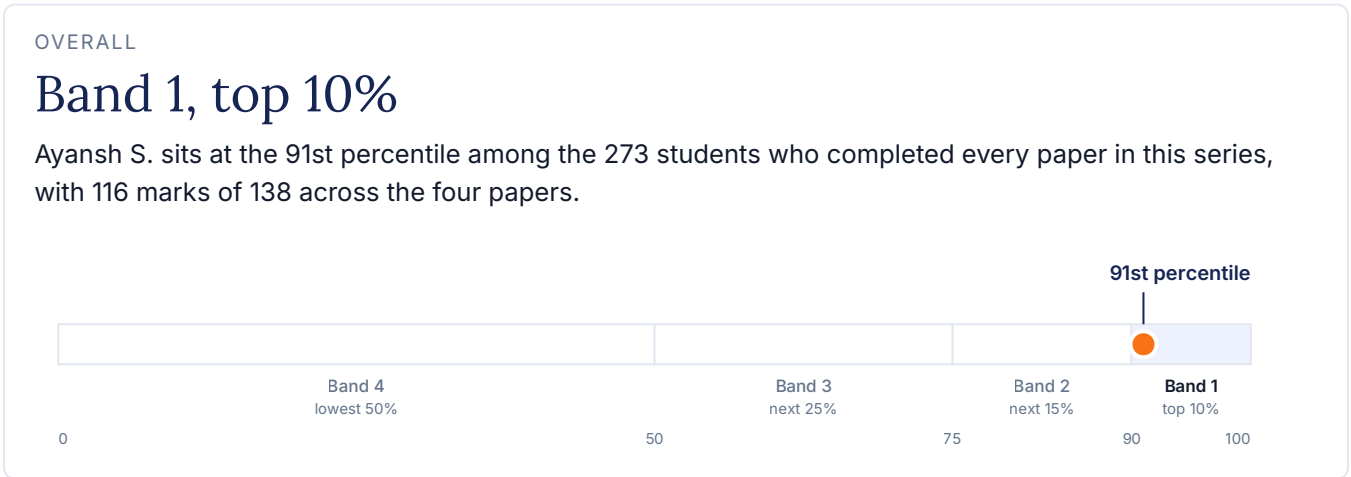


Results report

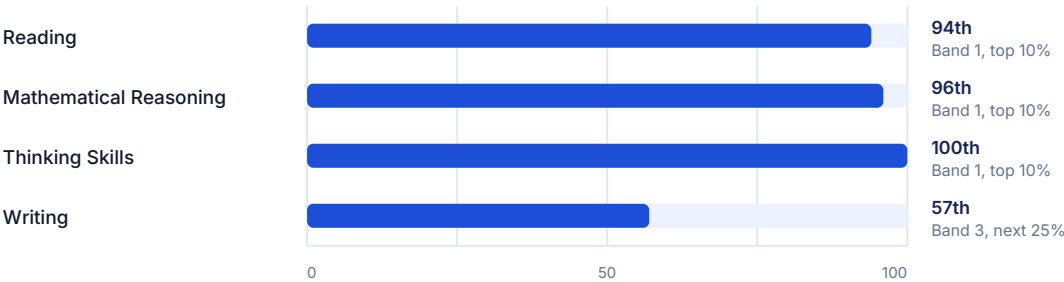
Ayansh S., Year 6. A full sitting of the four selective papers, on the real clock.

SITTING	DATE SAT	PAPERS MARKED
April 2026 ACST	19 April 2026	4 of 4
Sitting 1 of 2	Report prepared 24 April 2026	



The four papers

Each bar is the percentile within this sitting's group. Every paper counts equally, the way the real test has been scored since 2025.



Thinking Skills was the strongest paper, at the 100th percentile. Writing has the most room to move, at the 57th. That is where the next few weeks of work will show up first.

IN THIS REPORT

Paper by paper. Marks and percentile for each of the four papers, the question types that went well or did not, and how the time was used.

The writing paper. Every criterion the markers use, with what they saw and what to change next time.

Schools. Your preferences projected by name, a short list of others worth a look, and what each projection rests on.

What to do next. The one or two things that move this result, and how to read every number in here.

Paper by paper

Marks, where they sit in the group, the question types that went well or did not, and how the time was spent.

Reading

30 of 38, 94th percentile, Band 1, top 10%

WENT WELL

- Inference from a passage, 6 of 6
- Author purpose and tone, 5 of 6

WORTH THE PRACTICE

- Ordering paragraphs, 2 of 5
- Matching statements to speakers, 4 of 6

TIME



37 of 45 minutes used

Every question was answered, with about 8 minutes to spare. Slowest questions: Q33 at 2 min 40 s (not correct), Q18 at 2 min 12 s (correct), Q7 at 1 min 58 s (correct).

Mathematical Reasoning

31 of 35, 96th percentile, Band 1, top 10%

WENT WELL

- Number patterns, 6 of 6
- Area and perimeter, 5 of 5

WORTH THE PRACTICE

- Ratio and rate, 2 of 4
- Probability, 3 of 4

TIME



39 of 40 minutes used

1 question went unanswered, and the clock ran out. Slowest questions: Q30 at 3 min 10 s (not correct), Q27 at 2 min 35 s (correct), Q34 at 2 min 20 s (not correct).

