Preparing for Admissions Assessments

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Today’s session

• Overview of the application process
• How admissions assessments are used to assess applications
• Practical details
• How to prepare
• Final top tips
• Questions
What is your current confidence level on admissions assessments?
1 (not at all confident) to 10 (very confident)
Overview of the Application Process
Our Application Process – why is it different?

Completed online – application deadline **15 October**

- Virtually all applications to Cambridge are strong
- UCAS forms don’t provide enough detail to distinguish between them
- Therefore, we ask for more information (via the SAQ) and ask applicants to go through additional processes (admissions assessments and interviews)
What information do we use to assess applications?

- Academic record
  - GCSE grades
  - Predicted grades
- UCAS Application
- Personal statement
- SAQ
- Teacher reference
- Contextual data

- Written work**
- Admissions assessments**
- Interviews (if interviewed)

** may not apply to all students/subjects

No part of an application is considered in isolation — all available information is looked at together before decisions are made. We consider every application individually, taking all aspects into account.
What are Oxbridge looking for?

• Academic ability and potential
  • Logical, critical and independent thought
  • Intellectual flexibility
  • Satisfy any subject requirements
• Motivation and suitability for chosen course
  • Genuine subject interest and motivation
  • Enthusiasm for complex and challenging ideas
  • Good ‘fit’ between applicant and course
• Commitment and organization
  • Academic commitment and self-discipline
  • Vocational commitment (where appropriate – e.g., Medicine)

All universities are looking for the brightest and the best students, irrespective of social, religious, school or financial background. So go for it!
How are admissions assessments used to assess applications?
Why do we have our own admissions assessments?

• Provides a universal, benchmark assessment for all applicants to that subject, regardless of the qualifications they are studying in school
• Stretches and challenges applicants to assess their potential
• They are designed to gauge applicants’ skills and abilities which might n
• Gives you an opportunity to demonstrate how you have developed academically since you took your GCSEs, or most recent exams
What are the admissions assessments assessing?

• Thinking and comprehension skills
• Where appropriate, subject knowledge and understanding
• Intended to introduce applicants to new information beyond their current syllabi and see how they try to address it
• Different to any exam you’ve ever sat before, so will be challenging and unfamiliar if you haven’t looked at the papers in advance
How will admissions assessment performance affect students’ applications?

- The assessments are **not** pass/fail tests
- Students’ performance won’t be considered in isolation, but will be taken into account alongside the other elements of the application
- Pre-interview admissions assessment performance **can** affect whether an applicant is invited to interview or not, but it is rarely decisive
What practical details do I need to know?
Pre-interview assessment practical details

All Colleges require a pre-interview assessment for the following courses:
* Chemical Engineering
* Computer Science
* Economics
* Engineering
* English
* Land Economy
* Medicine
* Natural Sciences
* Veterinary Medicine

Please note, some Colleges may also require applicants to take a College-set written assessment at-interview, in addition to the pre-interview assessment. See individual course pages for details.

You must ensure your assessment centre registers you by the relevant deadline.

**1 October 2021:**
BMAT – Medicine
TMUA – Computer Science

**15 October 2021:**
ECAA – Economics
ENGAA – Engineering, Chemical Engineering via Engineering
ELAT – English
TSA – Land Economy
NSAA – Natural Sciences, Veterinary Medicine, Chemical Engineering via Natural Sciences
Pre-interview assessment practical details

- Taken in school
- 2021 pre-interview assessments will be **in-person**
- Schools/colleges that aren’t authorised for the BMAT and/or Oxford tests must apply to Cambridge Assessment Admissions Testing to become an authorised centre.
- No charge to schools to be authorised and no entry fee for applicants, except for the BMAT.
Pre-interview assessment practical details

- The following pre-interview assessments will take place on November 3rd 2021:
  - BMAT - Medicine
  - ECAA - Economics
  - ENGAA - Engineering, Chemical Engineering via Engineering
  - NSAA - Natural Sciences (Physical and Biological), Chemical Engineering via Engineering

- The following pre-interview assessments will take place on November 4th 2021:
  - TSA - Land Economy
  - TMUA - Computer Science
  - ELAT - English Literature
At-interview assessment practical details

choose course and college

Pre-interview admissions assessment registration

UCAS 15 October

SAQ 22 October

Submit written work (if required)

Pre-interview admissions assessments

Interview (Nov or Dec)

At-interview assessments

Decision (Jan)

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At-interview assessment

All Colleges require an at-interview assessment for the following courses:
- Archaeology
- Architecture
- Classics
- History and Modern Languages
- History of Art
- Law
- Linguistics
- Modern and Medieval Languages (MML)
- Philosophy
- Theology, Religion, and Philosophy of Religion

At-interview assessment

Some Colleges may require an at-interview assessment for the following courses:
- Anglo-Saxon, Norse, and Celtic
- Asian and Middle Eastern Studies
- Education
- Geography
- History
- History and Politics
- Human, Social, and Political Sciences
- Mathematics
- Music
- Psychological and Behavioural Sciences

