid, the two fractions below add up to make the fraction above.
Which digit should replace the question mark?



- A 2 B 3 C 5 D 7 E 8

This assessment will contain a reading comprehension section, which tests how well you can read texts and understand them. It will also contain a vocabulary section, which will test your knowledge of the meanings of words and their uses in different contexts.

 **Sample questions**

Read the text below then answer questions 1–5.

Daisy clutched the small ceramic bowl, her fingers turning white from the pressure as she approached the museum's entrance. The last time she'd been here, she'd been one of a wave of unruly 13-year-olds. They'd taken the train to Brighton for a school trip and had walked along the salty promenade, the squawking of seagulls mingling with the chattering and laughter of the group. The noise had increased as they'd spotted the colourful rides on the pier, as well as a line of striped huts protruding from the pebbles and sand. There was much more enthusiasm for exploring the attractions than in trailing quietly around the museum.

-
- 1** Which word from the text tells you that Daisy is nervous?
- A** clutched **B** unruly **C** chattering **D** trailing **E** quietly
-
- 2** What evidence tells the reader that Brighton is by the sea?
Choose **two** answers.
- A** There are lots of colourful attractions.
B The huts sit on pebbles and sand.
C The group squawks with laughter.
D The group travels by train to get there.
E The group walks along a salty promenade.

3 Which sounds are described in the text?

Choose **two** answers.

- A the squeak of the museum doors
 - B the sound of the train engine
 - C the thudding of footsteps
 - D the cries of seagulls
 - E the laughter of the children
-

4 Why does the noise increase as the group spots the pier and the striped huts?

- A The group starts to discuss the history of the pier.
 - B The group are excited to see the seaside attractions.
 - C The students complain about not being able to go on the attractions.
 - D The seagulls flying around the group squawk at the students.
 - E The group wants to be heard over the sounds from the attractions.
-

5 **'There was much more enthusiasm for exploring the attractions than in trailing quietly around the museum.'**

What does this sentence tell you about the students?

- A They are walking quietly along the seafront.
- B They have planned the trip to Brighton themselves.
- C They are expecting their trip to the museum to be quick.
- D They are not very excited about visiting the museum.
- E They are angry about their plans for the day.

-
- 6** Choose **all** of the sentences in which address is a noun.
- A** Mrs Cooper taught our class to address an envelope correctly.
- B** He put the wrong address on the parcel so it got lost.
- C** Zak and his family moved to that address in 2022.
- D** Be very polite when you address the teacher.
- E** What's the address for the party later?
-

- 7** Choose the word that will **best** complete the sentence below.
- After the argument, she felt _____ about the way that she had behaved.**
- A** curious **B** heroic **C** indecisive **D** remorseful **E** weary
-

- 8** Which word means 'slightly angry'?
- A** irritated **B** enraged **C** furious **D** irate **E** livid
-

- 9** Three of these words are linked in some way.
- Choose the **two** odd ones out.
- A** indigo **B** maroon **C** diamond **D** ruby **E** scarlet
-

- 10** Read the information below, then answer the question.
- Tommy makes jam with the fruit that grows in his garden throughout the year.
 - Each month he always makes jam out of the fruit that has ripened the month before.
 - His strawberries ripen first, two months before the peaches.
 - The plums are ready in August, two months after the peaches.
 - Blackberries and raspberries are great for autumnal jam as they ripen over two months, starting from September.

What type of jam does Tommy make in May?

- A** blackberry **B** peach **C** plum **D** raspberry **E** strawberry

Creative comprehension

In this assessment you will answer questions about a variety of sources.

Sample questions

Read the sources about the Trojan War and then answer questions 1–3.

