

# 11+ Mock exam – Preview

This preview is designed to show you in some depth the contents of our mock exam packs. It covers all elements of the 11 Plus mock exams for your chosen area.

## **Mock exam overview**

Our mocks are designed to give your child as close a feel for what they may face on the day as we can.

We attempt to closely replicate the number of questions children will face and match the difficulty levels of these questions. Time allowances are also as accurate as we can make them.

In some cases, we put something new into the papers, such as an additional section. We do this to replicate changes we have seen come into other areas which we believe may become more widespread.

Overall, our mocks give as realistic an experience as possible. Even if the format is changed slightly on the day, your child will be ready for it.

**SCROLL DOWN TO SEE WHAT OUR MOCK  
EXAM PAPERS LOOK LIKE INSIDE**





# 11+ Dame Alice Owen's Mock Exam 1

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### ***Mock exam content and structure***

*This mock exam follows the same format as the real 11+ DAO exam. It is divided into Part I - Verbal reasoning, and Part II - English and Mathematics. Answers for each section are provided at the end.*

# 11 Plus Mock Exam Information- Dame Alice Owen's School

## 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.

## Invigilator instructions:

### Part I – Verbal reasoning:

1. Your child should be sat at a desk with the verbal reasoning paper and the corresponding answer sheets in front of them at least 5 minutes before the exam. This is an important part of emulating the actual exam and introducing your child to the feeling of tension that they will feel on the day of the real exam. Your child is not allowed a calculator for this exam.
2. Tell your child "This paper consists of 80 Verbal Reasoning questions. You will have 50 minutes to complete these questions. The test is split into a number of sections, with questions of the same type in each section. Each section starts with an explanation of what to do, followed by an example and solution. All answers must be marked on the answer sheets provided."
3. 2 minutes before the time you have set to begin the exam, tell your child "The exam will begin in 2 minutes."
4. At the time set to begin the exam, tell your child, "You may now open your paper and begin the verbal reasoning paper, you have 50 minutes left."
5. After 25 minutes, tell your child "You are halfway through the exam, you have 25 minutes left."
6. 2 minutes before the 50 minutes is up, tell your child, "The exam will end in 2 minutes."

### **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.*

# 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>	rid	<b>E</b>	rag
----------	-----	----------	-----	----------	-----	----------	-----	----------	-----

**Answer:** RAN

**Solution:** The answer is RAN. RAN and DOM combined

### **Verbal reasoning**

*Each section of Verbal Reasoning paper begins with an example question, so that your child knows what the question is asking of them.*

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

<b>A</b>	run	<b>B</b>	ale	<b>C</b>	tap	<b>D</b>	
----------	-----	----------	-----	----------	-----	----------	--

**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
----------	-----	----------	-----	----------	-----	----------	-----	----------	-----

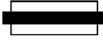
**3** The coach was impressed with how **ACCUE** our shooting was.

<b>A</b>	rig	<b>B</b>	rag	<b>C</b>	cod	<b>D</b>	cog	<b>E</b>	rat
----------	-----	----------	-----	----------	-----	----------	-----	----------	-----

**4** In the debate, we had to make sure our arguments were **RELET** to the topic.

<b>A</b>	van	<b>B</b>	ate	<b>C</b>	eat	<b>D</b>	via	<b>E</b>	cry
----------	-----	----------	-----	----------	-----	----------	-----	----------	-----

# Verbal Reasoning Paper

Please mark boxes with a thin horizontal line like this: 

If you wish to change your answer, mark it with a clear cross like this: 

<b>A</b> EXAMPLE RAN <input checked="" type="checkbox"/> ROB <input type="checkbox"/> ROT <input type="checkbox"/> RID <input type="checkbox"/> RAG <input type="checkbox"/>	1 RUN <input type="checkbox"/> ALE <input type="checkbox"/> TAP <input type="checkbox"/> TIN <input type="checkbox"/> TEA <input type="checkbox"/>	2 PAN <input type="checkbox"/> FAN <input type="checkbox"/> FUN <input type="checkbox"/> PUN <input type="checkbox"/> POT <input type="checkbox"/>	3 RIG <input type="checkbox"/> RAG <input type="checkbox"/> COD <input type="checkbox"/> COG <input type="checkbox"/> RAT <input type="checkbox"/>
4 VAN <input type="checkbox"/> ATE <input type="checkbox"/> EAT <input type="checkbox"/> VIA <input type="checkbox"/> CRY <input type="checkbox"/>	5 ILL <input type="checkbox"/> IRE <input type="checkbox"/> ION <input type="checkbox"/> ELF <input type="checkbox"/> EMU <input type="checkbox"/>	6 TOP <input type="checkbox"/> TAP <input type="checkbox"/> TIN <input type="checkbox"/> TAN <input type="checkbox"/> TOE <input type="checkbox"/>	7 RAM <input type="checkbox"/> ANT <input type="checkbox"/> AIM <input type="checkbox"/> RIB <input type="checkbox"/> RUN <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.