*Lucy Cavendish requires applicants for History/History and Politics/History and Modern Languages to sit the HAA at-interview

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• No need to register in advance

• Normally taken on the day of your interview
At-interview assessment practical details

- At-interview assessment times will be coordinated centrally, meaning you may not sit your assessment on the same day as your interview.
- You will also sit the admissions assessment remotely, either at home or in your school/college.
- We currently plan for at-interview assessments to take place during the weeks beginning 22nd November and 29th November.
How do I prepare for my admissions assessments?
What are you applying for?
What are you most unsure of regarding admissions assessments?
How to prepare: **Getting started**

- All information about all admissions assessments available online, including:
  - Full assessment specifications
  - Past and specimen papers with answer sheets and explained/exemplar answers
  - Videos
  - Extensive information, advice and guidance
- Download all documents for your assessment
- Discuss resources with your subject teachers

[www.undergraduate.study.cam.ac.uk/applying/admission-assessments](http://www.undergraduate.study.cam.ac.uk/applying/admission-assessments)
Types of admissions assessment

Some admissions assessments are testing your **skill**, others are testing your **knowledge**: it’s important to know which yours is!
Types of admissions assessment

Assessment Type 1

- Multiple-choice questions
- Primarily assessing your knowledge, your understanding, and your ability to apply it

- Assessments
  - Pre-interview
    - BMAT (section 2)
    - TMUA
    - ECAA (section 1)
    - ENGAA
    - NSAA

Assessment Type 2

- Essay/text response questions
- Primarily assessing your skills

- Assessments
  - Pre-interview
    - BMAT (section 3)
    - ECAA (section 2)
    - ELAT
  - At-interview
    - Architecture
    - Archaeology
    - Architecture (section 1)
    - HAA
    - History of Art
    - Philosophy (section 2)
    - Law
    - Linguistics (section 3)
    - MML (section 2)

Other Assessments

Skills

- Architecture (section 2)
  - Graphical and spatial ability
- TSA (Cambridge); Philosophy (section 1); BMAT (section 1)
  - Multiple-choice questions
- Linguistics (sections 1 and 2)
  - Data questions
- Theology
  - Comprehension questions on a pre-recorded sample lecture

Knowledge

- MML – section 1
  - Essay response
- Classics
  - Translation
Preparing for Assessment
Type 1
Preparing for Assessment Type 1

• These questions might look different to others that you’ve attempted before
• Designed to be challenging
• Don’t test your knowledge of facts, but your understanding of knowledge and your ability to apply knowledge to new contexts
Preparing for Assessment Type 1: **Study the specification**

- This will tell you what you need to revise
- Identify what topics you need to focus your revision on
- If there are any gaps in your knowledge, fill them using online resources
- Ask your subject teachers for help
Preparing for Assessment Type 1: Study the specification

B4. Inheritance

B4.1 Know the nucleus as a site of genetic material/chromosomes/genes in plant and animal cells.

B4.2 Know and understand the following genetic terms:
   a. gene
   b. allele
   c. dominant
   d. recessive
   e. heterozygous
   f. homozygous
   g. phenotype
   h. genotype
   i. chromosome

B4.3 Monohybrid crosses:
   a. Use and interpret genetic diagrams to depict monohybrid (single gene) crosses.
   b. Use family trees/pedigrees.
   c. Express outcome as ratios, numbers, probabilities or percentages.
   d. Understand the concept of inherited conditions.
   e. Know that most phenotypic features are the result of multiple genes rather than a single gene inheritance.
Preparing for Assessment Type 1: Learn/revise key content
Preparing for Assessment Type 1: **Learn and revise key content**

- Physics and Mathematics resources
Preparing for Assessment Type 1: **Learn and revise key content**

- Chemistry resources

- Cambridge Chemistry Challenge (C3L6)
Preparing for Assessment Type 1: Learn and revise key content

• All subjects
  • Revise GCSE and AS notes
Preparing for Assessment Type 1: Practice

- Answering questions **without a calculator**
- Focusing for **60+ minutes**
- Practice questions
  - Look through **explained answers** to help you review your own work
  - Mark your answers and review where you have gaps in your knowledge so you can revise these areas
  - If you run out of resources, practice questions from similar pages
    - TMUA; NSAA Maths ↔ ENGAA Maths ↔ ECAA (section 1)
    - ENGAA Physics ↔ NSAA Physics
    - BMAT (section 2) → NSAA (all sections)
Preparing for Assessment Type 1: *Time management*

- This is often what students find difficult
- You usually have **1–3 minutes** per question
- Complete timed papers to practise and work out your strategy

_Students who normally receive exam adjustments will also receive these in their admissions assessments._
Example Type 1 admissions assessment: **Natural Sciences Admissions Assessment**
Example Type 1 admissions assessment: Natural Sciences Admissions Assessment

**Section 1 (60 minutes):**
- 4 parts of 20 multiple choice questions.
- Candidates should answer two parts – Mathematics and one of Biology, Chemistry and Physics

**Section 2 (60 minutes):**
- 3 parts of 20 multiple-choice questions
- Candidates should answer one part – Biology, Chemistry or Physics

Note that this assessment is designed to be challenging and it is usual for many candidates not to finish it. Typical applicants will score around 50%.
A square piece of metal has a semicircular piece cut out of it as shown. The area of the remaining metal is 100 cm².

