FREE SAMPLE

# Northern Ireland Transfer Test Revision Handbook: revision handbook

A revision handbook for the Northern Ireland Transfer Test (SEAG): 53 lessons teaching the methods for maths and English, with worked examples, practice questions, must-know lists and a 12-week plan.

**In this sample**

- The contents and how to use the handbook
- About the test, with the schools that use it
- The 12-week revision plan
- The first lessons of a subject chapter
- The first page of the answers

**In the full handbook**

- A lesson for every topic and question type in the test, with methods, worked examples and practice
- Test skills: timing, answer sheets, checking and test day
- Must-know lists, a 12-week plan and answers with explanations

Original practice material, written for NITU. Not an official paper and not produced by any school, council, consortium or test provider. Where the real test's details are not published, the papers say so and label our choice as an assumption. Practice cannot predict a result and does not guarantee a place.

You may print this sample for use in your own household.

NITU · Next Intake Test Uplift · Digichange Publication

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# How to use this handbook

Each lesson teaches one topic or question type on one or two pages:

- **How to do it**: the method, step by step.
- **Worked example**: the method used on a real question, with every step shown.
- **Watch out**: the mistakes that cost the most marks.
- **Practice**: short questions to try, from easier to harder. Answers and explanations are at the back.

Follow the 12-week plan, or dip into the lessons your child finds hardest. Little and often works better than long sessions.

| | | |
|---|---|---|
| **S1–S7** | Test skills | 7 lessons |
| **M1–M26** | Maths | 26 lessons |
| **E1–E20** | English | 20 lessons |

Every question in this handbook is original. Answers were checked, but if you find a mistake please tell us and we will correct it.


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# About the test

This handbook covers the skills tested in the **Northern Ireland Transfer Test (SEAG)**, based on the published format where details are published. Each row below says how sure we are: **Published** means the organisers publish it; **Reported** means it comes from other sources and should be checked; **Our assumption** means it is not published and we made a sensible choice.

| | |
|---|---|
| **Published** | SEAG's Entrance Assessment is the single transfer test for the selective post-primary schools in Northern Ireland (63 member schools, as SEAG reports). P7 pupils sit two papers in the same format on two Saturdays in November; for the 2026 sitting, 14 and 21 November 2026. |
| **Published** | Each paper has a short practice section (5 English and 5 maths questions, not timed or scored), then 56 questions in 60 minutes: English (questions 1–28) and maths (questions 29–56), under one time limit. |
| **Reported** | English covers punctuation, grammar and spelling (with an N option for "no mistake"), then a reading passage with multiple-choice and written answers. Maths is on the Northern Ireland Key Stage 2 curriculum, mostly multiple choice with some written answers. Answers go on a separate sheet, marked with a horizontal line through a box. No calculator. |
| **Published** | Results are age-standardised scores for English, maths and a total, with a percentile; SEAG issues no grades and each school sets its own criteria. |
| **Our assumption** | The exact mix of question types in each section and their difficulty. SEAG has released practice papers and a parents' guide (Reported): use them as well. |

**Always check** dates, registration and the latest format with SEAG's website and familiarisation material, and each school's admissions criteria. Formats and providers change.

This handbook is independent. It is based on the published format of the test where details are published, and it is not an official publication. It is not produced by or endorsed by any school, council, consortium or test provider. Practice cannot predict a result and does not guarantee a place.


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# Your 12-week revision plan

Aim for four or five short sessions a week of 20–30 minutes. In each session, read one lesson, do its worked examples together, then try the practice questions and mark them with the answers at the back. Tick the week off when it is done. Move faster or slower to suit your child; start with the test skills chapter in week 1.

