

### **Mock exam structure**

5 ``cZ'ci f mock exam dUW\_g start with a front sheet like this" =h'cutlines the Vt'bhYbh'UbX' structure of the a cW\_YI Ua ž'k \JMX'Zc`ck g'h\Y'gUa Y'Zcfa Uh'UbX' Vt'j Yfg'h\Y'gUa Y'hcd]Vt'j Ug'h\Y'fYU'YI Ua "H\]g'a cW\_YI Ua ]g'Vfc\_Yb'Xck b']bhc'" 'dUdYfg'fA Uh\gž'J YfVU' FYUgcb]b[ 'UbX'7fYUh]j Y'K f]h]b[ Ł'U`cZ'k \JMX' Vt'a Y' k ]h\ 'Ubgk Yf'g\YYhg'UbX'\Uj Y'Ubgk Yfg'dfcj ]XYX'Uh'h\Y' YbX"

# 11+ Kent Medway Mock Exam 1

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# 11 Plus Mock Exam Information- Kent Medway

## Mock Papers Administration:

1. Set a date and time in advance to sit the mock paper (e.g., Next Saturday at 10:00am)
2. During the week remember to reference the upcoming date to build a little stress and tension. It is important children get used to the feeling of an approaching exam date.
3. The evening before, treat it as you would the actual exam. Think about early bedtime, relaxation, proper nutrition etc. Organise where the test will be taken the next day.
4. In the morning, treat it as you would the morning of the exam itself.
5. Read out the instructions as if you were the invigilator and follow the instructions throughout the test. These invigilator instructions are below.
6. If your child needs to go to the loo during the exam, keep the clock running. The clock will not pause in the exam hall for a loo break.

## A note on when to take the mock exams:

1. The exam consists of three papers: Maths, Verbal Reasoning and Creative Writing.
2. If your child is taking the exam at the weekend, all three papers will be sat on the same day. We suggest your child practices doing all three mock papers on the same day to prepare, as this can be a lot of focus time for your child.
3. If your child is taking the exam midweek, the papers will be split. Maths and Verbal reasoning papers will be sat together on one day and the Creative Writing paper will be sat on another. If this is the case, we suggest your child does the mock papers on separate days. For example, you could do Maths and Verbal reasoning papers on Tuesday of one week, and the Creative Writing paper on Thursday of that same week.

**Invigilation notes**  
*We take great care to provide detailed instructions and invigilation notes for every paper. This will enable your child to have a realistic mock exam experience from home.*

## Invigilator instructions:

### Paper 1 – Maths:

1. Your child should be sat at a desk with Paper 1 in front of them before the exam. This is an important part of emulating the actual exam, introducing your child to the feeling of tension that they will feel on the day of the exam. Your child is not allowed a calculator for this exam.
2. Tell your child "Paper 1 consists of a 5-minute practice section followed by a 50-minute Maths test. All answers should be marked on the answer sheets provided. You are not allowed a calculator for this exam."
3. 2 minutes before Paper 1 is set to begin, tell your child "Paper 1 will begin in 2 minutes."
4. At the time Paper 1 is supposed to begin, tell your child, "You may turn over the page and begin the Maths practice section. You have five minutes."
5. After 5 minutes tell your child "That is the end of the Maths practice section please stop writing and prepare to begin the Maths test." If they have finished early, it's important that they wait to proceed, as this is what they will experience on the day.
6. Wait a few seconds for your child to prepare themselves and then say "please turn over your page to begin the Maths paper. You have 50 minutes to complete this section".
7. After 25 minutes of the Maths test tell your child "You are halfway through the Maths paper. You have 25 minutes left".
8. After another 20 minutes tell your child "You have 5 minutes left".

# Mathematics Practice Section

## (5 minutes)

*This practice section shows you some examples of the type of question you will encounter in the Mathematics test.*

### Example A

*Work out the correct answer and mark it on the answer sheet.*

Three friends are playing cards. Johnny has twice as many cards left in his hand as Ranjeet. Vicky has three times as many left as Johnny. If they have 81 cards left between them, how many cards does Vicky have left?

- A 50
- B 56
- C 54
- D 52
- E 58

The answer is **C, 54**. You can work this out because the ratios are 6:2:1. Add these ratios to get 9.  $81/9=9$  and  $9 \times 6 = 54$ .

*Now try these 2 practice questions.*

### Practice P1

*Work out the correct answer and mark it on the answer sheet.*

What number finishes this sequence?