Which one of the following is a correct expression for the length of the side of the square in centimetres?

A \[20\sqrt{\frac{2}{8 - \pi}}\]
B \[10\sqrt{\frac{2}{4 - \pi}}\]
C \[20\sqrt{\frac{2}{8 + \pi}}\]
D \[10\sqrt{\frac{1}{8 - \pi}}\]
E \[20\sqrt{\frac{1}{4 - \pi}}\]
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C. \(20\sqrt{\frac{2}{8 + \pi}}\)
D. \(10\sqrt{\frac{1}{8 - \pi}}\)
E. \(20\sqrt{\frac{1}{4 - \pi}}\)

The answer is option A.

We can write:

\[\text{area of shape} = \text{area of square} - \text{area of semi-circle}.\]

If we let the length of one side of the square be \(2x\), so that the radius of the semi-circle is \(x\), then this becomes:

\[100 = 4x^2 - \frac{1}{2}\pi x^2 = x^2\left(4 - \frac{\pi}{2}\right)\]

Rearranging:

\[x = \sqrt{\frac{200}{8 - \pi}} = 10\sqrt{\frac{2}{8 - \pi}}\]

So the length of one side of the square is \(2x = 20\sqrt{\frac{2}{8 - \pi}}\).
Example Type 1 admissions assessment: **Natural Sciences Admissions Assessment**

- Choose in advance the sections you would like to answer (Physics, Chemistry, Biology) and factor that into your preparation
- Find out what multiple-strategy works best for you and stick to it
  1. Start at the first question and work through sequentially?
  2. Start with the easiest questions and then move on to the harder ones?
  3. Get the hardest out of the way first, then move on to the easier ones?
How would you prepare for the NSAA?
How do Type 1 admissions assessments help us assess applicants?

Academic ability and potential
- Logical, critical and independent thought
- Intellectual flexibility
- Satisfy any subject requirements

Motivation and suitability for chosen course
- Genuine subject interest and motivation
- Enthusiasm for complex and challenging ideas
- Good ‘fit’ between applicant and course

Commitment and organization
- Academic commitment and self-discipline
- Vocational commitment (where appropriate – e.g., Medicine)
Preparing for Assessment
Type 2
Preparing for Assessment Type 2

• These require less preparation: it’s a test of aptitude and skill

• Remember that they are testing your skills, not your knowledge of texts and contexts which you bring in to support your argument
Preparing for Assessment Type 2: 
Familiarise yourself with the paper

• How many questions do you have to answer?
• How long do you have per question?
• What is the format of the questions?
  • Comparative?
  • Responding to some information?
  • Open-ended questions?
Preparing for Assessment Type 2: **Study the mark scheme**

<table>
<thead>
<tr>
<th>Range</th>
<th>Features of performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 1</td>
<td>30 – 24</td>
</tr>
<tr>
<td></td>
<td><em>Impressive work which shows a convincing response to literary features and nuances of texts.</em></td>
</tr>
<tr>
<td></td>
<td>Perceptive understanding and sensitive, analytical close reading shown through apt and illuminating references to texts. Moves confidently between passages in a well-structured argument which is fully developed. Work with some hesitations, but which shows very good comprehension and close reading skills used to support a generally well-focused argument, may also be placed in Band 1.</td>
</tr>
<tr>
<td>Band 2</td>
<td>23 – 18</td>
</tr>
<tr>
<td></td>
<td><em>Proficient work which shows a clear and sustained response to literary features.</em></td>
</tr>
<tr>
<td></td>
<td>Secure understanding with evidence of thorough close reading, although this is inclined to be more mechanical and descriptive than in Band 1. Comparison is thoughtful. Argument is likely to be clearly structured and presented. Work with some imaginative insights but lacking clear organisation may also be placed in Band 2.</td>
</tr>
<tr>
<td>Band 3</td>
<td>17 – 12</td>
</tr>
<tr>
<td></td>
<td><em>Straightforward work which shows a limited response to literary features.</em></td>
</tr>
<tr>
<td></td>
<td>Some understanding of chosen texts and limited evidence of effective close reading. May concentrate too much on simple paraphrase at the expense of features of language. Straightforward comparison with some ability to shape an argument. Work which is occasionally thoughtful but lacks coherence may also be placed in Band 3.</td>
</tr>
<tr>
<td>Band 4</td>
<td>11 – 0</td>
</tr>
<tr>
<td></td>
<td><em>Very limited work which struggles to meet the terms of the task.</em></td>
</tr>
<tr>
<td></td>
<td>11 – 9: little evidence of understanding of texts; little or no evidence of close reading. Struggles to make meaningful comparison or structure an argument. 8 – 0: work is completely inadequate or unacceptable as a response to the task.</td>
</tr>
</tbody>
</table>

- Use mark schemes to find out **what examiners are looking for**
- Work out how you can demonstrate each aspect
- Make a **mental checklist** of what you need to include in your answer
Preparing for Assessment Type 2: **Study the mark scheme**

- Also pay close attention to the question wording

Select two of the passages (a) to (f) and compare and contrast them in any ways that seem interesting to you, paying particular attention to distinctive features of structure, language and style.

