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11+ FSCE
Mock Exam 4

Contents

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:

Paper 1:

1. Your child should be sat at a desk with Paper 1 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.
2. In this time, give your child 5 minutes to look at the answer sheet practice section before starting the paper so that they can familiarise themselves with how to mark their answers.
3. After they have looked at the answer sheet practice section, tell your child "Paper 1 consists of a 10-minute spelling test, followed by a 20-minute comprehension test, and a 5-minute vocabulary test. Each section starts which an explanation of what to do, followed by a worked example and solution. All answers must be marked on the separate answer sheets provided."
4. 2 minutes before the time you have set to begin the exam, tell your child "The exam will begin in 2 minutes."
5. At the time set to begin the exam, tell your child, "You may turn over the page and begin the Spelling practice section".
6. *This section is untimed but shouldn't take more than 3-4 minutes, so after around 4 minutes tell your child "That is the end of the English practice section please stop writing and prepare to begin the English test." If they have finished early, it's important that they wait to proceed, as this is what they will experience on the day.*
7. Wait a few seconds for your child to prepare themselves and then say "please turn over your page to begin the spelling section. You have 10-minutes to complete this section".
8. After 5 minutes, tell your child "You have five minutes left to complete this section"
9. At the end of the 10-minute spelling test say, "that is your time for the spelling section up, please stop writing and prepare for the comprehension practice section".
10. Wait a few seconds for your child to prepare for the next section. Then say "please turn over the page and begin the comprehension practice section".
11. Again, give your child around 3-4 minutes to complete this section. After 3-4 minutes, tell your child "That is the end of the comprehension practice section. Please stop writing and prepare to begin the comprehension test." Again, if they have finished this early it's important that they just wait until the time is up to start the next section.

12. Wait a few seconds for your child to prepare themselves and then say "please turn over your page to begin the comprehension test. You have 20-minutes to complete this section".

13. After 15 minutes, tell your child "You have five minutes left to complete this section".

14. Once the 20-minutes have elapsed, say, "that is your time for the comprehension section up, please stop writing and prepare for the vocabulary practice section".

15. Wait a few seconds for your child to prepare for the next section. Then say "please turn over the page and begin the vocabulary practice section".

16. After 2-3 minutes, tell your child, "That is the end of the vocabulary practice section. Please stop writing and prepare to begin the vocabulary test."

17. Wait a few seconds for your child to prepare themselves and then say "please turn over your page to begin the vocabulary test. You have 5-minutes to complete this section".

18. After these 5 minutes have elapsed, say, "that is the end of Paper 1. Please stop writing and put your pen down".

Break:

19. Your child can now have a half hour break. They should use this break to go to the loo and have some refreshments. They should be back in their seat with Paper 2 in front of them at least 5 minutes before paper 2 is set to begin. It's important that they manage this break themselves because you won't be there on the day to help them.

Paper 2:

20. Tell your child "Paper 2 consists of a 20-minute multiple choice mathematics section, and a 20-minute free response mathematics section. You will have a chance to practice each question style before the test begins.

21. 2 minutes before Paper 2 is set to begin, tell your child "Paper 2 will begin in 2 minutes."

22. At the time Paper 2 is set to begin, tell your child "Turn over your page and begin the multiple-choice practice section".

23. This practice section is untimed, however, in all likelihood, in the exam, your child will only have a couple of minutes to look at this practice section. So, after no more than 4 minutes, tell you child "Please prepare to begin the mathematics test". Then after a few seconds, tell them "You may now turn over your page and begin the multiple-choice section. You have 20 minutes."

24. After 15 minutes, tell your child, "you have 5 minutes remaining of the multiple-choice section"

25. After a further 5 minutes, tell your child, "Please stop what you are doing and turn over the page to complete the free response practice section".

26. Again, after no more than 4 minutes, tell your child "Please prepare to begin the free-response mathematics test". Then after a few seconds, tell them, "You may now turn over your page and begin the free-response mathematics test. You have 20 minutes."

27. After 15 minutes tell your child, "you have 5-minutes remaining".

28. Once these 5 minutes have elapsed, tell your child, "that is the end of Paper 2. Please stop writing and put your pen down".

Break:

1. Your child can now have a half hour break. They should use this break to go to the loo and have some refreshments. They should be back in their seat with Paper 3 in front of them at least 5 minutes before paper 3 is set to begin. It's important that they manage this break themselves because you won't be there on the day to help them.

Paper 3:

1. Tell your child "Paper 3 consists of a 10-minute planning section and a 30-minute writing section".
2. 2 minutes before Paper 3 is set to begin, tell your child "Paper 3 will begin in 2 minutes."
3. At the time Paper 2 is set to begin, tell your child "Turn over your page and begin the creative writing planning section. You must only write in the planning space provided during these 10 minutes and must not write on the answer sheet".
4. After 5 minutes, tell your child, "you have 5 minutes of planning time left".
5. After a further 5-minutes, say "you may now start writing your answer on the answer sheet. You have 30 minutes to write your answer".
6. After 25 minutes, tell your child "You have 5 minutes left of the creative writing section".
7. After a further 5 minutes, say, "That is the end of the Paper 3. Please stop writing and put your pen down".

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 process for the 11 plus (early in year 5 or even before), it will have been considerably harder for them because they are young, their processing speed is slower, their reading speed will be slower, and they may well not be familiar with the topics.

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 great 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 are 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.

Comprehension:

- If timing was not the issue for your child but they still struggled with the comprehension, improving their breadth of vocabulary will be the most useful thing to improve their marks.
- Again, reading with your child is a great way to improve vocabulary.
- If your child seemed to struggle with how to answer written comprehension questions and was not giving evidence in the correct way, this means they need help with their exam technique. Courses focusing on written comprehension questions will help improve scores in this area.

Writing:

- If Section 3 of the English paper was where your child struggled the most, improving spelling, punctuation, and grammar will be very helpful.
- We really recommend that your child does the writing tasks that they did not sit in this mock exam, so you are getting the most out of the resources we have provided. They should complete them preferably under timed conditions, but if this is not possible, completing them untimed will still be a valuable exercise.

Maths:

Timing:

- If timing was an issue on the mathematics paper, then improving mental maths speed will be especially useful.
- Often, to improve scores on 11 Plus maths papers, it is most helpful to go back to the basics and practise addition, subtraction, division, multiplication, and times tables.

Little mistakes:

- The biggest reason children drop marks on maths papers is because they make little mistakes and calculation errors on seemingly easy questions. When a child has been well prepared complex knowledge is very rarely an issue. Where there are performance issues the source is normally weaker core skills.
- Improving accuracy will markedly improve scores. Parents often want to give their children increasingly hard maths questions to help them improve, but, getting 100%, or as close to 100% as possible, on the questions that seem perfectly doable, will have a far bigger effect on improving scores.

High early scores, low late scores:

- If you notice that your child scores very highly on the first half of the paper, and then low on the second half, they likely have the opposite problem to the above. Some children work very diligently and are extremely careful that they aren't making mistakes. Whilst this *is* great, it often means they have pacing issues and

struggle towards the end of papers. For these children, timed mock or timed test practice will help them improve the most.

General improvement

- If your child needs help across the entire paper, it might have been too early to get them to sit a mock exam. Often, going back to the basics and helping your child build their vocabulary and mental maths speed will be the most effective way to improve scores across the board.
- If your child did well at this paper, do not take this as a sign that they should now move on to harder questions. This mock exam is as hard as the real exam will be. Spend time consolidating their knowledge and ensuring they do not make small mistakes on the day. This will be far more useful than moving on to harder questions.

What your mark means:

Parents naturally want to know what their mark in these tests means in terms of their child's prospects of a place at their chosen school.