| Week | Lessons | Done |
|---|---|---|
| 1 | **M1** Place value and rounding; **M2** Negative numbers; **M3** Adding and subtracting; **E1** How to read a passage in a test; **E2** Finding information (retrieval) | |
| 2 | **M4** Multiplying and dividing; **M5** Order of operations (BIDMAS); **M6** Factors, multiples, primes, squares and cubes; **E3** Inference: reading between the lines; **E4** Vocabulary in context: word meanings | |
| 3 | **M7** Fractions; **M8** Decimals; **E5** Figurative language and sound effects; **E6** Author's purpose, viewpoint and structure | |
| 4 | **M9** Percentages; **M10** Fractions, decimals and percentages; **M11** Ratio and proportion; **E7** Answering questions on a poem; **E8** Spelling rules and tricky words | |
| 5 | **M12** Money; **M13** Time and timetables; **E9** Prefixes; **E10** Suffixes and spelling changes | |
| 6 | **M14** Measures and unit conversion; **M15** Perimeter and area; **M16** Volume and capacity; **E11** Apostrophes; **E12** Capital letters and commas in lists | |
| 7 | **M17** Angles; **M18** Properties of 2D and 3D shapes; **M19** Coordinates, reflection and translation; **E13** End punctuation and speech marks; **E14** Verb tenses, irregular verbs and plurals | |
| 8 | **M20** Sequences; **M21** Algebra: missing numbers, formulas and equations; **E15** Word classes; **E16** Conjunctions and clauses | |
| 9 | **M22** Averages: mean, median, mode and range; **M23** Tables, bar charts, line graphs and pie charts; **M24** Roman numerals; **E17** Homophones and confusing words; **E18** Building vocabulary and working out new words | |
| 10 | **M25** Multi-step word problems; **M26** Showing your working; **E19** Cloze: filling gaps in a passage; **E20** Written answers: full sentences and evidence | |
| 11 | Mixed practice: redo every practice question you got wrong. Sit a full timed mock test. | |
| 12 | Second timed mock test. Revisit the lessons for the question types that still cost marks. Read the test skills chapter again. | |

For weeks 11 and 12 you need full mock tests set out like the real test, such as a Northern Ireland Transfer Test (SEAG) four-test pack. Use raw mock scores to see progress over time; they cannot be converted into the standardised scores used in the real test.


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# Maths

26 lessons: **M1** Place value and rounding; **M2** Negative numbers; **M3** Adding and subtracting; **M4** Multiplying and dividing; **M5** Order of operations (BIDMAS); **M6** Factors, multiples, primes, squares and cubes; **M7** Fractions; **M8** Decimals; **M9** Percentages; **M10** Fractions, decimals and percentages; **M11** Ratio and proportion; **M12** Money; **M13** Time and timetables; **M14** Measures and unit conversion; **M15** Perimeter and area; **M16** Volume and capacity; **M17** Angles; **M18** Properties of 2D and 3D shapes; **M19** Coordinates, reflection and translation; **M20** Sequences; **M21** Algebra: missing numbers, formulas and equations; **M22** Averages: mean, median, mode and range; **M23** Tables, bar charts, line graphs and pie charts; **M24** Roman numerals; **M25** Multi-step word problems; **M26** Showing your working.

## M1 Place value and rounding

Every digit in a number has a value that depends on its column. 11+ questions ask what a digit is worth and ask you to round numbers to the nearest 10, 100, 1,000 or to one decimal place.

### HOW TO DO IT

1. Write the column headings above the number if it helps: hundred thousands, ten thousands, thousands, hundreds, tens, ones, then tenths and hundredths after the decimal point.
2. The value of a digit is the digit times its column, so the 4 in 34,170 is worth 4,000.
3. To round, find the column you are rounding to, then look only at the digit just to its right.
4. If that digit is 5 or more, round up. If it is 4 or less, round down and keep the column digit the same.
5. Everything to the right of the rounding column becomes zero (or disappears after a decimal point).

### WORKED EXAMPLE

**What is the value of the digit 7 in 372,815?**

**Answer: 70,000.** The 7 is in the ten thousands column, so it is worth 7 × 10,000 = 70,000.

### WORKED EXAMPLE

**Round 46,382 to the nearest thousand.**

**Answer: 46,000.** The thousands digit is 6. The digit to its right is 3, which is less than 5, so round down to 46,000.

### WATCH OUT

- Look at only one digit to decide which way to round, the one just right of the rounding column.
- Keep the size of the number when rounding: 46,382 rounds to 46,000, not to 46.
- When rounding 3.97 to one decimal place, carry the 1 over: the answer is 4.0, not 3.10.

**Quick tip:** Underline the rounding digit and circle its right-hand neighbour before you decide.


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## PRACTICE (6 QUESTIONS, ANSWERS AT THE BACK)

**1.** Round 3,251 to the nearest hundred.

Answer: _____

**2.** Round 7,519 to the nearest hundred.

Answer: _____

**3.** Round 527,163 to the nearest thousand.

Answer: _____

**4.** Round 680,904 to the nearest thousand.

Answer: _____

**5.** Round 85.64 to one decimal place.

Answer: _____

**6.** Round 60.66 to one decimal place.

Answer: _____


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# M2 Negative numbers

Negative numbers are numbers below zero. In 11+ tests they usually appear as temperatures, or as sums that cross zero.