## Section A: Comprehension

**This section assesses the quality of your reading comprehension. Read this passage carefully, then answer the questions that follow.**

*This text is an adapted version of Dracula by Bram Stoker.*

1 When I found that I was a prisoner a sort of wild feeling came over me. I rushed up and down the stairs, trying every door and **peering** out of every window I could find; but after a little the conviction of my helplessness over-powered all other feelings. When I look back after a few hours I think I must have been mad for the time, for I  
5 behaved much as a rat does in a trap. When, however, the conviction had come to me that I was helpless I sat down quietly - as quietly as I have ever done anything in my life - and began to think over what was best to be done. I am thinking still, and as yet have come to no definite conclusion. Of one thing I am most certain; that it is no use making my ideas known to the Count. He knows well that I am imprisoned;  
10 and as he has done it himself, and has doubtless his own motives for it, he would only deceive me if I trusted him fully with the facts. So far as I can see, my only plan will be to keep my knowledge and my fears to myself, and my eyes open. I am, I know, either being deceived, like a baby, by my own fears, or else I am in desperate straits; and if the latter be so, I need, and shall need, all my brains to get

### **Comprehension**

*Here is an example English comprehension text that you will find in our mock exams. We aim to replicate the timings and difficulty of the real exam.*

When I heard the great door below shut, and did not come at once to the library, so I went to see him making the bed. This was odd, but only odd - that there were no servants in the house. I saw him through the chink of the hinges of the door laying the table in the dining-room, I was **assured** of it; for if he does himself all these menial offices, surely it is proof that there is no one else to do them. This gave me a fright, for if there is no one else in the castle, it must have been the Count himself who was the driver of the coach that brought me here. This is a terrible thought; for if so, what  
25 does it mean that he could control the wolves, as he did, by only holding up his hand in silence. How was it that all the people at Bistritz and on the coach had some terrible fear for me? What meant the giving of the crucifix, of the garlic, of the



16. What is the next number in this sequence?

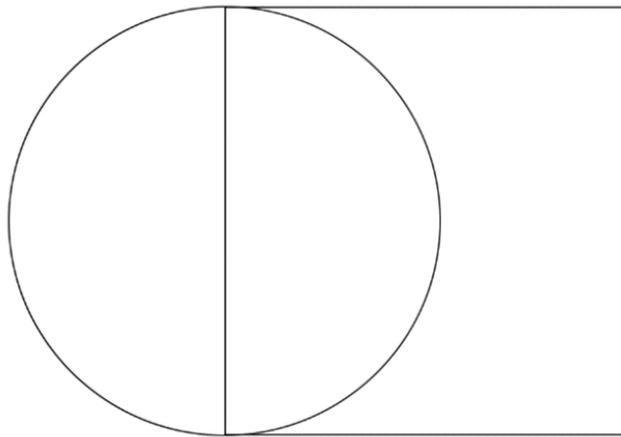
-4, 18, 14, 32, ?

.....

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**For questions 17 and 18, use this information:**

The left-hand edge of this square is cutting the circle exactly in half. The circle has a radius of 40cm.

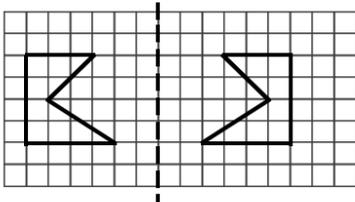
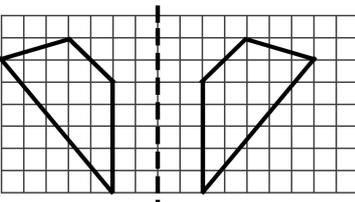


17. What is the perimeter of the square?

.....cm

**Mathematics**

*Here is an example of the types of maths questions we ask in the mock exams. We aim to replicate the timings and difficulty of the real exam.*

23	28	Step 1: $8(12) + 16 = y + 84$ Step 2: $96 + 16 = y + 84$ Step 3: $112 = y + 84$ Step 4: $28 = y$
24	92	Step 1: $3(12) + 6(12) = 200 - y$ Step 2: $36 + 72 = 200 - y$ Step 3: $108 = 200 - y$ Step 4: $y = 92$
25	5/8	Step 1: 7, 19, 31, 37, 47 so 5 Step 2: 5/8
26	1/4	Step 1: 16, 25 so 2 Step 2: $2/8 = 1/4$
27	2.25 degrees Celsius	Step 1: 5am - 12 = 7 hours Step 2: $7 \times 0.75 = 5.25$ Step 3: $5.25 + -3 = 2.25$
28	1.75 degrees Celsius	Step 1: $2.25 + 1.5 = 3.75$ at 2pm Step 2: 4 hours $\times 0.5 = 2$ degrees Step 3: $3.75 - 2 = 1.75$
29	2.5%	Step 1: $2 / 80 = 0.025$
30	7/10	Step 1: $12 + 16 + 4 + 24 = 56$ Step 2: $56/80 = 7/10$
31	486cm <sup>2</sup>	Step 1: $9 \times 9 = 81$ Step 2: $81 \times 6 = 486$
32	60	Step 1: $18 / 9 = 2$ Step 2: $90 / 9 = 10$ Step 3: $2 \times 10 = 20$ Step 4: $27 / 9 = 3$ Step 5: $20 \times 3 = 60$
33	80	Step 1: $16 + 9 + 20 + 19 + 16 = 80$
34	27	Step 1: $11 + 16 = 27$
35	45900	Step 1: $34 \times 1350 = 45900$
36	54500	Step 1: $45 \times 1215 = 54675$ Step 2: $54675 = 54500$
37	82	Step 1: Parallel lines so $42 + 40 = 82$
38	98	Step 1: $180 - 82 = 98$ Step 2: $180 - 98 - 42 = 40$
39	1	Step 1: Just the vertical line of symmetry
40	1	Step 1: $1 + 0 = 1$
41		
42		
43	60 degrees	Step 1: $360/60 = 6$ degrees per minute Step 2: $6 \times 10 = 60$

### 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.