*This task is designed to assess your responsiveness to unfamiliar literary material and your skills in close reading. Marks are not awarded for references to other texts or authors you have studied.*
Preparing for Assessment Type 2: Develop essay writing skills

• Set out the scope of your answer

• Think about how you want to structure your essay in advance; ask your teachers for advice

• Practice considering different opinions and giving arguments for and against different viewpoints
  • Get used to expressing your views about articles and news stories
  • Practice presenting arguments for a view you disagree on
Preparing for Assessment Type 2: **Brainstorm potential points for discussion**

- This is something you can do both in the exam and before the exam, especially for questions which have a prompt.
Preparing for Assessment Type 2: **Brainstorm potential points for discussion**

The following poems and extracts from longer prose and drama texts are all linked by the theme of storms. They are arranged chronologically by date of publication. Read all the material carefully, and then complete the task below.

- (a) From ‘The Storme’ (1633), a poem by John Donne [page 4]
- (b) From *Modern Painters* (1843), a book on art by John Ruskin [page 5]
- (c) From *The Story of an African Farm* (1883), a novel by Olive Schreiner [page 6]
- (d) From *Riders to the Sea* (1905), a play by John M Synge [page 7]
- (e) ‘The Storm’ (1911), a poem by Katherine Mansfield [page 8]
- (f) From Giovanni’s Room (1956), a novel by James Baldwin [page 9]

**Task:**

Select two or three of the passages (a) to (f) and compare and contrast them in any ways that seem interesting to you, paying particular attention to distinctive features of structure, language and style. In your introduction, indicate briefly what you intend to explore or illustrate through close reading of your chosen passages.

*This task is designed to assess your responsiveness to unfamiliar literary material and your skills in close reading. Marks are not awarded for references to other texts or authors you have studied.*
Preparing for Assessment Type 2: **Brainstorm potential points for discussion**

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In the exam:

- What ideas might come up in texts linked by the theme of **storms**?
Preparing for Assessment Type 2: **Brainstorm potential points for discussion**

Before the exam:

- What features might you be able to talk about when comparing and contrasting two texts?

**Task:**

Select two or three of the passages (a) to (f) and compare and contrast them in any ways that seem interesting to you, paying particular attention to distinctive features of structure, language and style. In your introduction, indicate briefly what you intend to explore or illustrate through close reading of your chosen passages.

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Preparing for Assessment Type 2: **Critical thinking**

- Admissions assessments will often be assessing a different kind of thinking than you’re used to being assessed on.
Preparing for Assessment Type 2: **Critical thinking**

- Admissions assessments will often be assessing a different kind of thinking than you’re used to being assessed on.

**QUESTION 2**

2. Who benefits from freedom of speech? Who loses?

- Why, in your view, has trade and exchange been so important for past humans?

1. ‘Power tends to corrupt, and absolute power corrupts absolutely.’ (John Dalberg-Acton)

   Explain the reasoning behind this statement. Argue that power does not necessarily degrade or weaken the morals of those who hold it. To what extent is it possible for someone to hold power without using it for their own personal gain?
Preparing for Assessment Type 2: **Critical thinking**

- Admissions assessments will often be assessing a different kind of thinking than you’re used to being assessed on
- **Practice** thinking about these kind of open-ended questions
  - Past papers
  - Sample interview questions
    - [www.ox.ac.uk/admissions/undergraduate/applying-to-oxford/guide/interviews](http://www.ox.ac.uk/admissions/undergraduate/applying-to-oxford/guide/interviews)
  - Questions don’t necessarily need to be subject-specific
- Be **confident** in your own ideas!
  - Discuss your ideas with a friend/teacher/family member
Preparing for Assessment Type 2: Time management

- Complete timed practice papers
- Create a plan
  - How much time do you need to write your essay?
  - How much time can you spend reading, planning and checking?
- These tests often involve handwriting for 60+ minutes

Students who normally receive exam adjustments will also receive these in their admissions assessments
Example Type 2 admissions assessment: History

Critical response to texts (60 minutes):

• Essay response

• Comparison of two passages of text (primary or secondary) on historical themes with a designated focus for the answer

• Strong answers will display analytical thought and the ability to select evidence and deploy it in a coherent argument to answer a specific question, making connections and comparisons between sources and handling historical concepts and mentalities appropriately

• Essential to spend time reading sources and planning answer
Example Type 2 admissions assessment: History

Please read passages 1 and 2 below and write your answer to the task in the space provided in this booklet. You have 1 hour to complete the task and should spend up to 15 minutes reading the passages and planning your response.