We have a great deal of experience and would suggest that on this paper your child should be aiming for 85%+. We would urge you to also keep in mind the information below:

1. Where an area uses age standardised scores (most do), children who are older for their year should aim to score more highly, and those who are younger for their year have a little more leeway. Age standardisation may have a +/- 3% to 5% effect on scores.
2. If you are using this test early in the process, then don't judge your child's prospects too harshly if they do not score well. With the right preparation, a great deal of change can be delivered in a short period of time.
3. Remember that most children succeed in the exam because they can work accurately and quickly. This means a focus on core skills is much more important than a focus on complexity. Try to help your child see that getting 100% on those questions where their knowledge is good is the basis for success.
4. Remember that because 11 Plus tests are competitive, all sorts of external factors can adversely influence your child's performance. Anything you can do to help them with their confidence and ensure they are as relaxed as possible will help.
5. When you do mocks at home, we emphasise the importance of the build up to the day itself and the small factors such as sitting down and waiting for five minutes before the test starts. These small elements appear strange to children and can create stress. By helping them get used to this, you will be helping them prepare for the stresses of the day itself.
6. If you have done this mock very early in the year, we'd suggest doing some more preparation work before doing another one. If you are doing this mock later in the year, then scheduling two or three more on the way to the exam will be useful.
7. If you are also going to do a hall-based mock (something we don't provide), then remember these can cost £60-£90 and you'll get best value from them if you have done some mock work at home. The mock work at home will help your child get used to the pace they need to work at and some of the pressures they will face on the day itself. This will enable them to get most value from doing the hall-based mock.

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Mock Exam 4

Paper 1
English

Instructions

This paper consists of three separate sections. Each section starts with an explanation of what to do, followed by a worked example and solution.

Section 1: 10 minutes.
Section 2: 20 minutes.
Section 3: 5 minutes.

All responses should be marked on the separate answer sheet provided.

Please turn over the page to begin the English practice section.

Instructions

- This practice section shows you an example of the type of question you will find in Section 1 of the English Paper.
- Remember to mark your answer on the answer sheet provided.
- Only write **one** letter in each box on the answer sheet.

Complete the sentence by filling in the gaps with the correct missing letters.

Example

| i | His **a m b** _ _ _ _ **n** is to earn lots of money and become a billionaire. |

The correct answer is **ambition.**

The missing letters have been marked on your answer sheet as an example.

END OF PRACTICE SECTION 1

- **SECTION 1 OF THE ENGLISH TEST BEGINS ON THE NEXT PAGE**
- **YOU HAVE 10 MINUTES TO COMPLETE SECTION 1**
- **THERE ARE 20 QUESTIONS IN THIS SECTION**
- **YOUR TIME WILL START WHEN YOU TURN OVER THE PAGE**
- **DO NOT TURN OVER THE PAGE UNTIL YOU ARE ASKED TO DO SO**

⚠ **DO NOT TURN OVER THE PAGE UNTIL YOU ARE ASKED TO DO SO**

Questions

Q1 The painting **c o n _ _ _ s** a feeling of sadness.

Q2 The rainy weather had rejuvenated the **p a s _ _ _ _** for the cows.

Q3 The shop sells all types of **g a r m _ _ _ s**.

Q4 The soil is perfect for plants to **f l _ _ _ _ s h**.

Q5 The submarine was studying the **c o m p _ _ _ _ _ o n** of the ocean floor.

Q6 The two countries have **d i s p _ _ _ _** this border for decades.

Q7 The **v e n t _ _ _ _ _ o n** system enables air to flow around the plane.

Go to next page.

Q8 There are lots of **m a j e** _ _ _ _ buildings in Asia.

Q9 There is a stark **c o n** _ _ _ _ **t** between our lives and our parents'.

Q10 They argued well and won the **d e b** _ _ _ .

Q11 They **c u l** _ _ _ _ **t e** many vegetables on their farm.

Q12 They had to **r e s** _ _ _ _ **n** the prisoner when he started to act violently.

Q13 They were still looking for the main **s u** _ _ _ _ **t** in the investigation.

Q14 This house is very **e c o** _ _ _ _ _ **a l** and uses little energy.

Q15 We decided to **r e s** _ _ _ _ an old barn in the countryside.

Q16 We make **f r e** _ _ _ _ **t** trips to the shops for bread.

Q17 We **r e l** _ _ _ _ **d** the crabs back into the sea at the end of the day.

Q18 You can **d i l** _ _ _ strong drinks by adding water.

Q19 You must **e m b** _ _ _ _ every opportunity that comes your way.

Q20 You need to **c o n** _ _ _ _ **r a t e** on this question because it's tricky.

END OF ENGLISH SECTION 1

DO NOT TURN OVER THE PAGE UNTIL YOU ARE ASKED TO DO SO

DO NOT TURN OVER THE PAGE UNTIL YOU ARE ASKED TO DO SO

Instructions

- This practice section shows you an example of the type of question you will find in Section 2 of the English Paper.
- Remember to mark your answer on the answer sheet provided by shading one of the ovals.
- Only mark **one** oval for each question.

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

Example

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. Chaplin used mime, slapstick and other visual comedy routines, and continued well into the era of

5 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 was even

10 composing the music for them.

| i | What does the author suggest was Charlie Chaplin's greatest success? |

A Twenty Minutes of Love

B Producing films

C His role in The Tramp

D Composing music for films

The correct answer is **C**, his role in the Tramp.

C has been marked on your answer sheet as an example.

Go to next page.

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

I. radio shows

II. films with speech

III. plays

IV. public speeches

A I and II only

B II only

C III only

D I, II, III and IV

The correct answer is **B**, II only.

B has been marked on your answer sheet as an example.

END OF PRACTICE SECTION 2

- **SECTION 2 OF THE ENGLISH TEST BEGINS ON THE NEXT PAGE**
- **YOU HAVE 20 MINUTES TO COMPLETE SECTION 2**
- **THERE ARE 20 QUESTIONS IN THIS SECTION**
- **YOUR TIME WILL START WHEN YOU TURN OVER THE PAGE**
- **DO NOT TURN OVER THE PAGE UNTIL YOU ARE ASKED TO DO SO**

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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 'Little Men' by Louisa May Alcott.

1   "Hurry up, boys, it's three o'clock, and Uncle Fritz likes us to be punctual, you know," said Franz one Wednesday afternoon as a bell rang, and a stream of literary-looking young gentlemen with books and paper in their hands were seen going toward the museum.

5   Tommy was in the school-room, bending over his desk, much bedaubed with ink, flushed with the ardour of inspiration, and in a great hurry as usual, for easygoing Bangs never was ready till the very last minute. As Franz passed the door looking up laggards, Tommy gave one last blot and flourish, and departed out of the window waving his paper to dry it as he went. Nan
10 followed, looking very important, with a large roll in her hand, and Demi escorted Daisy, both evidently brimful of some delightful secret.

The museum was all in order, and the sunshine among the hop-vines made pretty shadows on the floor as it peeped through the great window. On one side sat Mr. and Mrs. Bhaer, on the other was a little table on which the
15 compositions were laid as soon as read, and in a large semicircle sat the children on camp-stools, which occasionally shut up and let the sitter down, thus preventing any stiffness in the assembly. As it took too much time to have all read, they took turns, and on this Wednesday the younger pupils were the chief performers, while the elder ones listened with condescension and
20 criticised freely.

"Ladies first; so Nan may begin," said Mr. Bhear, when the settling of stools and rustling of papers had subsided.

Nan took her place beside the little table, and, with a preliminary giggle, read the following interesting essay on

25 "The Sponge.