31, 50, 68, 85, .....

- A 100
- B 99
- C 101
- D 102
- E 103

**Example and practice questions**  
*In this mock we have included structured example and practice questions which replicate the style and timings of real exam questions. Other papers don't do this, but it's important that children get used to this.*

# Verbal Reasoning

(50 minutes)

In each question below, the word in bold and capitals has had a three-letter word removed from within it. Identify the answer and mark it on your answer sheet.

Example **A**

The colour wheel at the fairground was entirely **DOM**.

<b>A</b>	ran	<b>B</b>	rob	<b>C</b>	rot	<b>D</b>	ro
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## Verbal Reasoning

Here is an example of the types of questions included in the verbal reasoning paper. Each question type comes with an example so that your child knows what they are being asked to do.

**Answer:** RAN

**Solution:** The answer is RAN. RAN and DOM combined make the word RANDOM.

1 The thief was caught **SLING** the cash.

<b>A</b>	run	<b>B</b>	ale	<b>C</b>	tap	<b>D</b>	tin	<b>E</b>	tea
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2 The parents **ISHED** their son for his misbehaviour.

<b>A</b>	pan	<b>B</b>	fan	<b>C</b>	fun	<b>D</b>	pun	<b>E</b>	pot
----------	-----	----------	-----	----------	-----	----------	-----	----------	-----

3 The coach was impressed with how **ACCUE** our shooting was.

<b>A</b>	rig	<b>B</b>	rag	<b>C</b>	cod	<b>D</b>	cog	<b>E</b>	rat
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# Mathematics Practice Section

<b>A</b>	EXAMPLE	<b>P1</b>	PRACTICE	<b>P2</b>	PRACTICE
	A <input type="checkbox"/>		A <input type="checkbox"/>		A <input type="checkbox"/>
	B <input type="checkbox"/>		B <input type="checkbox"/>		B <input type="checkbox"/>
			C <input type="checkbox"/>		C <input type="checkbox"/>
			D <input type="checkbox"/>		D <input type="checkbox"/>
			E <input type="checkbox"/>		E <input type="checkbox"/>

**Answer sheets**  
Answer sheets are provided to replicate those your child will find on the day itself. It is important that children get used to using these sheets as it is a skill in itself.

## Mathematics Main Test

		<b>3</b>		<b>4</b>	
	A <input type="checkbox"/>		A <input type="checkbox"/>		A <input type="checkbox"/>
	B <input type="checkbox"/>		B <input type="checkbox"/>		B <input type="checkbox"/>
	C <input type="checkbox"/>		C <input type="checkbox"/>		C <input type="checkbox"/>
	D <input type="checkbox"/>		D <input type="checkbox"/>		D <input type="checkbox"/>
	E <input type="checkbox"/>		E <input type="checkbox"/>		E <input type="checkbox"/>
<b>5</b>		<b>6</b>		<b>7</b>	<b>8</b>
	A <input type="checkbox"/>		A <input type="checkbox"/>		A <input type="checkbox"/>
	B <input type="checkbox"/>		B <input type="checkbox"/>		B <input type="checkbox"/>
	C <input type="checkbox"/>		C <input type="checkbox"/>		C <input type="checkbox"/>
	D <input type="checkbox"/>		D <input type="checkbox"/>		D <input type="checkbox"/>
	E <input type="checkbox"/>		E <input type="checkbox"/>		E <input type="checkbox"/>
<b>9</b>		<b>10</b>		<b>11</b>	<b>12</b>
	A <input type="checkbox"/>		A <input type="checkbox"/>		A <input type="checkbox"/>
	B <input type="checkbox"/>		B <input type="checkbox"/>		B <input type="checkbox"/>
	C <input type="checkbox"/>		C <input type="checkbox"/>		C <input type="checkbox"/>
	D <input type="checkbox"/>		D <input type="checkbox"/>		D <input type="checkbox"/>
	E <input type="checkbox"/>		E <input type="checkbox"/>		E <input type="checkbox"/>

## VR ANSWERS

Three letter word removed:

Question	Answer	Explanation
1	E	The thief was caught <b>STEALING</b> the cash.
2	D	The parents <b>PUNISHED</b> their son for his misbehaviour.
3	E	The coach was impressed with how <b>ACCURATE</b> our shooting was.
4	A	In the debate, we had to make sure our arguments were <b>RELEVANT</b> to the topic.
5	B	The big company often <b>ACQUIRED</b> smaller businesses.
6	C	The police were suspicious and put us under a lot of <b>SCRUTINY</b> .
7	D	We think it is <b>TERRIBLE</b> that so much plastic ends up in the ocean.