The point of this task is to explore your ability to handle historical evidence and how you work with it. It is not designed as a test of knowledge, so no previous knowledge is expected or required. Please think about what these accounts tell us about democracy in this society.

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**TASK**

In your own words, compare and contrast the characterisations of Athenian democracy offered in these two passages.

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The Constitution of the Athenians, anonymous pamphlet, c. 425 B.C.

8 If in some situation the people of Athens, following their annual custom, gave a public funeral for those who had been the first to die in the war... Particles... was chosen to make the speech. When the moment arrived, he spoke as follows:

"What I want to do is... to discuss the spirit in which we conduct our trials and also our constitution and the way of life which has made us great. After that I shall speak in praise of the city... that this whole gathering of citizens and foreigners... may be so...".

Let me say that our system of government does not stop the institutions of our neighbours. It is more the case of our being a model for others, than of our imitating anyone else. Our constitution is a democracy because power is in the hands not of a merely but of the whole people. When it is a question of settling private disputes, everyone is equal before the law, when it is a question of putting one person before another in positions of public responsibility, equal counts to not membership of a particular class but the actual utility which the man possesses. No one, as long as he has it in him to be of service to the state, is held in political esteem by reason of his poverty.

We are free and tolerant in our private lives, but in public we keep to the law. This is because it commands our deep respect, this gives our obedience to those whom we put in positions of authority, and we obey not for themselves, especially those who are for the protection of the oppressed and those whose task it is an acknowledged shame to bear.

We regard wealth as something to be properly used, rather than as something to be boasted about. As for poverty, no one must be ashamed in what it is real shame is in not being practical means to escape it. Here each individual is interested not only in his own affairs but in the affairs of the state as well, even those who are mostly occupied with their own business are naturally well-informed on general politics... this is a peculiarity of ours. We do not say that a man who has no interest in politics is a man that mistakes his own business, we say that he has no business here at all.

Taking everything together then, I decide that our city is an education to Greece, and I declare that in my opinion each single one of our citizens, if in the manifold aspects of life, is able to show forth the vigilant and certain of his own person, and to be thus, moreover, with exceptional grace and exceptional versatility. And to show that this is a truly blossoming for the present occasion, but real talents take, you have only to consider the power which our city possesses and which has been won by these very qualities which I have mentioned."

Thucydides, History of the Peloponnesian War, c. 409 B.C.
How would you prepare for the HAA?
How do Type 2 admissions assessments help us assess applicants?

Academic ability and potential
- Logical, critical and independent thought
- Intellectual flexibility
- Satisfy any subject requirements

Motivation and suitability for chosen course
- Genuine subject interest and motivation
- Enthusiasm for complex and challenging ideas
- Good ‘fit’ between applicant and course

Commitment and organization
- Academic commitment and self-discipline
- Vocational commitment (where appropriate – e.g., Medicine)
Preparing for Other Admissions Assessments
Types of admissions assessment

Assessment Type 1
- Multiple-choice questions
- Primarily assessing your knowledge, your understanding, and your ability to apply it
- Assessments
  - Pre-interview
    - BMAT (section 2)
    - TMUA
    - ECAA (section 1)
    - ENGAA
    - NSAA

Assessment Type 2
- Essay/text response questions
- Primarily assessing your skills
- Assessments
  - Pre-interview
    - BMAT (section 3)
    - ECAA (section 2)
    - ELAT
  - At-interview
    - Archaeology
    - Architecture (section 1)
    - HAA
    - History of Art
    - Philosophy (section 2)
    - Law
    - Linguistics (section 3)
    - MML (section 2)

Other Assessments
Skills
- Architecture (section 2)
  - Graphic and spatial ability
- TSA (Cambridge); Philosophy (section 1); BMAT (section 1)
  - Multiple-choice questions
- Linguistics (sections 1 and 2)
  - Data questions
- Theology
  - Comprehension questions on a pre-recorded sample lecture

Knowledge
- MML – section 1
  - Essay response
- Classics
  - Translation
Architecture (section 2)

Part 2: Graphic and spatial ability

Draw the room in which you are sitting, on one side of the A3 sheet of paper you have been given. You may take any viewpoint; there could be a single drawing, or multiple sketches; you can show views from the room or just within the room, or both; you may include people and furniture, or not.

You may be asked to discuss the drawing at the subject interview.
Architecture (section 2)

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You may be asked to discuss the drawing at the subject interview.

• Assessing candidate’s ability to...
  • Think in a visual and spatial manner
  • Record spatial impressions
  • Demonstrate an awareness of their environment
  • Interpret their environment in visual term
Architecture (section 2)

Part 2: Graphic and spatial ability

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You may be asked to discuss the drawing at the subject interview.