"The sponge, my friends, is a most useful and interesting plant. It grows on rocks under the water, and is a kind of seaweed, I believe. People go and pick it and dry it and wash it, because little fish and insects live in the holes of the sponge; I found shells in my new one, and sand. Some are very fine and soft;
30 babies are washed with them. The sponge has many uses. I will relate some of them, and I hope my friends will remember what I say. One use is to wash the face; I don't like it myself, but I do it because I wish to be clean. Some people don't, and they are dirty." Here the eye of the reader rested sternly upon Dick and Dolly, who quailed under it, and instantly resolved to scrub
35 themselves virtuously on all occasions. "Another use is to wake people up; I allude to boys par-tic-u-larly." Another pause after the long word to enjoy the smothered laugh that went round the room. "Some boys do not get up when called, and Mary Ann squeezes the water out of a wet sponge on their faces,

Go to next page.

and it makes them so mad they wake up." Here the laugh broke out, and Emil
40 said, as if he had been hit,—

"Seems to me you are wandering from the subject."

"No, I ain't; we are to write about vegetables or animals, and I'm doing both:
for boys are animals, aren't they?" cried Nan; and, undaunted by the indignant
"No!" shouted at her, she calmly proceeded,

45 "One more interesting thing is done with sponges, and this is when doctors
put ether on it, and hold it to people's noses when they have teeth out. I shall
do this when I am bigger, and give ether to the sick, so they will go to sleep
and not feel me cut off their legs and arms."

"I know somebody who liked to use it," called out Demi, but was promptly
50 crushed by Dan, who upset his camp-stool and put a hat over his face.

"I will not be interruckted," said Nan, frowning upon the unseemly
scrimmagers. Order was instantly restored, and the young lady closed her
remarks as follows:

"My composition has three morals, my friends." Somebody groaned, but no
55 notice was taken of the insult. "First, is keep your faces clean second, get up
early third, when the ether sponge is put over your nose, breathe hard and
don't kick, and your teeth will come out easy. I have no more to say." And
Miss Nan sat down amid tumultuous applause.

Go to next page.

Questions:

Q1 What did Uncle Fritz like them to be?

Uncle Fritz liked them to be….

A neat.

B on time.

C of good character.

D curious.

Q2 Why would the young gentlemen have been described as "literary-looking"? (line 3)

They would have been described like this because….

A they were carrying books and paper

B they were literally writing.

C they looked like drawings in picture books.

D there were lots of them.

Go to next page.

Q3 Who was "bedaubed with ink"? (line 5)

It was…

I. Franz.

II. Nan.

III. Bangs.

IV. Tommy.

A III and IV only

B I and II only

C II and III only

D IV only

Q4 What was Tommy flushed with?

Tommy was flushed with…

A feelings on love.

B the enthusiasm of inspiration.

C the heat.

D unbearable pressure.

Q5 In line 9, what was Tommy doing to his paper?

He was…

A waving it around to show everyone how proud he was.

B using it as a fan for his face.

C waving it around so the ink would dry.

D hiding it from his friends.

Go to next page.

Q6   From what we learn in lines 6-8, how would you best describe Bangs?

A   stressed

B   nervous

C   relaxed

D   punctual

Q7   What did the narrator observe about Demi and Daisy?

The narrator observed…

I.   Demi had a secret.

II.   Daisy had a secret.

III. they were secretly ignoring each other.

IV. Demi was ignoring Daisy.

A   I and II only

B   I, II and III only

C   I and IV only

D   II only

Q8   Why was the floor looking pretty?

The floor was looking pretty because …

A   the hop-vines were peeping through the window.

B   it had just been cleaned.

C   it had just been relaid.

D   the hop-vines were making shadows on it.

Go to next page.

Q9   How did the older children react to the younger children's readings?

They reacted…

I. Critically

II. Politely

III. With considerable bemusement

IV. Patronisingly

A I only

B II only

C II and III only

D I and IV only

Q10   When did Nan giggle?

She giggled …

A after her first anecdote.

B before she had said a word.

C at the end of her story.

D in the middle of the story.

Q11   Which of these words best describes Nan's speech?

A sincere

B formulaic

C humorous

D pragmatic

Go to next page.

Q12 How did Nan react to being shouted at?

A flustered.

B unhappy.

C not bothered at all.

D embarrassed.

Q13 What word could describe the use of "ether"?

A anaesthetic

B analgesic

C ambivalence

D artistic

Q14 How was Nan's speech received by the audience?

It was received…

I. Some people found it amusing

II. Nobody seemed interested

III. Her speech received a loud applause

IV. Everyone hated her speech

A I only

B IV and II only

C II and III only

D I and III only

Go to next page.

Q15 "…rustling of papers had subsided …." (line 22). In this context, which of these words is most similar in meaning to subsided?

A receded

B increased

C peaked

D commenced

Q16 "….listened with condescension…." (line 19). In this context, which of these words is most similar in meaning to condescension?

A callousness

B interest

C concern

D haughtiness

Q17 "…undaunted by the indignant …" (line 43). In this context, which of these words is most similar in meaning to indignant?

A offended

B subtle

C loud

D quiet

Q18 "… amid tumultuous applause …" (line 58). In this context, which of these words is most similar in meaning to tumultuous?

A timid

B consistent

C constant

D thundering

Go to next page.

Q19 "… she calmly proceeded …" (line 44). In this context, what type of word is calmly?

A adverb

B adjective

C verb

D pronoun

Q20 "… and insects live in the holes..." (line 28). In this context, which of these words are prepositions?

I. and

II. insects

III. in

IV. the

A IV only

B II only

C I, III and IV only

D III only

END OF ENGLISH SECTION 2

DO NOT TURN OVER THE PAGE UNTIL YOU ARE ASKED TO DO SO

DO NOT TURN OVER THE PAGE UNTIL YOU ARE ASKED TO DO SO

Instructions

- This practice section shows you an example of the type of question you will find in Section 3 of the English Paper.
- Remember to mark your answer on the answer sheet provided by shading one of the ovals.
- Only mark **one** oval for each question.

Antonyms: In each question below, identify the word that means the opposite of the word shown and mark the answer on your answer sheet.

Example

i	FORWARD

A	**B**	**C**	**D**	**E**
above	under	side	around	backward

The correct answer is **E**, backward.

E has been marked on the answer sheet as an example.

END OF PRACTICE SECTION 3

- **SECTION 3 OF THE ENGLISH TEST BEGINS ON THE NEXT PAGE**
- **YOU HAVE 5 MINUTES TO COMPLETE SECTION 3**
- **THERE ARE 15 QUESTIONS IN THIS SECTION**
- **YOUR TIME WILL START WHEN YOU TURN OVER THE PAGE**
- **DO NOT TURN OVER THE PAGE UNTIL YOU ARE ASKED TO DO SO**

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Q1 EMPHATIC

A	B	C	D	E
strong	superb	indecisive	definitive	unhealthy

Q2 INNOCENT

A	B	C	D	E
bad	culpable	inventive	irrevocable	gregarious

Q3 LAZY

A	B	C	D	E
oblique	rested	capricious	fastidious	industrious

Q4 RUMBUSTIOUS

A	B	C	D	E
boisterous	restrained	energetic	fragile	brittle

Go to next page.

Q5   AFFLUENT

A	B	C	D	E
wealthy	affable	impoverished	affected	fashionable

Q6   SUPERFLUOUS

A	B	C	D	E
ambitious	awful	fantastic	amazing	essential

Q7   INDETERMINATE

A	B	C	D	E
lazy	clear	determined	vast	devour

Q8   UNABASHED

A	B	C	D	E
ashamed	solid	untouched	crushed	superior

Q9   EMBELLISH

A	B	C	D	E
spoil	decorate	improve	serene	weak

Q10   PRETENTIOUS

A	B	C	D	E
officious	dangerous	idiotic	humble	formal

Q11   ABUNDANT

A	B	C	D	E
fixed	absolute	scarce	careful	pincer

Q12   RELINQUISH

A	B	C	D	E
divide	irrelevant	vague	retain	abstain

Go to next page.