Thinking Skills

39 of 40, 100th percentile, Band 1, top 10%

WENT WELL

- Logical deduction, 8 of 8
- Pattern and sequence, 6 of 6

WORTH THE PRACTICE

- Identifying the flaw in an argument, 4 of 5

TIME



38 of 40 minutes used

Every question was answered, with a couple of minutes to spare. Slowest questions: Q38 at 2 min 45 s (correct), Q26 at 2 min 10 s (not correct), Q19 at 1 min 50 s (correct).

Writing

16 of 25, 57th percentile, Band 3, next 25%

TIME



30 of 30 minutes used

The full thirty minutes went on the page, which is the right call on a writing paper.

The writing paper

16 of 25, marked against the criteria the selective markers use.

A piece with a real idea behind it, written by someone who can see a scene and make a reader see it too. The gap is not imagination, it is control: sentence boundaries, spelling under pressure, and an ending given the same care as the opening. Those three move quickly with a marked piece every week.

Content and Ideas		6 of 8
Audience, Form and Voice		3 of 4
Organisation and Cohesion		2 of 3
Sentence Structure and Punctuation		3 of 6
Spelling and Vocabulary		2 of 4

CRITERION	WHAT THE MARKER SAW
Content and Ideas 6 of 8	The premise does real work: a shop selling everyday conveniences where the price tags read things like "lose a friend". The lights dimming "like flying souls" is the kind of image a marker remembers, and most of the piece shows rather than explains. The last few lines stop developing the idea and announce what it meant. Next time. One more scene, where the narrator actually pays one of those prices, would land the idea instead of stating it.
Audience, Form and Voice 3 of 4	The narrator holds a steady, quietly unsettled voice, and treating the shop as unremarkable is what makes it unsettling. The control slips near the end, where the narrator turns to the reader and explains the moral. Next time. Trust the reader. If the shop has shown what it costs, the narrator does not need to say so.
Organisation and Cohesion 2 of 3	The piece opens in the right place, with the shop already standing and no throat clearing, and the middle paragraphs move in a clear order. The last join gives way: three events are compressed into two sentences, so the story finishes before the reader is ready. Next time. Decide the last paragraph before you start writing. Two words at the top of the page are enough.
Sentence Structure and Punctuation 3 of 6	The short sentence straight after the lights dim does exactly what a short sentence should. Elsewhere two or three ideas run together on a comma where a full stop was needed, and several sentences in a row open the same way. The speech punctuation is inconsistent. Next time. Spend the last five minutes reading it back under your breath. Where you take a breath and find a comma, try a full stop.
Spelling and Vocabulary 2 of 4	The vocabulary reaches, and most of the time it gets there. Three words were misspelt under time pressure: "suprise", "ordianry" and "generations". All three are longer words with a letter dropped in the middle, which is a habit rather than a gap in knowledge. Next time. Keep a running list of the words you get wrong and check for those, and only those, at the end.

Schools

We compare this band profile with the verified selective outcomes families have sent us, bounded by each school's intake. These are estimates of where the result sits, not offers, and the department publishes no entry score to check them against.

The preferences on file

PREF	SCHOOL	PROJECTION	WHAT IT RESTS ON
1	Sydney Boys High School	Offer very likely	Based on real placement results from students with a similar band profile. Most of the verified 2026 outcomes we hold with a profile this close received an offer here. Keep the routine that produced this result.
2	James Ruse Agricultural High School	In the mix	Based on real placement results and our estimate of this school's entry standard. James Ruse draws the narrowest band of results in the state, so a profile this strong can still land either side of it. Writing was the weakest paper this time, so the hours go there first.
3	Baulkham Hills High School	Offer likely	Based on real placement results from students with a similar band profile, bounded by the school's published intake. Keep the routine that produced this result.

Others worth a look

The strongest matches outside the preferences above, best fit first. The full list of selective schools is on the dashboard.

SCHOOL	PROJECTION
Fort Street High School	Offer very likely
Girraween High School	Offer very likely
Normanhurst Boys High School	Offer very likely
Parramatta High School	Offer very likely
Penrith High School	Offer very likely
Sydney Technical High School	Offer very likely
Hurlstone Agricultural High School	Offer likely
North Sydney Boys High School	Offer likely

The five projection words, strongest first, are Offer very likely, Offer likely, In the mix, Reserve likely and Building toward.

What to do next

Book the second sitting

One sitting shows where the hours should go. A second one, closer to the test, is the measurement to use when the school preferences are due, and it is the only way to see whether the work on Writing has moved anything.

[Choose a sitting](#)

Writing is the paper to work on

Three papers sat in Band 1 and Writing sat in Band 3, so it is the single change that moves the overall result the most. The marker comments point at the same two things each time: sentence boundaries and an ending that gets planned rather than rushed. Term classes mark a piece of writing every week against these criteria.

[See Selective Mastery](#)

How to read this report

Bands are the same four the department prints on the real report. Band 1 is the top 10% of this group, Band 2 the next 15%, Band 3 the next 25%, and Band 4 the rest. A percentile says how many students in this group scored at or below this result, so the 90th means nine in ten sat at or below it.

The group is the students who completed every paper in this series, 273 of them this time. It is smaller than the real candidature of roughly fifteen thousand, and it is a group that chose to sit a trial, so read a percentile here as a good guide rather than a measurement of the whole state. We print the group size on every report for exactly that reason.

Raw marks are useful for the papers themselves. A hard paper pulls every mark down at once, which is why the percentile, not the mark, is the number to follow between sittings.

Tiers come from 111 verified selective outcomes from 2024 and 2026 and each school's published intake. They are estimates, not offers. The department does not publish entry scores, and no trial can promise a place. Questions about anything in here are welcome at support@testacademy.com.au.