• How to prepare
  • Keep a personal sketchbook
    • Regularly engage in hand-drawing
    • Draw from life
    • Use a range of media
  • Observe and interpret your environment
  • Reflect on why some spaces succeed while others do not
TSA (Cambridge); Philosophy (section 1); BMAT (section 1)

In order to qualify for a bonus, employees must fulfil certain criteria:

<table>
<thead>
<tr>
<th>£1,000 bonus:</th>
<th>Absences less than 5%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Production targets exceeded by at least 10%</td>
</tr>
<tr>
<td></td>
<td>Rejects are less than 5% of output</td>
</tr>
<tr>
<td>£500 bonus:</td>
<td>Absences less than 10%</td>
</tr>
<tr>
<td></td>
<td>Production targets met</td>
</tr>
<tr>
<td></td>
<td>Rejects are less than 8% of output</td>
</tr>
</tbody>
</table>

Workers performed as follows:

<table>
<thead>
<tr>
<th></th>
<th>Smith</th>
<th>Jones</th>
<th>Patel</th>
<th>Owololu</th>
<th>McKay</th>
</tr>
</thead>
<tbody>
<tr>
<td>attendance (%)</td>
<td>95</td>
<td>90</td>
<td>100</td>
<td>96</td>
<td>97</td>
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<tr>
<td>over production target (%)</td>
<td>+5</td>
<td>+8</td>
<td>+12</td>
<td>0</td>
<td>-4</td>
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<tr>
<td>product accepted (%)</td>
<td>98</td>
<td>96</td>
<td>95</td>
<td>93</td>
<td>96</td>
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</tbody>
</table>

Who qualifies for a bonus?

A. Nobody
B. Smith
C. Patel and Smith
D. Owololu, Patel and Smith
E. Jones, Owololu, Patel and Smith

20. A cutlery drawer is divided into compartments. The knife compartment contains six black knives and six red knives. The fork compartment contains six black forks and six red forks.

I remove knives and forks from the drawer in the dark. Among the following possible draws, which specifies the smallest number of knives and forks that must be removed to guarantee having a knife and fork of the same colour?

A. Two knives and one fork.
B. Two knives and two forks.
C. Seven knives and one fork.
D. Seven knives and six forks.
E. Seven knives and seven forks.
TSA (Cambridge); Philosophy (section 1); BMAT (section 1)

- Assessing your critical thinking and problem solving skills
- It can help to identify the different types of questions which might come up
  - Problem solving
  - Critical thinking
- Pay attention to which questions you do well on and which you find difficult - use that to develop your strategy for sitting the test
Relevant selection
• In real-world problems, it is unusual to only have the information that is required to reach the solution
• In this kind of question, the task is to select and apply only that information which is necessary and helpful in finding a solution

In order to qualify for a bonus, employees must fulfil certain criteria:

£1,000 bonus:
- Absences less than 5%
- Production targets exceeded by at least 10%
- Rejects are less than 5% of output

£500 bonus:
- Absences less than 10%
- Production targets met
- Rejects are less than 8% of output

Workers performed as follows:

<table>
<thead>
<tr>
<th></th>
<th>Smith</th>
<th>Jones</th>
<th>Patel</th>
<th>Owololu</th>
<th>McKay</th>
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Who qualifies for a bonus?
A Nobody
B Smith
C Patel and Smith
D Owololu, Patel and Smith
E Jones, Owololu, Patel and Smith
Finding Procedures

- Sometimes, even if you have selected all of the relevant information, no solution presents itself.
- You will then have to find a method or procedure which you can use to generate a solution.
- Typically, you will have three or four numbers that have to be operated on.

Three thermometers are each accurate to within 2 degrees above or below the temperature they actually read. One reads 7°, one reads 9° and one reads 10°.

What is the minimum range in which the true temperature lies?

A 5° - 12°
B 7° - 9°
C 8° - 10°
D 8° - 9°
E 7° - 10°
Identifying Similarity

• In these questions, you will typically be presented with information or data represented in more than one way
• To answer the question, you will need to understand the relationships between these and to identify any similarity in the data they represent
TSA (Cambridge); Philosophy (section 1); BMAT (section 1)

• Assessing your critical thinking and problem solving skills
• It can help to identify the different types of questions which might come up
  • Problem solving
  • Critical thinking
• Pay attention to which questions you do well on and which you find difficult. Use that to develop your strategy for sitting the test
TSA (Cambridge); Philosophy (section 1); BMAT (section 1)

• The features of arguments are:
  • Reason(s)
  • Conclusion(s)
  • Assumption(s) (crucial parts of the argument which have not been stated)

• There are certain skills involved in understanding and evaluating arguments
  • Identifying the Main Conclusion
  • Drawing a Conclusion
  • Identifying an Assumption
  • Assessing the Impact of Additional Evidence
  • Detecting Reasoning Errors
  • Matching Arguments
  • Applying Principles
TSA (Cambridge); Philosophy (section 1); BMAT (section 1)

Vegetarian food can be healthier than a traditional diet. Research has shown that vegetarians are less likely to suffer from heart disease and obesity than meat-eaters. Concern has been expressed that vegetarians do not get enough protein in their diet but it has been demonstrated that, by selecting foods carefully, vegetarians are able to amply meet their needs in this respect.