Q13 CONDONE

A	B	C	D	E
condemn	advocate	support	convince	leverage

Q14 ADJACENT

A	B	C	D	E
control	ajar	remote	admonish	close

Q15 COLLOQUIAL

A	B	C	D	E
loquacious	remove	minimal	irreverent	formal

END OF PAPER

11+ FSCE

Mock Exam 4

Paper 2
Mathematics

Instructions

This paper consists of two separate sections. Each section starts with an explanation of what to do, followed by a worked example and solution.

Section 1: 20 minutes.
Section 2: 20 minutes.

All responses should be marked on the separate answer sheet provided.

Please turn over the page to begin the Mathematics practice section.

Instructions

- This practice section shows you an example of the type of question you will find in Section 1 of the Mathematics Paper.
- There is only **one** correct answer for each question.
- Remember to mark your answer on the answer sheet provided.

Example

i 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

The answer is **C.**

C has been marked on the answer sheet as an example.

END OF PRACTICE SECTION 1

- **SECTION 1 OF THE MATHEMATICS TEST BEGINS ON THE NEXT PAGE**
- **YOU HAVE 20 MINUTES TO COMPLETE SECTION 1**
- **THERE ARE 25 QUESTIONS IN THIS SECTION**
- **YOUR TIME WILL START WHEN YOU TURN OVER THE PAGE**
- **DO NOT TURN OVER THE PAGE UNTIL YOU ARE ASKED TO DO SO**

⚠ DO NOT TURN OVER THE PAGE UNTIL YOU ARE ASKED TO DO SO

Questions

Q1 What is 58.4 x 9.2?

A 542.8

B 500

C 537.28

D 520.28

Q2 If 29.2 x 18.4 = 537.28, what is 292 x 0.184?

A 537.28

B 53.728

C 5.3728

D 0.53728

Q3 What number do you need to add to 7.68 to get 18.42?

A 10.68

B 11.64

C 9.64

D 10.74

Q4 Work out $\frac{2}{7} + \frac{3}{5}$

A $\frac{2}{5}$

B $\frac{6}{35}$

C $\frac{3}{5}$

D $\frac{31}{35}$

Go to next page.

Q5 Angelique is tossing a normal 20p coin. To her surprise, the coin lands on "heads" the first 4 times she tosses it. What is the probability it lands on "heads" again the 5th time she tosses it?

A a quarter

B a half

C three quarters

D a tenth

Q6 25% of the pupils in the class walk to school. 8 pupils, which is 40% of the class, go to school by car. The remainder go by public transport. How many pupils go by public transport?

A 8

B 7

C 6

D 4

Q7 Clara has saved £104. She wants to buy a bike in the sale. It was £340 but has been reduced by 20%. How much more money does Clara need to save in order to buy the bike in the sale?

A £174

B £168

C £205

D £188

Q8 Harry is thinking of a number. He trebles it, adds 33 and then divides it by 2. He ends up with 66. What number was he thinking of originally?

A 66

B 30

C 33

D 32

Go to next page.

Q9 Calculate the perimeter of this shape:

10cm

22cm

11cm

36cm
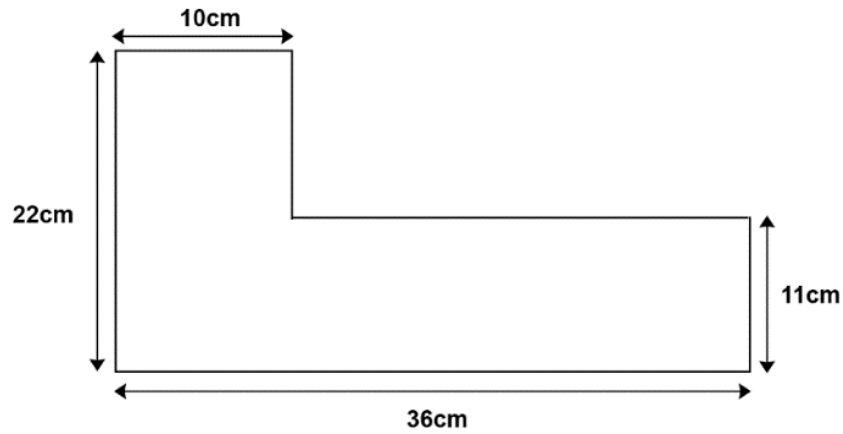
A 79cm

B 90cm

C 106cm

D 116cm

Q10 The bar chart below shows the number of goals the local football club's players scored through the season. How many players scored at least 8 goals?

Players

7
6
5
4
3
2
1
0

0-3   4-7   8-11   12-15   16-19

Number of goals
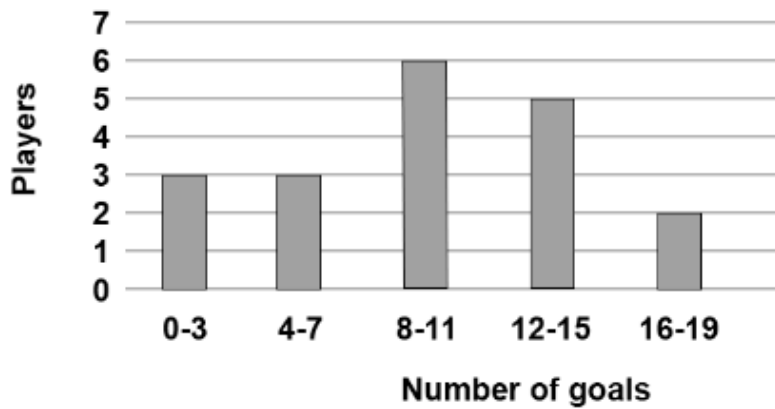
A 6

B 11

C 13

D 19

Go to next page.

Q11 The chart below shows the distance of five towns from London in miles. Add the distance of Town E from London to the distance of Town B from Town C. What do you get?

London

57	Town A

42	63	Town B

83	94	27	Town C

64	48	66	26	Town D

59	36	46	32	57	Town E

A 142 miles

B 143 miles

C 120 miles

D 86 miles

Q12 Jim eats two thirds of the pizza and Kumar eats a sixth of it. How much pizza is left now?

A $\frac{5}{6}$

B $\frac{1}{12}$

C $\frac{1}{6}$

D $\frac{1}{5}$

Q13 Calculate four and two thirds plus one and a fifth.

A $5\frac{4}{5}$

B $5\frac{13}{15}$

C $6\frac{1}{5}$

D $5\frac{1}{7}$

Go to next page.

Q14 Consider the circle below. y is the radius and is equal to 18cm. Virat is working on a circle that has a diameter four times larger than this circle. What is the diameter of the circle that Virat is working on?
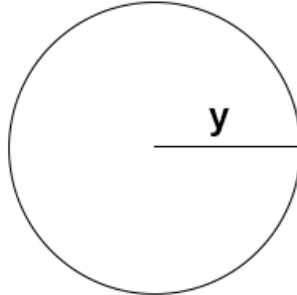
A 72cm

B 144cm

C 140cm

D 124cm

Q15 What is 20% of a fifth of 600?

A 26

B 30

C 24

D 22

Q16 What is 549.3 x 0.001?

A 0.5493

B 0.05493

C 5.493

D 54.93

Go to next page.

Q17 Martin left his house for the cricket match at 10:25am on Saturday. He drove at an average speed of 45mph and arrived at the ground at 12:55pm. How many miles is it from Martin's house to the cricket ground?

