

REASONING

9ER14TS

**The script for the
reasoning test**



119455



Llywodraeth Cymru
Welsh Government

Information for administrators

This booklet provides you with the script you read to learners when presenting the stimulus materials immediately prior to the National Numeracy Test (Reasoning).

The stimulus materials are a crucial element of the test as they enable learners to engage with the context of the first set of questions, and also reduce both reading demand and test anxiety.

It is **essential** therefore that you prepare in advance for the test by going through the script in detail, in conjunction with the slide presentation (on the computer disk). You **must** make sure that you understand the presentation and can then present the information with confidence. If learners do not understand, there is a significant risk of their not engaging with the test questions.

Before administering the presentation

Detailed information on administering the presentation is provided in the *Test administration guidance* that accompanies the test and in the *National Reading and Numeracy Tests – 2014 test administration handbook* on the Learning Wales website learning.wales.gov.uk

Immediately before showing the presentation to learners, check that:

- everyone can see and hear, and is focused on what you are presenting
- access arrangements have been made by the school for any learner requiring them
- the technology works.

Administering the presentation

School trials of the tests clearly show the crucial importance of the presenter in ensuring that learners engage with, and are enthusiastic about, the contexts.





Your role therefore is of great significance to your learners, so please:


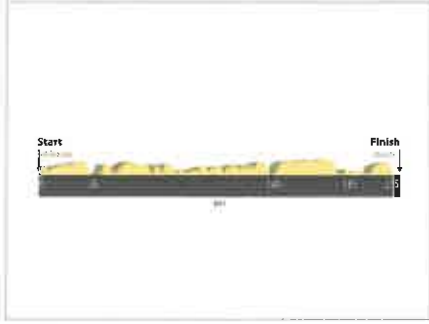
- make it interesting! To achieve the engagement and interest of learners, you, as presenter, need to be seen as confident and enjoying the materials. Use intonation and present with enthusiasm. You can (as appropriate for the age group) act out parts, use different voices or use any appropriate methodology to ensure that learners understand the contexts
- ask questions to engage learners. For example, if the context were about the rules of rugby, start by asking them who likes rugby and who knows anything about the rules. Get them involved in the context, wanting to know more
- make sure you include all the elements within the script – they are there for a good reason
- check understanding (both visually and, if necessary, by asking learners) and then expand if appropriate. However, if you do expand, you must not at any time extend discussion or commentary about the numerical content beyond that provided in the presentation, as this could help learners with the test questions. Within the script, you may be advised about issues you should not discuss (all such information is given in italics – this clearly should not be read out loud).

Learners must not be given any help that could influence their test performance.

Presentation to be shown to learners before doing question 1

The text in the right-hand boxes (but not italics) should be read to learners. You can use your own words, or provide additional explanation of contexts, if necessary. However, help should not be given with the numeracy that is to be assessed.

Slide 1		<p><i>(Keep this slide on the screen until you are ready to start the presentation.)</i></p> <p>How many of you have heard of the Tour de France? Many people think it is the greatest cycling race on earth.</p>
Slide 2		<p>This photograph shows people cycling in the very first Tour de France in 1903 – that's over 100 years ago.</p> <p>Sixty cyclists left Paris and raced nearly two and a half thousand kilometres all around France.</p>
Slide 3		<p>Now cyclists from all over the world take part in the race. They cycle for 21 days, travelling about three thousand two hundred kilometres – that's two thousand miles!</p> <p>The route changes each year, but always includes very high mountains. The riders have to be exceptionally fit.</p>
Slide 4		<p>Until recently, no British cyclist had ever won the Tour de France, but British cyclists won in 2012 and 2013. We are going to look at information about the race won by Bradley Wiggins in 2012.</p>

<p>Slide 5</p>		<p>The race has 21 stages. Wiggins got off to a great start, and won stage 4.</p> <p>This map of part of France shows information about stage 4.</p> <p>They started here at Abbeville (<i>point</i>). They cycled this way (<i>trace the route</i>) and finished here at Rouen (<i>point</i>).</p>
<p>Slide 6</p>		<p>For each stage of the race, the organisers publish a diagram like this. This diagram describes stage 4.</p> <p>You can see the start and the finish (<i>point to each</i>), and this scale (<i>point</i>) shows that the length of the race was 215 kilometres that day. The scale allows you to work out distances, for example, how many km is it from here (<i>point to 140</i>) to here (<i>point to 185</i>)? That's right, 45 kilometres. And what about from here (<i>point to 38</i>) to here (<i>point to 140</i>)? (102 kilometres)</p> <p>The ups and downs on this diagram show uphill and downhill. Because there isn't a scale, we can't work out exactly how high the hills are. If this stage of the race had high mountains in it, the peaks on the diagram would be much, much higher.</p> <p>You are going to look at a diagram of a stage of the race with very high mountains and answer some questions about it. All the information you need is in your booklet.</p> <p>Remember to use your calculator where appropriate and show your working so that someone else can understand what you are doing and why. When you have finished there are other questions to answer.</p> <p>You have 30 minutes.</p>