Which of the following best expresses the main conclusion of the above argument?

A. A vegetarian diet can be better for health than a traditional diet.
B. Adequate protein is available from a vegetarian diet.
C. A traditional diet is very high in protein.
D. A balanced diet is more important for health than any particular food.
E. Vegetarians are unlikely to suffer from heart disease and obesity.
TSA (Cambridge); Philosophy (section 1); BMAT (section 1)

1. Organic farming of animals and crops improves the environment through a reduced use of chemical fertilisers and pesticides but this does not go far enough. It would be preferable to have a totally vegetarian agriculture. Ninety per cent of the vegetable matter fed to farm animals passes straight through with its calorific content intact. By eating vegetables directly, rather than feeding them to animals, substantially less land would have to be farmed. The remaining land could be returned to its historical state - mixed deciduous woodland, which is what the countryside needs most of all.

Which of the following best expresses the main conclusion of the above argument?

A. Organic farming enhances the environment.
B. It would be preferable to have a totally vegetarian agriculture.
C. A totally vegetarian agriculture would reduce the need for pesticides.
D. There would be a need for less land under cultivation if we ate vegetables directly.
E. Land could be returned to mixed deciduous woodland.
TSA (Cambridge); Philosophy (section 1); BMAT (section 1)

1. If all jazz musicians are talented, which of the following is ruled out?
   (a) Some classical musicians are also talented jazz musicians.
   (b) Some classical musicians who do not play jazz are talented.
   (c) Every classical musician is also a talented jazz musician.
   (d) Some classical musicians who are also jazz musicians are untalented.

2. Tigers in captivity frequently engage in obsessive patterns of behaviour, pacing back and forth on the same spot, swinging their heads from side to side, and other signs of stress. They do this even when their living areas are quite spacious. What this shows is that conditions of captivity are not a satisfactory substitute for the tiger’s natural environment.

   Which of the following, if true, would most weaken the above argument?
   (a) Tigers are especially ill-suited to a life in captivity.
   (b) Many tigers in the wild engage in obsessive patterns of behaviour.
   (c) Tigers in captivity live much longer than those living in the wild.
   (d) Tigers in the wild cover many miles a day when they are hunting for food.
TSA (Cambridge); Philosophy (section 1); BMAT (section 1)

- To prepare for logic questions, look at the opening chapters of a very elementary text like Samuel Guttenplan, The Languages of Logic (Blackwell)
  - It is not the case that you are expected to have any technical logical knowledge; but it can't but help to have encountered the idea of a 'valid' argument, etc.
  - Books on 'informal logic' or 'critical reasoning' will also help (for general A-Level purposes too)
MML

- **Discursive response in Foreign Language (40 minutes) and discursive response in English (20 minutes)**
- It is not a fill-the-gaps exercise or a verb conjugation test, or a translation: we want to see how well you can express yourself freely in the foreign language.

My body is an electronic virgin. I incorporate no silicon chips, no retinal or cochlear implants, no pacemaker. I don’t even wear glasses, but I am slowly becoming more and more a cyborg. So are you. Pretty soon, and still without the need for wires, surgery, or bodily alterations, we shall all be kin to the Terminator, to Eve 8, to Cable… just fill in your favorite fictional cyborg. Perhaps we already are. For we shall be cyborgs not in the merely superficial sense of combining flesh and wires but in the more profound sense of being human-technology symbionts: thinking and reasoning systems whose minds and selves are spread across biological brain and non-biological circuitry.

This tendency toward hybridization is not a modern development. Rather, it is an aspect of our humanity that is as basic and ancient as the use of speech. It was about five years ago that I first realized we were, at least in that specific sense, all cyborgs. At that time I was busy directing a new interdisciplinary program in philosophy, neuroscience, and psychology at Washington University in St. Louis. The realization wasn’t painful; it was, oddly, reassuring. A lot of things now seemed to fall into place: why we humans are so deeply different from the other animals, while being, quite different resources; why the recent vicious type of (hopeful) icon of the late twentieth the physical merging of and to reshape it, reveal what is special about hu of human intelligence, is relationships with non-bi consummated without th anyone who has felt him

**SECTION A**
What are the main points of the author’s argument? Do you agree or disagree? Explain your answer.

> Remember to answer this section in APPROXIMATELY 250 WORDS in a foreign language you intend to study at Cambridge.

> You should spend approximately 40 minutes on this exercise.

[32 marks]

**SECTION B**
How does the writer persuade us of his point of view? Please give examples from the text to support your answer.

> Remember to answer this section in English.