### HOW TO DO IT

1. Picture a number line, or a thermometer standing upright, with zero in the middle.
2. Adding moves you up (to the right). Taking away moves you down (to the left).
3. To cross zero, split the jump into two parts: down to zero, then on past it.
4. To find the difference between a negative and a positive number, add the distance to zero on each side.

### WORKED EXAMPLE

**The temperature is −6°C. It rises by 9 degrees. What is the new temperature?**

**Answer: 3°C.** Count up 6 to reach 0, then 3 more to reach 3°C.

### WORKED EXAMPLE

**At night it was −4°C. By midday it was 7°C. How many degrees warmer was it at midday?**

**Answer: 11 degrees.** From −4 up to 0 is 4. From 0 up to 7 is 7. 4 + 7 = 11.

### WATCH OUT

- Remember that −8 is colder (smaller) than −3, even though 8 is bigger than 3.
- When finding a difference across zero, add the two distances; do not take one number from the other.
- Write the minus sign clearly in your answer so −5 is not marked as 5.

**Quick tip:** Draw a quick number line in the margin. It takes five seconds and stops sign slips.

### PRACTICE (6 QUESTIONS, ANSWERS AT THE BACK)

**1.** The temperature is −8°C. It rises by 12 degrees. What is the new temperature? Answer: _____

**2.** The temperature is −2°C. It rises by 11 degrees. What is the new temperature? Answer: _____

**3.** At night it was −7°C. By midday it was 5°C. How many degrees warmer was it at midday? Answer: _____

**4.** At night it was −4°C. By midday it was 4°C. How many degrees warmer was it at midday? Answer: _____

**5.** −3 + 4 − 12 = ___ Answer: _____

**6.** −12 + 6 − 2 = ___ Answer: _____


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# Answers and explanations

## S1 · How to revise

| | |
|---|---|
| 1 | **It is better to split it into short sessions of about 20 to 30 minutes across the week.** Little and often helps you remember for longer, and short sessions keep you fresh. |
| 2 | **Write it in her mistakes log with the correct method, then try a similar question a few days later.** Spotting a pattern in your mistakes shows you exactly what to practise next. |
| 3 | **Stop early, do something relaxing and get a good night's sleep.** Being rested helps you think clearly; last-minute cramming rarely helps. |

## S2 · Multiple-choice answer sheets

| | |
|---|---|
| 1 | **Check back to find where it went wrong, rub out the marks carefully and move them to the correct rows.** One slip can push all the following answers into the wrong rows, so it is worth fixing straight away. |
| 2 | **Mark a guess for each one, crossing out any options she can quickly rule out.** In most tests there is no penalty for a wrong answer, so a blank can never score but a guess might. |
| 3 | **Rub out the line in box B completely, then mark box D with a single clear line.** A half-rubbed mark may be read as a second answer. |

## S3 · Timing

| | | |
|---|---|---|
| 1 | **45 seconds** | 30 minutes is 1,800 seconds, and 1,800 ÷ 40 = 45. |
| 2 | **Question 25** | Half the time has gone, so you should be about halfway through: 50 ÷ 2 = 25. |
| 3 | **Make his best guess, mark the question to come back to, and move on.** Getting stuck costs time that could earn marks on easier questions later. | |

## S4 · Written-answer papers

| | |
|---|---|
| 1 | **Make about three points, or one point explained fully with evidence from the text.** The marks are a guide to how much the marker is looking for. |
| 2 | **The units, for example 24 cm.** A length without a unit is incomplete and may lose a mark. |
| 3 | **If the answer is wrong she gets no marks; written working could still earn method marks.** Markers often give marks for the correct method even when there is a slip at the end. |

## S5 · Checking

| | |
|---|---|
| 1 | **50 × 20 = 1,000, which is close to 1,029, so the answer is sensible.** Rounding both numbers gives a quick rough answer to compare with. |
| 2 | **Work out 13 × 12, which is 156, so she is right.** Multiplication undoes division. |
| 3 | **She added instead of finding the difference. The answer is 15.** "How many more" means subtract: 34 − 19 = 15. Re-reading the question would have caught this. |

## S6 · Test day and nerves

| | |
|---|---|
| 1 | **Take a slow breath, read it again, and if it is still hard, guess, mark it and move on.** Later questions may be easier, and she can come back with a calmer mind. |
| 2 | **Two sharp pencils, a rubber and anything else the letter asks for, such as a ruler or a water bottle; no calculator.** Calculators are not usually allowed (check the letter), and spare pencils mean a broken one is not a problem. |
| 3 | **A good breakfast, some slow breathing and reminding himself he has prepared.** Food, calm breathing and positive thoughts help settle nerves. |


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