

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

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English

(45 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 by
25 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.

Here's an example of the types of questions we ask in the English comprehension section. They are designed to be as close as possible to the types of questions that will come up in the real exam.

...” (line 10-11). What do you think this means?

okers were lighting up the Thing.

- B** the searchlights were lighting up the Thing.
- C** the Thing was visible when lightning lit up the sky.
- D** the Thing's lights suddenly made it visible.
- E** the narrator was lighting up the Thing with his torch.

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In the second paragraph, which of these options most accurately describes what the author is doing with his use of language?

The author is....

- A** using short sentences to reflect the fast pace of the action.
- B** using words like “articulate” and “impression” to reflect the intelligence of these Things.
- C** asking the reader questions to make sure they are paying attention.
- D** using words like “monstrous”, “smashing”, “riot” and “violently” to reflect the damage, danger and terror of these Things.
- E** using understatement to show the hidden dangers of the invasion.

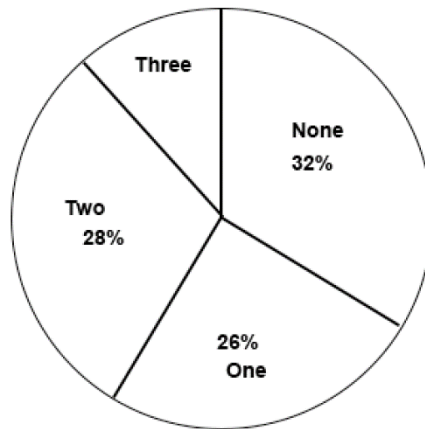
9

In the third paragraph, what is the point of the simile?

The simile is ...

- A** illustrating the amazing speed of the Thing.
- B** illustrating the intelligence of the Thing.
- C** illustrating the awesome power of the Thing.
- D** illustrating the danger the narrator is in.
- E** illustrating how nervous the narrator is.

- 9 A school year of children were asked how many pets they drawn in this pie chart. 56 said two. How many said three?



The maths paper tests a variety of different skills which are likely to come up in the real exam.

- A 20 B 28 C 32 D 34 E 24

- 10 If I write all the digits from 1 – 100, how many digits have I written in total? (22 counts as 2 digits).

- A 192 B 190 C 200 D 250 E 180

- 11 Colin has saved £200 towards a new laptop which is £720. However the laptop has been reduced in price by 30% in the sale. How much more money does he need to save in order to buy the laptop in the sale?

- A £402 B £404 C £454 D £300 E £304

- 12 Liam is 8 years and 4 months old. Parm is 3 years and 9 months old. How much older is Liam than Parm?

- A 4 years 4 months B 4 years 7 months C 4 years 6 months D 4 years 8 months E 5 years 5 months

Mathematics

1	2	3	4
A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>
B <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"/>		
5	6	7	
A <input type="checkbox"/>	A <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"/>	E <input type="checkbox"/>	E <input type="checkbox"/>
9	10	11	12
A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>
B <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"/>	C <input type="checkbox"/>
D <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"/>	E <input type="checkbox"/>
13	14	15	16
A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>
B <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"/>	C <input type="checkbox"/>
D <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"/>	E <input type="checkbox"/>
17	18	19	20
A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>	A <input type="checkbox"/>
B <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"/>	C <input type="checkbox"/>
D <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"/>	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.

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>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.</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: $62.284 \times 0.01 = 0.62284$
			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. At the time Paper 2 is supposed to begin tell your child “You may turn over the page and begin paper 2. You have 45 minutes.”
12. After 25 minutes of the Maths test tell your child “You are over halfway through the Maths paper. You have 20 minutes left”
13. After another 15 minutes tell your child “You have 5 minutes left”.
14. After this 5 minutes has elapsed tell your child “That is the end of the exam. 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 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 word to get the gist of the text.

Comprehension:

- If timing was not the issue for your child but they still struggle with comprehension, improving their breadth of vocabulary will help to improve their marks.
- Again, reading with your child is a wonderful way to improve comprehension.
- Vocabulary courses can also help quickly improve vocabulary.

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.