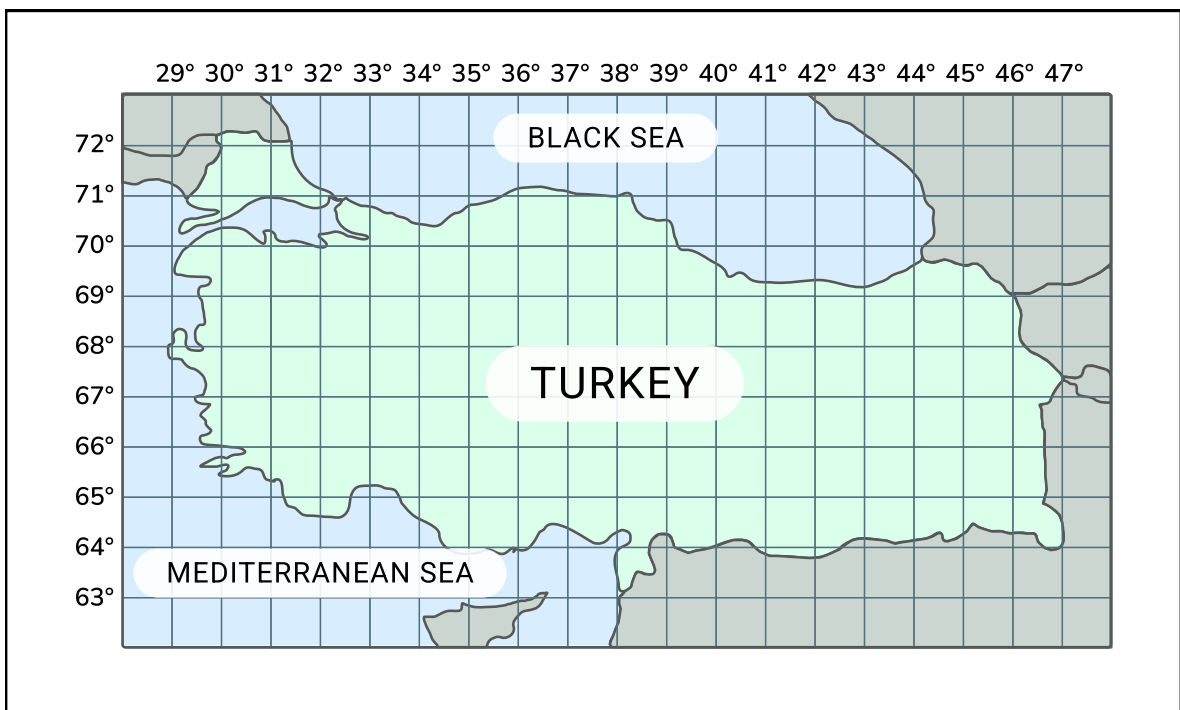
Source 1.

Extract from the textbook 'The Trojan War and its Consequences' by Henry Forrester

The story of the Trojan War originates from ancient scripts written by an author called Homer. In these scripts, the war was said to be between two kingdoms, Troy and Mycenaean Greece, during the Bronze Age (3100–300 BC). Homer claims that the war began after Queen Helen of Sparta was kidnapped by the Trojan prince. Queen Helen's husband ordered his brother, the King of Mycenae, to find her. The King of Mycenae gathered his men and set off to attack Troy in an attempt to retrieve the Queen. It is said that the war continued for 10 years. Scholars were uncertain of the historical accuracy of this war until the discovery of evidence pointing towards the existence of the ancient land of Troy. This land was located on the coast of the country we now call Turkey.

Source 2.

