

# 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**





Learning Street

11+

**Mock exam structure**

*Every section of the mock exam paper starts with a front sheet like this. It outlines the structure of the mock paper, which is the same as the exam itself. It is broken into 2 papers, both of which have answers provided at the end.*

# Mock Exam 1

## Contents

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# English

## (50 minutes)

Read this passage carefully and then answer the questions that follow.

For each question, you should choose the best answer and mark its letter on the answer sheet.

This is an extract from 'The War of the Worlds' by HG Wells

At first I regarded little but the road before me, and then abruptly my attention was arrested by something that was moving rapidly down the opposite slope of Maybury Hill. At first I took it for the wet roof of a house, but one flash following another showed it to be in swift rolling movement. It was an elusive vision—a moment of bewildering darkness, and then, in a flash  
5 like daylight, the red masses of the Orphanage near the crest of the hill, the green tops of the pine-trees, and this problematical object came out clear and sharp and bright.

And this Thing I saw! How can I describe it? A monstrous tripod, higher than many houses, striding over the young pine-trees, and smashing them aside in its career; a walking engine of glittering metal, striding now across the heather; articulate ropes of steel dangling from it,  
10 and the clattering tumult of its passage mingling with the riot of the thunder. A flash, and it came out vividly, heeling over one way with two feet in the air, to vanish and reappear almost instantly as it seemed, with the next flash, a hundred yards nearer. Can you imagine a milking-stool tilted and bowled violently along the ground? That was the impression those instant flashes gave. But instead of a milking-stool imagine it a great body of machinery on a  
15 tripod stand.

Then suddenly the trees in the pine-wood ahead of me were parted, as brittle reeds are parted by a man thrusting through them: they were snapped off and driven headlong, and a second huge tripod galloping hard to meet me, stopping to look at me, and  
20 stopping to look at me, moment the dog-cart flung sideways and I crawled out almost furze. The horse and dog-cart and the silhouette of the wheel still spinning slowly. In another moment the colossal mechanism went striding by me, and passed uphill towards Pyrford.

Seen nearer, the Thing was incredibly strange, for it was no mere insensate machine driving on its way. Machine it was, with a ringing metallic pace, and long, flexible, glittering tentacles (one of which gripped a young pine-tree) swinging and rattling about its strange body. It  
30 picked its road as it went striding along, and the brazen hood that surmounted it moved to and fro with the inevitable suggestion of a head looking about it. Behind the main body was a huge mass of white metal like a gigantic fisherman's basket, and puffs of green smoke squirted out from the joints of the limbs as the monster swept by me. And in an instant it was gone.

35 So much I saw then, all vaguely for the flickering of the lightning, in blinding high lights and dense black shadows.

**Mock exam content**

*Each paper has the same subjects that you will find in the test itself. Paper 1 contains questions on English and Paper 2 contains questions on maths*

## English Practice Section (5 minutes)

*This practice section shows you some examples of the types of questions you will encounter in the English test.*

### Example A

*Read this passage carefully, then answer the questions that follow. Mark your answers on the answer sheet provided.*

5 Sir Charles Spencer "Charlie" Chaplin, KBE (16 April 1889 – 25 December 1977) was an English comic actor, film director and composer best known for his work in the United States during the silent film era. He became the most famous film star in the world before the end of World War I. Chaplin used mime, slapstick and other visual comedy routines, and continued well into the era of the talkies, though his films decreased in frequency from the end of the 1920s. His most famous role was that of The Tramp, which he first played in the Keystone comedy Kid Auto Races at Venice in 1914. From the April 1914 one-reeler Twenty Minutes of Love onwards he was writing and directing most of his films, by 1916 he was also producing them, and from 1918 he worked with Pickford, Douglas Fairbanks and D. W. Griffith.

10

"What does the author suggest was Charlie Chaplin's most famous role?"

- A Twenty Minutes of Love
- B Producing films
- C His role in The Tramp
- D Composing music for films
- E His academic achievements

**Answer:** C, his role in The Tramp. The passage says "His most famous role was that of The Tramp..."

### Example and practice questions

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

*Now try this practice question.*

### Practice P1

*Choose the best answer and mark its letter on the answer sheet.*

"What do you think the word "talkies" (line 5) means?"

- A radio shows
- B films with speech
- C plays
- D films with dogs
- E public speeches


In each sentence, there may be errors in the use of capital letters and punctuation. Choose the letter which corresponds to the part of the sentence with the mistake. If there is no mistake, choose 'N'. Mark your answer on the answer sheet.

35 The dog was wagging it's tail in anticipation of the day's adventures to come.



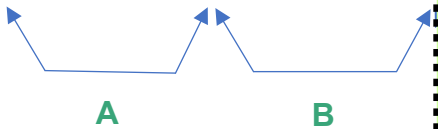
A B C D

36 Does anyone know what time we are supposed to meet at the playground.



A B C D

37 "I don't believe that is totally accu

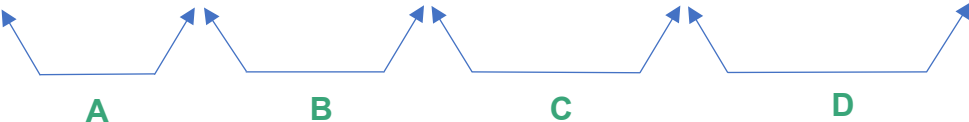


A B

### Timed sections

Both papers are split into short sections, as the real exam will be. Each section is timed in a similar way to the exam. This will give your child a very good feel for what they will face, even if on the day itself, exam providers reduce or increase the number of sections or the splits.