A 145 miles

B 107.5 miles

C 112.5 miles

D 140 miles

Q18 A square has a width of 7y + 3. What is the perimeter of the square?

A 14y + 6

B 49y + 9

C 28y + 3

D 28y + 12

Q19 Look at the graph below. Label the bottom right point of the shape on the graph A. Now reflect the shape through the y axis. What are the new coordinates of the point A?

A (8,2)

B (-8,2)

C (-8,8)

D (8,-2)

Go to next page.
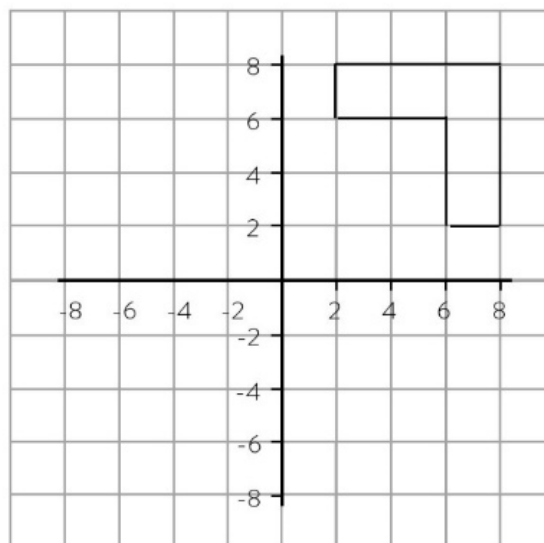
Q20 What is the surface area of this triangular prism?

A 156cm^2

B 360cm^2

C 600cm^2

D 168cm^2

5cm

4cm

3cm

12cm
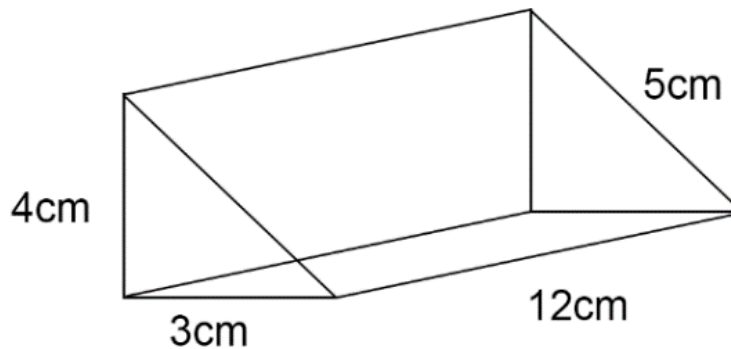
Q21 Chris is looking at these numbers:

38   36   51   57   13   21   61   12

If he picks a number at random, what is the probability that it is a prime number?

A a half

B zero

C a fifth

D a quarter

Q22 Calculate 90 – (6 x 11) ÷ 2.

A 57

B 462

C 60

D 461

Go to next page.

Q23 On this day Robert is twice as old as Gary. In ten years, Robert will be one and a half times as old as Gary. How old is Robert today?

A 15

B 12

C 24

D 20

Q24 Solve x if $\dfrac{16x}{4} + 5 = 13$

A 0

B 1

C 2

D 3

Q25 A group of friends decide to make a cake. They look up the ingredients:

700g flour

500g butter

200g strawberries

400g icing

They have 1.2kg of icing in their cupboard and decide to use it all up. How much butter will they need to maintain the same proportions of ingredients?

A 500g

B 1.5kg

C 1.5g

D 150g

END OF MATHEMATICS SECTION 1

DO NOT TURN OVER THE PAGE UNTIL YOU ARE ASKED TO DO SO

Instructions

- This practice section shows you an example of the type of question you will find in Section 2 of the Mathematics Paper.
- Remember to mark your answer on the answer sheet provided.
- There are no marks awarded for workings.
- Only write **one** digit in each box on the answer sheet.

Example

i Consider this table of prices and offers at the supermarket.

Product	Price per unit	Special offer
Bunch of flowers	£4.99	£14 for 4 bunches

I use the special offer to buy 12 bunches of flowers. How much do I save compared to buying them individually?

Answer: £17.88

Step 1: The cost of 12 individual bunches = 12 x £4.99 = £59.88

Step 2: The cost of 12 bunches under the special offer = 3 x £14 = £42

Step 3: The money saved is £59.88 - £42 = £17.88

The answer has been marked on the answer sheet as an example.

END OF PRACTICE SECTION 2

- **SECTION 2 OF THE MATHEMATICS TEST BEGINS ON THE NEXT PAGE**
- **YOU HAVE 20 MINUTES TO COMPLETE SECTION 2**
- **THERE ARE 20 QUESTIONS IN THIS SECTION**
- **YOUR TIME WILL START WHEN YOU TURN OVER THE PAGE**
- **DO NOT TURN OVER THE PAGE UNTIL YOU ARE ASKED TO DO SO**

DO NOT TURN OVER THE PAGE UNTIL YOU ARE ASKED TO DO SO

Questions

Q1 Calculate 1421 - 748

Q2 Calculate $\dfrac{2}{3} + \dfrac{5}{18}$

Q3 Consider these numbers:

88, 27, -6, 35, 27

What is the range of these numbers?

Q4 This question is about the following values:

0.355   0.352   0.361   0.403   0.456

Which value is closest to two fifths?

Q5 I leave my house at 9:32am and return five hours and forty-eight minutes later. What is the time when I return home?

Go to next page.

Q6 Sam is playing on a spinning wheel at the fairground. It has 32 equally sized segments, of which a quarter are blue, an eighth are green and the rest are yellow. What is the probability that the pointer on the spinning wheel will land on yellow? Give your answer as a fraction.

Q7 The supermarket is doing a bulk deal:

Product	Price for 1	Total price for 3
Football	£2.50	£7.10
Bag	£5.40	£14.60
Belt	£8.50	£22.80

If I buy three bags, six belts and two footballs, what is the lowest price I can pay?

Q8 This is a regular pentagon sitting on a straight line. What is the size of angle a?
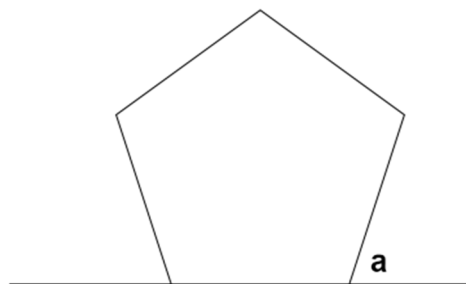
Q9 A rectangle has a length of 3y and a width of 2y. If y = 3cm, what is the perimeter of the rectangle?

Go to next page.

Q10 A group of people were asked to pick their favourite colour. The results are depicted in this pie chart. 30 people said Green. Half as many people said Blue as said Green. How many people said Red?

Green

Red

Blue
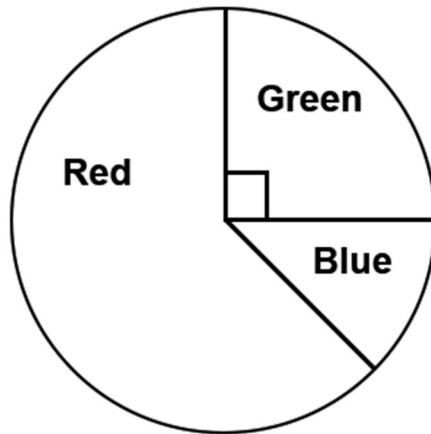
Q11 Consider the diagram below. What is the size of angle x if the ratio of angle size between x and y is 1:3?

x y
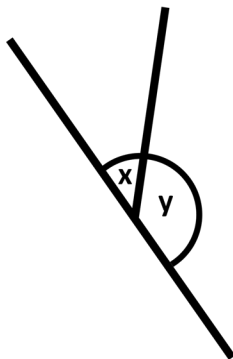
Q12 What is the next number in this sequence?