Map of modern-day Turkey



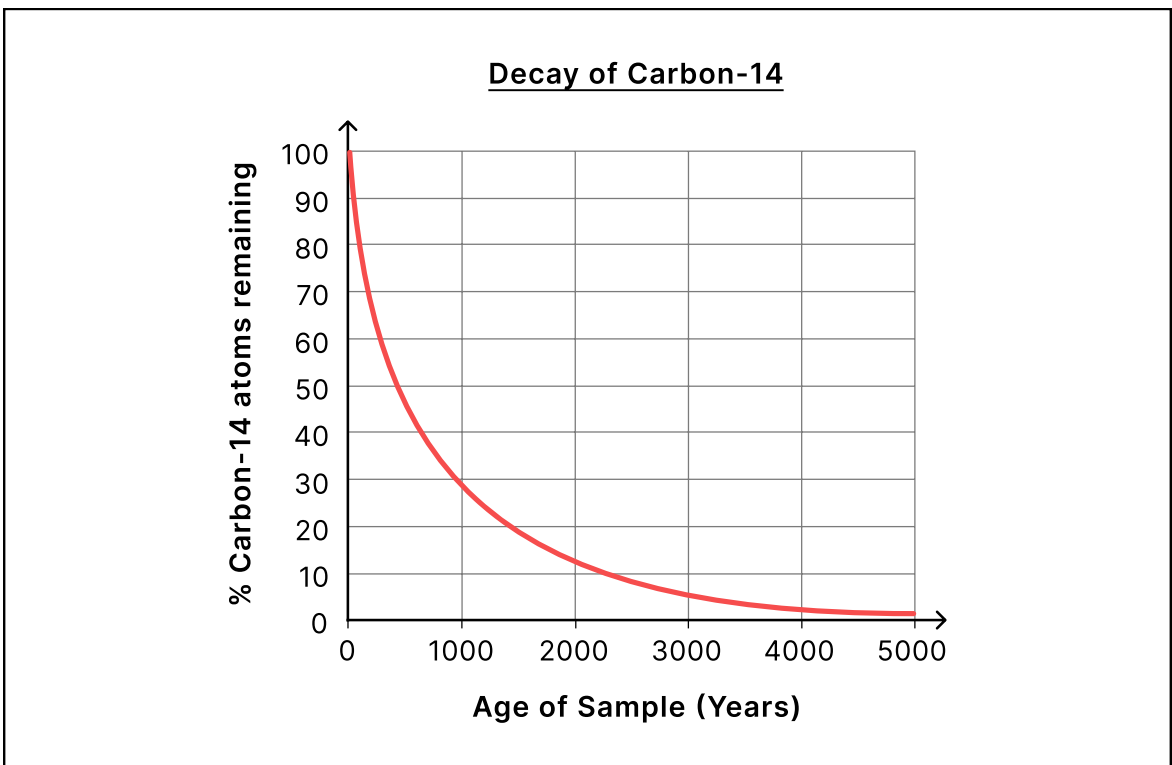
Source 3.

Vase discovered by archaeologists at the site of an ancient fortress believed to be the location of ancient Troy



Source 4.

Carbon dating graph. Scientists can tell how old something is by looking at the percentage of Carbon-14 atoms that are remaining in it.



1 Look at **Source 3**. The three codes on the vase mean 'Zeus', 'army' and 'star', but not in this order.

Work out which code matches each word, then use this to translate the code below.



A arrest **B** martyr **C** mazes **D** master **E** amazes

2 When it was found, the vase in **Source 3** contained traces of food. Using **carbon dating**, we can estimate the age of this food.

The percentage of Carbon-14 atoms remaining in these food traces is **7%**.

Use this information and the graph in **Source 4** to estimate how many years old the food is.

A 100 **B** 1500 **C** 2000 **D** 2600 **E** 3050

3 Below are the coordinates of five cities in modern-day Turkey.

Using **Sources 1–4**, identify the city that is **most likely** to be the site of ancient Troy.

Canakkale	29.75°, 70.18°
Gaziantep	43.89°, 66.07°
Kayseri	39.14°, 66.06°
Trabzon	42.00°, 67.76°
Van	45.43°, 66.12°

A Canakkale **B** Gaziantep **C** Keyseri **D** Trabzon **E** Van



Maths and non-verbal reasoning

1 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	2 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	3 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	4 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	5 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	6 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	7 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>
8 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	9 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	10 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>				

English and verbal reasoning

1 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	2 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	3 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	4 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	5 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	6 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	7 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>
8 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	9 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	10 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>				

Creative comprehension

1 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	2 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>	3 A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>
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Answer Key

Maths and non-verbal reasoning

- | | |
|--------------|-----------|
| 1 D | 6 A, D, E |
| 2 D | 7 A |
| 3 D | 8 C |
| 4 A, B, C, E | 9 D |
| 5 B | 10 D |
-

English

- | | |
|--------|-----------|
| 1 A | 6 B, C, E |
| 2 B, E | 7 D |
| 3 D, E | 8 A |
| 4 B | 9 A, C |
| 5 D | 10 E |
-

Creative comprehension

- 1 D
- 2 D
- 3 A