38 We weren't absolutely sure if the shops' were opening this evening or not.



A B C D

# 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 checked="" 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"/>

# Mathematics Main Test

**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.

		<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>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>	
	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>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"/>

18	A	Step 1: Train 1: 50 minutes Step 2: Train 2: 55 minutes Step 3: Train 3: 41 minutes		
19	B	Step 1: $9a + 4 = 88 - 3a$ Step 2: $12a = 84$ Step 3: $a = 7$		
20	C	Step 1: $3 + 7 + 2 + 5 = 17$		
21	A	Step 1: $5/70 = 1/14$		
22	C	Step 1: $180 - 40 = 140$ Step 2: $140/2 = 70$		
23	B	Step 1: $A = 6000$ Step 2: $B = 430$ Step 3: $6000 - 430 = 5570$		
24	E	Step 1: $372/3 = 124$ Step 2: $124 \times 11 = 1364$		
25	D	Step 1: Mark C at $(-4, -2)$ Step 2: Reflect in y-axis to show that C is $(4, -2)$		
26	D	Step 1: $24 - 16 = 8$ Step 2: $16 - 5 = 11$ Step 3: $11 - 2 = 9$ Step 4: $11 - 9 = 2$		
<p><b>Answers and Explanations</b> 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.</p>		Step 1: Add two previous Step 2: $28 + 23 = 51$		
		Step 1: $5 \times 8p = 40p$ Step 2: $19 - 5 = 14$ Step 3: $14 \times 3p = 42p$ Step 4: $40p + 42p = 82p$		
		Step 1: $8:24\text{pm} + 18 \text{ hours} = 2:24\text{pm}$ Step 2: $2:24\text{pm} + 13 \text{ minutes} = 2:37\text{pm}$		
		Step 1: Do the opposite in reverse, so $68 \times 2 = 136$ Step 2: $136 - 46 = 90$ Step 3: $90/3 = 30$		
		Step 1: $62.284 \times 0.01 = 0.62284$		
		Step 1: $1 + 0 + 0 + 1 = 2$		
		32	E	Step 1: $1 + 0 + 0 + 1 = 2$
		33	B	Step 1: $5 \times 700\text{g} = 3.5\text{kg}$ Step 2: $4 \times 150\text{g} = 600\text{g}$ Step 3: $3.5\text{kg} + 600\text{g} + 300\text{g} = 4.4\text{kg}$
		34	D	Step 1: $0.25 \times 0.5 = 0.125$ Step 2: $2.5/0.125 = 20$
		35	E	Step 1: $(4 \times 3) + 6 = 18$
36	A	Step 1: $15 + 10 + 35 + 90 = 150$ Step 2: $15/150 = 10\%$		
37	A	Step 1: so $92/x = 80/100$ Step 2: $9200/x = 80$ Step 3: $x = 115$		
38	C	Step 1: Ratio = 4:1 Step 2: Add ratios to get 5 Step 3: $465/5 = 93$		
39	A	Step 1: $360 - 275 = 85$ Step 2: $360 - 85 - 55 = 220$		
40	D	Step 1: $360/60 = 6$ so 6 degrees = 1 minute gap Step 2: 4:30 = one hand on 4.5, the other on 6 Step 3: So $7.5 \times 6 = 45$		
41	E	Step 1: $7.50 \times 1.3 = 9.75$		

11. Tell your child "Paper 2 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."
12. 2 minutes before Paper 2 is set to begin, tell your child "Paper 2 will begin in 2 minutes."
13. At the time Paper 2 is supposed to begin, tell your child "You may turn over the page and begin the Maths practice section. You have five minutes."
14. 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~~
15. Wait a few seconds for your child to prepare then turn over your page to begin the Maths paper. You have five minutes left.
16. After 25 minutes of the Maths test tell your child "You have 25 minutes left on your paper. You have 25 minutes left".
17. After another 20 minutes tell your child "You have 5 minutes left on your paper. You have 5 minutes left".
18. After these 5 minutes have elapsed tell your child "The Maths test is over. Please stop writing and put your pen down."

### **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.*

### **Marking the paper:**

It is vital that you do not just mark the mock exam, give your child their score, and move on. You need to go through the mistakes with your child and use the mock paper as an indication of where your child struggles.

When marking the paper try to figure out why your child is making mistakes. Did they not know how to answer the question, or did they make a little calculation error? Were they rushed for time? Did they have the correct exam technique?

It is also important to bear in mind that your child's age will affect their score. If you have given your child this mock quite early in the preparation for the 11 plus, it will have been considerably harder for them because they are young, and their processing speed is slower.

### **Areas for improvement:**

#### **English:**

##### Timing:

- If your child is struggling to complete the English paper in time, improving their reading speed and vocabulary will help.
- Paired reading with an adult is a fantastic way to improve reading speed and vocabulary. The adult should read, aloud, at their normal pace, whilst the child reads along with them in their head. This forces the child to get used to reading at a quicker pace.
- It is also important children become familiar with harder, classic texts, as these can be used in the exam. It is important that your child is not intimidated by harder texts and knows that they do not need to understand every single word to get the gist of the text.