

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+ Tiffin School – Stage II

Mock Exam 1

Contents

• Mock exam information	2-6
• Paper 1 – Maths	7-23
• Paper 2 – English Comprehension	24-33
• Paper 3 – Creative Writing	34-38
• Answers	39-49

Mock exam structure and content

This mock exam follows the same topics and format as the Tiffin Stage II 11+ exam. It is divided into Paper 1 - Maths, Paper 2 - English Comprehension and Paper 3 - Writing. We provide answers for each paper, marking guidance and a sample essay at the end.

11 Plus Mock Exam Information - Tiffin 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:

Paper 1 – Maths

1. Your child should be sat at a desk with the Maths paper in front of them at least 5 minutes before the time set to start 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. Tell your child, "This maths paper consists of 25 questions. You have 45 minutes to answer all of the questions. You should write your answers on the lined spaces provided. Remember to include units where possible".
3. 2-minutes before the time set to start the exam, tell your child, "the exam will start in 2 minutes". They can use this time to read through the instructions on the front page.
4. After 2 minutes, tell your child, "You may now turn over the exam. You have 45 minutes".
5. After 25 minutes, tell your child, "You are just over half. You have 20 minutes remaining".
6. 5 minutes before the end of the exam, tell your child, "5 minutes remaining".
7. After 45 minutes, tell your child, "that is the end of the exam. 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.

Question 5

a) A group of children took part in a survey. Three sevenths of the children were under 11 years old. If 105 of the children surveyed were under 11 years old, how many children were surveyed in total?

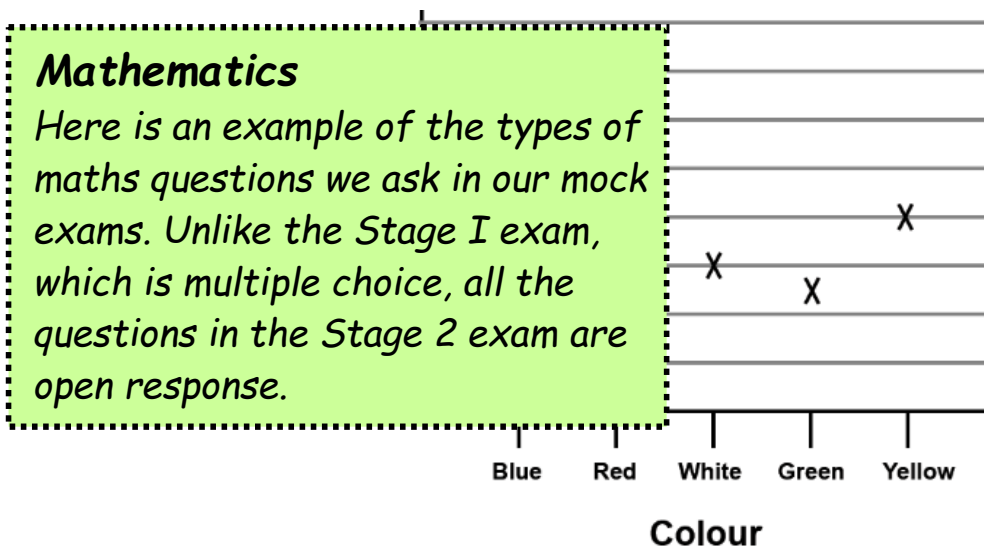
Answer: _____

b) Sammy was given homework on Thursday that needed to be handed in on Monday morning. By Friday evening he had finished two thirds of it. On Saturday he completed half of what remained. How much homework did he need to do on Sunday to finish it?

Answer: _____

Question 6

The dry cleaners produced a chart of the number of shirts of each colour they had to clean on a certain day:



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

1 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
5 bewildering darkness, and then, in a flash 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;
10 a walking engine of glittering metal, striding now across the heather; articulate
ropes of steel dangling from it, 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

English Comprehension

Here is an example English comprehension text that you will find in our mock exams. Our texts are a similar length and level of difficulty as those you will find in the real exam.

? That was the impression those instant flashes
You can imagine it a great body of machinery on a tripod
The pine-wood ahead of me were parted, as brittle reeds
broke through them; they were snapped off and driven
20 headlong, and a second huge tripod appeared, rushing, as it seemed, headlong
towards me. And I was galloping hard to meet it! At the sight of the second monster
my nerve went altogether. Not stopping to look again, I wrenched the horse's head
hard round to the right, and in another moment the dog-cart had heeled over upon
the horse; the shafts smashed noisily, and I was flung sideways and fell heavily into
25 a shallow pool of water.

I crawled out almost immediately, and crouched, my feet still in the water, under a
clump of furze. The horse bolted and by the lightning flashes I saw the black bulk of
the overturned dog-cart and the silhouette of the wheel still spinning slowly. In
another moment the colossal mechanism went striding by me, and passed uphill
30 towards Pyrford.

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

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

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

This sample marking criteria indicates what essay.

Content and structure

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

Spelling and punctuation

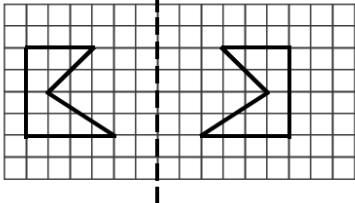
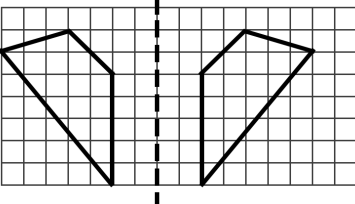
- The student has a very strong understanding of English grammar rules.
- Punctuation has been used accurately throughout the piece.
- Spelling is flawless or with very minor errors that don't inhibit the meaning.

Vocabulary

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

Marking Guidance

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

19	a) 82 degrees	Step 1: Parallel lines so $42 + 40 = 82$	2
	b) 40 degrees	Step 1: $180 - 82 = 98$ Step 2: $180 - 98 - 42 = 40$	2
20	a) 1	Step 1: Just the vertical line of symmetry	1
	b) 1	Step 1: $1 + 0 = 1$	2
21	a) 		2
	b) 		2
22	a) 60 degrees	Step 1: $360/60 = 6$ degrees per minute Step 2: $6 \times 10 = 60$	2
	b) 75 degrees	Step 1: $12.5 \times 6 = 75$	
23	a) £2400	Step 1: $2 \times 3 = 6$ Step 2: $4 \times 6 = 24$ Step 3: $24 / 6 = 4$ Step 4: $600 \times 4 = 2400$	
	b) 400	Step 1: $0.2 \times 0.06 = 0.012$ Step 2: $4 \times 6 = 24$ Step 3: $24 / 0.06 = 400$	
24	a) 68cm^2	Step 1: Base = 12 Step 2: Back = 12 Step 3: Sides = $10 \times 2 = 20$ Step 4: Front = 24 Step 5: $12 + 12 + 20 + 24 = 68$	2
	b) 3	Step 1: $30 - 27 = 3$	1
25	a) 80p	Step 1: $4S + 3P = 5$ Step 2: $3S + 6P = 6$ Step 3: Double first equation to get $8S + 6P = 10$ Step 4: Subtract second equation to get $5S = 4$, $s = 0.8$	3

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.