Missing letter anagrams:

### Answers and explanations

*The correct answer for every question can be found on the answers page, and where necessary, we have provided a step-by-step solution for extra guidance on tricky questions.*

		became <b>dark</b> much <b>earlier</b> .
		the actress was <b>learning</b> her <b>lines</b> .
		<b>comedians</b> is to make us <b>laugh</b> .
		was <b>taken</b> by an <b>ambulance</b> to the <b>hospital</b> .
		used specialist <b>tools</b> to build the <b>house</b> .
		took my eyes from my <b>computer screen</b> every half an hour.
14	B	The florist was <b>arranging</b> her <b>flowers</b> .
15	A	The greengrocer was <b>selling</b> his <b>vegetables</b> .

Which statement is true?

Question	Answer	Explanation
16	D	If Freddie is twice as old as Ranjeet who is 8, Freddie is 16. Jack is 2 years younger than Steve, who is 20, so Jack is 18. D is therefore the only true statement.

## Mark distribution for Creative Writing

There are four things to consider when marking a Creative Writing piece:

- Content and structure
- Spelling, punctuation and grammar
- Vocabulary
- Presentation

### **Marking guidance**

*We have provided detailed marking guidance for the creative writing section, as we know this can be tricky to mark. It outlines what is expected of a good creative writing piece, and how marks are usually distributed.*

**This sample marking criteria indicates what would be expected from a high-scoring essay.**

#### *Content and structure*

- There are 2-4 developed main points which show originality and imagination.
- A range of literary techniques, such as metaphor, simile and personification are used to convey points effectively and engage the reader.
- Arguments are consistent and supported by explanations and/or evidence.
- Good use of connective words to link paragraphs together.
- Very clear structure with an introduction and developed points which lead to an appropriate conclusion.
- There is a combination of simple and complex sentence structures.

#### *Spelling and punctuation*

- The student has a very strong understanding of English grammar rules.
- Punctuation has been used accurately throughout the piece.
- Spelling is flawless or with very minor errors that don't inhibit the meaning.

#### *Vocabulary*

- Appropriate vocabulary has been used throughout the piece.
- Complex and ambitious vocabulary has been used accurately.

#### *Presentation*

- Handwriting is neat and legible.
- The student has written within the answer sheet provided.
- Paragraphs are marked clearly.

## Sample Answers

We have provided sample answers to each of the creative writing questions in our mock exam papers. Each sample answer is an example of a well-written piece which fulfils the above marking criteria and would be expected to score highly.

### Question 1 – charity leaflet

#### Let's Help Together!

Hey there, friends! I'm so excited to tell you all about the incredible charity I'm volunteering for this week. It's called Helping Hands, and they do lots of amazing things to make the world a better place. Let's dive right in and learn more!

Do you know what Helping Hands does? Well, they help people who need it the most, like the ones who don't have a home or enough food to eat. They also support kids who don't have toys or books to play with or read. Isn't that sad? But don't worry, because Helping Hands is here to help!

One of the amazing things they do is called a food drive. They collect food from kind people like you and me and give it to families who can't afford to buy enough food. They have big boxes where you can drop off your extra cans and boxes of food. It's like a big sharing party!

to bed hungry.

#### **Sample answers**

*We have also provided sample answers for each creative writing question. This is something that other papers don't do, but it is incredibly useful for children to have an idea of the quality of work they should be aiming for.*

Do you know those clothes that don't fit you anymore? Well, when you're growing them away, you can donate them to people who really need them. It's like giving a

Books for All." They believe that everyone should have access to books. They collect books from generous people and give them away, adding the magic of stories and knowledge

But wait, there's more! Helping Hands organizes fun events for children who don't get many opportunities to play and have fun. They have games, face painting, and even bring in fascinating performers like magicians and musicians. It's all about spreading joy and smiles!

Volunteering at Helping Hands has been a wonderful experience. I've met so many kind and caring people who give their time to make a difference. They taught me that no matter how little you have, you can always help someone else. It feels great to be part of something bigger!

So, if you want to join the Helping Hands family, there are lots of ways you can help. You can donate food, clothes, or books. You can also volunteer your time at their events. Together, we can make the world a happier place for everyone.

Bye for now, friends! Let's help together!