> You should spend approximately 20 minutes on this exercise.

[16 marks]
Classics (3-year)

- 60 minutes
- Translation of Latin/Ancient Greek text
- Occasionally derivative forms (such as adverbs from adjectives) or compound forms (such as verbs with prepositional prefixes) will not be glossed, in order to encourage intelligent guessing

You have one hour to translate the following passage into English. Words underlined have been glossed at the bottom half of the page; the English translations there are simply suggestions and need not be followed literally.

In the midst of mounting a defence for the liberal arts (in the Pro Archia of 62 BC), Cicero admits that many distinguished historical figures enjoyed no formal education at all, but that the combination of virtue and education results in something outstanding.

Quaeret quipiam: quid? illi ipsi summi viri quorum virtutes litteris prodictae sunt istane. docuit quem tu effers laudibus erudi? furen? Difficile est hoc de omnibus confirmare. sed tamen est certum quid respondeam. Ego multos homines excellenter animo ac virtuteuisse sine doctrina, et naturae ipsius habitu prope divino per se ipsos et moderatos et gravis existisse fatare; etiam illud adungo, saepius ad laudem atque virtutem naturam sine doctrina quam sine natura vulisse doctrinam. Atque idem ego contendo, cum ad naturam eximiam atque inlustrem accesserit ratio quaedam conformatique doctrinae, tum illud nescio quid praecelarum ac singulare solere existere. Ex hoc esse hunc numero, quem patres nostri viderunt, divinum hominem Africanum: ex hoc C. Laelium, L. Furium, moderatissimos homines et continentissimos: ex hoc fortissimum virum et illis temperiosis doctissimum, M. Catonem illum senem: qui profecto si nihil ad periculum habuit litteris adiuventur, nuncquam se ad earum studium contulissent.

CICERO Pro Archia 15-16

quipiam: indefinite pronoun (like aliquid) in the masculine nominative singular
litterae (n. pl.) = "literature", "the liberal arts"
prodo (3): here 'pass down'
docuit, -ae, f.: 'erudition', 'formal training'
erudio (4): 'instruct'
confirmo (1): 'establish'
habitus, -us, m.: 'quality', 'state'
prope: (adv.) 'nearby', 'practically'
gravis = graves (here accusative plural)
estistisse = fuisse

adungo (here = 'add') introduces indirect speech here with accusative + infinitive
video (2): 'be strong', 'be effective'
contendo (3): 'assert', 'maintain' (introduces indirect speech)
eximius, -a, -um: 'distinguished'
insulae, -ae: 'island'
acceso (3): 'be added to'
conformato, -onis, f.: 'a fashioning', 'a shaping'
nescio quid: take as one word in English: 'something'
praecelarum, -arum, -arum: 'outstanding'
singularis, -ae: 'unique'
moderatus, -a, -um: 'self-controlled'
continens: 'temperate'
profecio (3): 'obtain'
Classics (3-year) and MML

- Testing your knowledge of the language and your skill at applying it
- Revise your language skills and knowledge: grammar, vocabulary, useful phrases
  - There are vocabulary lists available for Classics
- MML: Practice summarising texts
- Ask your subject teachers for help
Linguistics

- Part 1 is a **structured analysis of language data**; Part 2 is an **analysis of quantitative data**; Part 3 is a short essay
- 60 minutes
- **Part 1**
  - Also look at Linguistics Olympiad questions
  - Study the mark scheme to see what kinds of things you can talk about in your answers
- **Part 2**
  - Practice!
  - Look at larger data sets and practice evaluating them
Theology

• Pre-recorded sample lecture and a question paper
• Recall, comprehension and analytical skills
• Practice sample lectures are available online
• Practice taking notes and answering questions about your current studies
Final top tips
Final top tips

• Identify what the examiners are looking for
• Revise relevant subject knowledge (if necessary)
• Exam strategy
  • Work out how you’re going to approach the exam in advance
  • There are no marks taken off for incorrect answers
  • For multiple-choice questions that you are unsure of, see if you can eliminate one or two obviously incorrect answers, and then choose from the remaining
  • An educated guess is better than no answer
• Use online resources and existing knowledge to create a list of potential discussion points
• Practice!
  • Exam format and time management
  • Key skills: critical thinking, problem solving, applying knowledge; essay-writing
Final top tips

• Don’t cram: revise gradually and in small chunks
• On the day
  • Get a good night’s sleep
  • Make sure you know when and where the exam will be held so you can get to the test room with plenty of time
  • Read each questions through carefully before answering, it is easy to misunderstand what is being asked

Remember: Admissions assessments are only one part of a much larger application process
What is your current confidence level on admissions assessments?

1 (not at all confident) to 10 (very confident)
Any questions?
outreach@lucy.cam.ac.uk

Upcoming events: lucy.cam.ac.uk/study-us/undergraduates/visits-and-open-days

Student mailing list: cambridge.eu.qualtrics.com/jfe/form/SV_8IgYXKCD4XjptgW