14, 9, 3, -4, ?

Go to next page.

Q13 This shape is made up of a rectangle and a triangle.
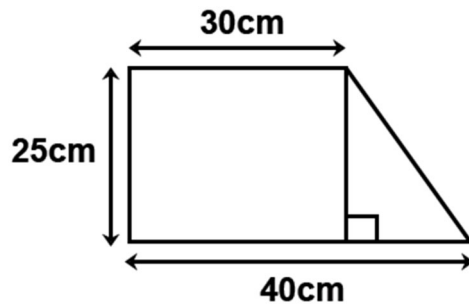
What is the area of the whole shape?

Q14 I go to the shop with a £20 note and buy three magazines for £2.45 each plus two sticks of chewing gum for 75p each. How much change do I get from my £20 note?

Q15 How many lines of symmetry does this shape have?
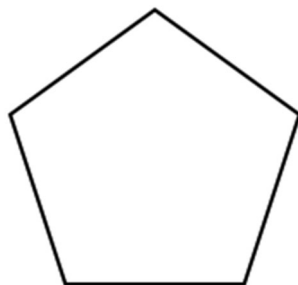
Q16 Calculate 7.451 ÷ 0.01

Go to next page.

Q17 Colleen is writing a computer program that returns the mean of a list of numbers. Her program returns the answer 52 when she inputs a list of 5 numbers. The largest number in the list is 70, the range is 50 and the mode is 55. What is the value of the second largest number?

Q18 New York is 5 hours behind London. I caught a flight from London at 7:23am local time and it arrived in New York at 9:36am local time. How long was my flight?

Q19 Here is the first part of a number pattern:

33, 40, 47, 54

What will the 10th term in the pattern be?

Q20 Consider the train timetable below. Which train has the shortest journey time from City 2 to City 4?

	Train A	Train B	Train C
City 1	08:21	09:11	10:05
City 2	09:02	10:00	10:51
City 3	09:41	10:41	11:36
City 4	10:52	11:54	12:42

END OF PAPER

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Mock Exam 4

Paper 3
Creative Writing

Instructions

This paper consists of two separate sections.

Section 1: 10 minutes.
- You should spend the first 10 minutes planning your answer.
- You must <u>NOT</u> start writing on the answer sheet during this time.
- This section will <u>NOT</u> be marked.

Section 2: 30 minutes.
- You should spend the next 30 minutes writing your answer on the answer sheet provided.
- Your answer should <u>NOT</u> exceed the two A4 sides provided.

Please turn over the page to begin the English practice section.

Instructions:

You have **10 minutes** to read the question and plan your answer.

You may use the box provided to makes notes.

Do **NOT** write on the answer sheet until you are told to do so.

After the planning time has finished you will have **30 minutes** to write your answer.

Remember to use the answer sheet provided.

Do **NOT** exceed the 2 A4 sides provided.

END OF INSTRUCTIONS

DO NOT TURN OVER THE PAGE UNTIL YOU ARE ASKED TO DO SO

DO NOT TURN OVER THE PAGE UNTIL YOU ARE ASKED TO DO SO

Question: Allow phones at school!

Write a persuasive piece that argues why students should be allowed to use their phones during the school day.

Remember to:

- Structure your piece correctly with an introduction, conclusion, and clear paragraphs.

- Think of 2-3 main points to support your argument.

- Support each of your points with an explanation and/or evidence.

- Check your spelling and punctuation.

- Include interesting vocabulary and varied sentence structures.

You may use the space below to makes notes.
*Do **NOT** write on the answer sheet until you are told to do so.*

END OF PLANNING SECTION

DO NOT WRITE ON THE ANSWER SHEET UNTIL YOU ARE TOLD TO DO SO

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Mock Exam 4

Answer Sheets

Multiple Choice

For multiple-choice questions, you should mark your answer by shading one of the ovals.

Only mark **one** oval for each question.

You should shade the ovals like in the example below. Do **NOT** mark the oval with a line:
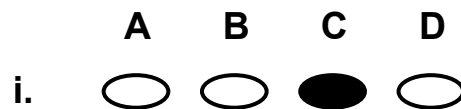
	A	**B**	**C**	**D**
i.	⬭	⬭	⬛	⬭

If you wish to change your answer, mark a clear cross through the answer you wish to change, and shade the correct oval. For example:

	A	**B**	**C**	**D**
i.	⬛	⬭	⊗	⬭
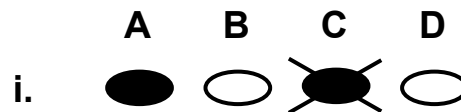
Free Response

For free-response questions, you should write your answers in the boxes provided.

English:

- You should only write **one** letter in each box.
- Write clearly and in **capital letters** like this:

i. | A | M | B | *I* | *T* | *I* | *O* | N |

If you wish to change your answer, mark a clear cross through the answer you wish to change, and write the correct answer above. For example:

i. | A | M | B | *I* | ☒ | ☒ | *O* | N |

Mathematics:

- You should only write **one** digit or **one** letter in each box, unless indicated otherwise.
- If you wish to change your answer, mark a clear cross through the answer you wish to change, and write the correct answer above, as shown in example ii.
- Where the answer is a fraction, you should write your answer as shown in example iii.

i. | 5 | 6 | cm

ii. | ☒ | ☒ | cm

iii. $\frac{5}{6}$

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Mock Exam 4

Paper 1
English Answer Sheets

Section 1: Spelling

Example:

A. | A | M | B | *I* | *T* | *I* | *O* | N |

Questions:

1. | C | O | N | | | S |

2. | P | A | S | | | |

3. | G | A | R | M | | | S |

4. | F | L | | | | S | H |

5. | C | O | M | P | | | | | O | N |

6. | D | I | S | P | | | |

7. | V | E | N | T | | | | | O | N |

8. | M | A | J | E | | | |

9. | C | O | N | | | | T |

10. | D | E | B | | | |

11. | C | U | L | | | | T | E |

12. | R | E | S | | | | N |

13. | S | U | | | | T |

14. | E | C | O | | | | A | L |

15. | R | E | S | | | |

16. | F | R | E | | | | T |

17. | R | E | L | | | | D |

18. | D | I | L | | |

19. | E | M | B | | | |

20. | C | O | N | | | | R | A | T | E |

END OF SECTION 1

Section 2: Comprehension

Example:

	A	B	C	D
A.	⬭	⬭	⬛	⬭
B.	⬭	⬛	⬭	⬭

Questions:

	A	B	C	D			A	B	C	D
1.	⬭	⬭	⬭	⬭		11.	⬭	⬭	⬭	⬭
2.	⬭	⬭	⬭	⬭		12.	⬭	⬭	⬭	⬭
3.	⬭	⬭	⬭	⬭		13.	⬭	⬭	⬭	⬭
4.	⬭	⬭	⬭	⬭		14.	⬭	⬭	⬭	⬭
5.	⬭	⬭	⬭	⬭		15.	⬭	⬭	⬭	⬭
6.	⬭	⬭	⬭	⬭		16.	⬭	⬭	⬭	⬭
7.	⬭	⬭	⬭	⬭		17.	⬭	⬭	⬭	⬭
8.	⬭	⬭	⬭	⬭		18.	⬭	⬭	⬭	⬭
9.	⬭	⬭	⬭	⬭		19.	⬭	⬭	⬭	⬭
10.	⬭	⬭	⬭	⬭		20.	⬭	⬭	⬭	⬭

END OF SECTION 2

Section 3: Vocabulary

Example:

	A	B	C	D	E
A.	⬭	⬭	⬛	⬭	⬭

Questions:

	A	B	C	D	E
1.	⬭	⬭	⬭	⬭	⬭
2.	⬭	⬭	⬭	⬭	⬭
3.	⬭	⬭	⬭	⬭	⬭
4.	⬭	⬭	⬭	⬭	⬭
5.	⬭	⬭	⬭	⬭	⬭
6.	⬭	⬭	⬭	⬭	⬭
7.	⬭	⬭	⬭	⬭	⬭
8.	⬭	⬭	⬭	⬭	⬭
9.	⬭	⬭	⬭	⬭	⬭
10.	⬭	⬭	⬭	⬭	⬭
11.	⬭	⬭	⬭	⬭	⬭
12.	⬭	⬭	⬭	⬭	⬭
13.	⬭	⬭	⬭	⬭	⬭
14.	⬭	⬭	⬭	⬭	⬭
15.	⬭	⬭	⬭	⬭	⬭

END OF SECTION 3

Learning Street

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Mock Exam 4

Paper 2
Mathematics Answer Sheets

Section 1: Multiple Choice

Example:

	A	B	C	D
i.	⬭	⬭	⬛	⬭

Questions:

	A	B	C	D			A	B	C	D
1.	⬭	⬭	⬭	⬭		14.	⬭	⬭	⬭	⬭
2.	⬭	⬭	⬭	⬭		15.	⬭	⬭	⬭	⬭
3.	⬭	⬭	⬭	⬭		16.	⬭	⬭	⬭	⬭
4.	⬭	⬭	⬭	⬭		17.	⬭	⬭	⬭	⬭
5.	⬭	⬭	⬭	⬭		18.	⬭	⬭	⬭	⬭
6.	⬭	⬭	⬭	⬭		19.	⬭	⬭	⬭	⬭
7.	⬭	⬭	⬭	⬭		20.	⬭	⬭	⬭	⬭
8.	⬭	⬭	⬭	⬭		21.	⬭	⬭	⬭	⬭
9.	⬭	⬭	⬭	⬭		22.	⬭	⬭	⬭	⬭
10.	⬭	⬭	⬭	⬭		23.	⬭	⬭	⬭	⬭
11.	⬭	⬭	⬭	⬭		24.	⬭	⬭	⬭	⬭
12.	⬭	⬭	⬭	⬭		25.	⬭	⬭	⬭	⬭
13.	⬭	⬭	⬭	⬭						

END OF SECTION 1

Section 2: Free response

Example:

A. £ | 1 | 7 | . | 8 | 8 |

Questions:

1.

2. —

3.

4. .

5. : pm

6. —

7. £ .

8. °

9. cm

10. people

11. °

12.

13. cm²

14. £ .

15.

16. .

17.

18. hours minutes

19.

20. Train

END OF SECTION 2

Learning Street

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Mock Exam 4

Paper 3 - Creative Writing
Answer sheet

TIME ALLOWED: 30 MINUTES

Start writing here....

11+ FSCE

Mock Exam 4

Answers and Explanations

Section 1: Spelling

Q1 CON**VEY**S

Q2 PAS**TURE**

Q3 GARM**ENT**S

Q4 FL**OURI**SH

Q5 COMP**OSITI**ON

Q6 DISP**UTED**

Q7 VENT**ILATI**ON

Q8 MAJE**STIC**

Q9 CON**TRAS**T

Q10 DEB**ATE**

Q11 CUL**TIVA**TE

Q12 RES**TRAI**N

Q13 SU**SPEC**T

Q14 ECO**NOMIC**AL

Q15 RES**TORE**

Q16 FRE**QUEN**T

Q17 REL**EASE**D

Q18 DIL**UTE**

Q19 EMB**RACE**

Q20 CON**CENT**RATE

Section 2: Comprehension

Q1 B

Q2 A

Q3 D

Q4 B

Q5 C

Q6 C

Q7 A

Q8 D

Q9 D

Q10 B

Q11 C

Q12 C

Q13 A

Q14   D

Q15   A

Q16   D

Q17   A

Q18   D

Q19   A

Q20   D

Section 3: Vocabulary

Q1   C. Indecisive

Q2   B. Culpable

Q3   E. Industrious

Q4   B. Restrained

Q5   C. Impoverished

Q6   E. Essential

Q7   B. Clear

Q8   A. Ashamed

Q9   A. Spoil

Q10   D. Humble

Q11   C. Scare

Q12   D. Retain

Q13   A. Condemn

Q14 C. Remote

Q15 E. Formal

Section 1: Multiple choice

Q1 C

Step 1: 58.4 x 9.2 = 537.28

Q2 B

Step 1: Decimal point one to the right and two to the left, so result is one to the left

Step 2: So 53.728

Q3 D

Step 1: 18.42 – 7.68 = 10.74

Q4 D

Step 1: $\frac{2}{7} + \frac{3}{5} = \frac{10}{35} + \frac{21}{35} = \frac{31}{35}$

Q5 B

Step 1: It's a half, previous results have no impact.

Q6 B

Step 1: If 40% of the total = 8, 100% = 8/40 x 100 = 20 pupils in total

Step 2: The number of pupils that go by car = 20/4 = 5

Step 3: 20 – 5 – 8 = 7

Q7 B

Step 1: 340 x 0.8 = 272

Step 2: 272 – 104 = 168

Q8 C

Step 1: Do the opposite in reverse

Step 2: 66 x 2 = 132

Step 3: 132 – 33 = 99

Step 4: 99/3 = 33

Q9 D

Step 1: Labelled sides: 10 + 11 + 36 + 22 = 79

Step 2: Unlabelled sides: (22 – 11) + (36 – 10) = 37

Step 3: 79 + 37 = 116

Q10 C

Step 1: 6 + 5 + 2 = 13

Q11 D

Step 1: Town E to London = 59 miles

Step 2: Town B to Town C = 27 miles

Step 3: 59 + 27 = 86 miles

Q12 C

Step 1: $\frac{2}{3} + \frac{1}{6} = \frac{5}{6}$ eaten

Step 2: so $1 - \frac{5}{6} = \frac{1}{6}$ remaining

Q13 B

Step 1: $\frac{2}{3} + \frac{1}{5} = \frac{10}{15} + \frac{3}{15} = \frac{13}{15}$

Step 2: 4 + 1 = 5

Step 3: $5 + \frac{13}{15} = 5\frac{13}{15}$

Q14 B

Step 1: Diameter = 2 x radius = 18 x 2 = 36

Step 2: Diameter of Virat's circle = 36 x 4 = 144

Q15 C

Step 1: 600 / 5 = 120

Step 2: 120 x 0.2 = 24

Q16 A

Step 1: Decimal point 3 to the left

Step 2: So 0.5493

Q17 C

Step 1: Total driving time = 2.5 hours.
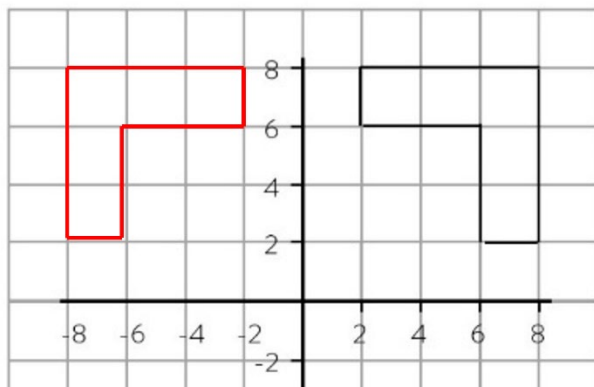
Step 2: Distance = speed x time = 45 x 2.5 = 112.5 miles

Q18 D

Step 1: 4(7y + 3) = 28y + 12

Q19 B

Step 1: It's (-8,2)

Q20 A

Step 1: (4 x 3) / 2 = 6, 6 x 2 = 12

Step 2: 12 x 5 = 60

Step 3: 4 x 12 = 48

Step 4: 3 x 12 = 36

Step 5: 12 + 60 + 48 + 36 = 156

Q21 D

Step 1: 13 and 61 are primes so $\frac{2}{8} = \frac{1}{4}$

Q22 A

Step 1: BODMAS so 66/2 = 33

Step 2: 90 – 33 = 57

Q23 D

Step 1: R = 2G, R + 10 = 1.5 (G + 10)

Step 2: Substitute R to get 2G + 10 = 1.5 (G + 10)

Step 3: 2G + 10 = 1.5G + 15 so 0.5G = 5 and G = 10

Step 4: R = 2G = 2 x 10 = 20

Q24 C

Step 1: So 16x/4 = 8

Step 2: 16x = 32

Step 3: x = 32/16 = 2

Q25 B

Step 1: 1.2kg = 1200g

Step 2: 1200/400 = 3, so the recipe must be trebled.

Step 3: 500 x 3 = 1500g = 1.5kg of butter needed.

Section 2: Free Response

Q1 **673**

Step 1: 1421 – 748 = 673

Q2 $\dfrac{17}{18}$

Step 1: $\dfrac{2}{3} + \dfrac{5}{18} = \dfrac{12}{18} + \dfrac{5}{18}$

Step 2: $= \dfrac{17}{18}$

Q3 **94**

Step 1: 88 - -6 = 94

Q4 **0.403**

Step 1: two fifths = 0.4, so the closet value is 0.403

Q5 **3:20pm**

Step 1: 9:32am plus 5 hours = 2:32pm

Step 2: 2:32pm plus 48 minutes = 3:20pm

Q6 $\dfrac{5}{8}$

Step 1: $1 - \dfrac{1}{4} - \dfrac{1}{8} = \dfrac{5}{8}$

Q7 £65.20

Step 1: 14.60 + (22.80 x 2) + (2.50 x 2) = 65.20

Q8 72°

Step 1: 360/5 = 72°

Q9 30cm

Step 1: 2(3 x 3) + 2(2 x 2) = 30

Q10 75

Step 1: $\frac{1}{4}$ = 30, so total = 120

Step 2: 120 – 30 – 15 = 75

Q11 45˚

Step 1: Ratio = 1:3, add to get 4

Step 2: 180 / 4 = 45

Q12 -12

Step 1: Subtract one more than last time, so -4 – 8 = -12

Q13   **875cm²**

Step 1: Area of square = 25 x 30 = 750

Step 2: Area of triangle = 0.5 x (40-30) x 25 = 125
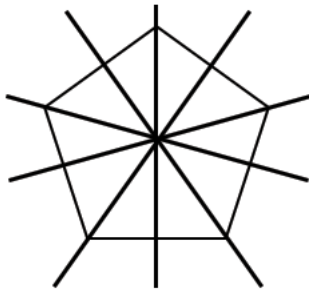
Step 3: 750 + 125 = 875cm²

Q14   **£11.15**

Step 1: 2.45 x 3 = 7.35

Step 2: 0.75 x 2 = 1.50

Step 3: 7.35 + 1.50 = 8.85

Step 4: 20 – 8.85 = 11.15

Q15   5

Q16   **745.1**

Step 1: Decimal point 2 to the right

Q17   **60**

Step 1: Mode 55, so must be two 55s

Step 2: Range is 50 so smallest must be (70-50) = 20

Step 3: Mean = 52, so total = 52 x 5 = 260

Step 4: 260 – 70 – 55 – 55 – 20 = 60

Q18   **7 hours 13 minutes**

Step 1: 9:36am New York time = 2:36pm London time

Step 2: 7:23am to 2:36pm = 7 hours 13 minutes

Q19   **96**

Step 1: The next number in the sequence = previous number plus 7

Step 2: 1st term = 7 x 1 + 26, 2nd term = 7 x 2 + 26, 3rd term = 7 x 3 + 26.

Step 3: n^{th} term = 7n + 26

Step 4: 10th term = 7 x 10 + 26 = 96

Q20   **Train A**

Step 1: Train A at 1 hour 50 minutes

Creative Writing – Marking Guidance

When you are marking your child's answers to the creative writing question, here are some guidelines for what you should be looking for:

- The answer should be relevant to the question.

- The perfect answer would have flawless spelling and punctuation.

- The use of a wide variety of vocabulary and punctuation is desirable. However, clarity is very important, and the range of vocabulary and punctuation should not inhibit it.

- The use of some literary devices, such as similes, metaphors, alliteration etc will help gain marks.

- Content marks are awarded for originality and the use of imagination.

- When constructing an argument, it is important to have reasoning or evidence supporting the argument.

- A clear structure is key to all question types. When writing a story, a clear beginning, middle, and end are beneficial.

- It is important that the answer is well-presented with neat, legible handwriting.

Mark distribution for Creative Writing

There are 25 marks available in total for the Creative Writing section. These are divided into 4 categories, and weighted as follows:

Content and structure	10 marks
Spelling and punctuation	6 marks
Vocabulary	6 marks
Presentation	3 marks

Sample marking criteria for a high-scoring essay (21-25 marks).

Content and structure (8-10 marks)

- 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 (5-6 marks)

- 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 (5-6 marks)

- Appropriate vocabulary has been used throughout the piece.

- Complex and ambitious vocabulary has been used accurately.

Presentation (3 marks)

- Handwriting is neat and legible.

- The student has written within the answer sheet provided.

- Paragraphs are marked clearly.

Sample answer

Below is a sample answer to the English creative writing question. The sample answer is an example of a well-written piece which fulfils the above marking criteria and would be expected to score highly.

<u>Why Students Should Be Allowed to Use Their Phones During the School Day</u>

Dear fellow students,

Have you ever wondered why we aren't allowed to use our phones during the school day? I believe that it's time for a change. In this article, I will present my reasons why students should be allowed to use their phones during school hours.

Firstly, our smartphones are powerful tools that can enhance our learning experience. With access to the internet, we can instantly search for information, read e-books, and access educational apps. This would allow us to expand our knowledge and explore topics beyond what is covered in textbooks.

Secondly, phones provide a quick and efficient means of communication. In case of emergencies or unexpected situations, we can easily contact our parents or guardians. Additionally, using messaging apps or email during group projects can help us collaborate and exchange ideas more effectively, leading to better results.

Thirdly, allowing phone usage at school can help us develop digital responsibility. We can learn to manage our time effectively by using apps that track our study hours and set reminders for important tasks. By integrating phones into our daily routine, we can develop the necessary skills to balance online activities with our academic responsibilities.

Also, phones have become an integral part of our lives and many jobs nowadays require familiarity with technology. By allowing their use at school, we can prepare ourselves for the real world. By using our phones responsibly, we can learn how to navigate digital platforms, access information efficiently, and adapt to emerging technologies.

Finally, rather than viewing phones as distractions, we should see them as tools for engagement. There are countless educational apps, interactive quizzes, and online forums that can make learning more enjoyable and interactive. Allowing phone usage during appropriate times can help keep us motivated and engaged in the learning process.

In conclusion, students should be allowed to use their phones during the school day. By harnessing the potential of these devices, we can enhance our learning, improve communication, develop digital responsibility, acquire real-world skills, and promote engagement in the classroom. It's time to embrace the technological advancements of our time and recognize the benefits that smartphones can bring to our educational journey. Together, we can make a change!