

Mock Exam 26

ANSWERS

Year 5

GL Practice Papers

Broad Horizon Tuition

Please don't hesitate to contact us at
info@BHT11plus.co.uk if you have any questions or queries.

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Teacher's Guide

Mock Exams

1) Timing

Each section is individually timed. Timings are written on the teachers answer sheet (at the end of this guide).

Practice questions are completed outside of the time limit.

Students must get used to working out their **start and end times** and jotting them down on their exam paper, for every single section. Teachers must not tell students the start and end times, they need to work it out for themselves.

E.g.

Start 11:07

End 11:22

Might be a good idea to stop their time 30 seconds into the section and check who did and did not work out their start and end times (the vast majority won't have, or they will only do it for the first section and forget about it for the rest of the mock). This calculation must **only** be done once their time has started, because they're not allowed to write anything outside of the time limit.

Students **cannot** manage their time if they don't even know what time they're going to finish, and they cannot know what time they're going to finish if they don't know what time they started.

Every few minutes students should be **looking at the clock** so they know whether they're working too fast or too slow.

Also, for the really short sections, like NVR 3 minutes we don't advise they spend time writing down start and end times, since the time is so short, they can't afford to waste it, they should just look at the clock and know what time they're going to finish.

In the 11 plus exam, they won't have a digital timer on the board, they need to **get used to keeping an eye on the clock.**

The teacher should have their own digital timer which only they can see, maybe on their phone, or even on the tablet. Please turn off the TV screens so students can not use the digital time as they won't have this in their real exams.

Time limits are not so strict at this stage. It's their first mock exam. If they need a few extra minutes to finish, we can give them that. Timings will become stricter as the months go on with absolute strict timings around July/August.

You should **go straight into the mock exam** at the start of the lesson, do not start with marking homework, you'll run out of time on the mock.

Keep in mind it will take about 25/30 minutes to read out the answers and collect in the scores.

The mock exam itself will take about 90 minutes plus 30 minutes marking and collecting scores plus break in between, plus the extra time, this will easily take up the majority of the lesson.

3) Marking and Cheating

The pressure of achieving good scores **will** cause students to cheat whilst marking their work even if they seem like the type not to cheat. We've learnt over the years there isn't a type who cheat, when the pressure is on – they are all capable of it. Every year we see some of the most intelligent students, very capable, yet perform poorly on the exams because they cannot handle the pressure. Unfortunately, the pressure comes hand in hand with exams like the 11 plus and this is something we need students to get over as quickly as possible.

Anyone who gets over 45% their papers will be collected in and one of the admin team will re-mark their exam paper to double check them.

Please warn students about marking their work correctly before you start marking.

We need to get cheating out of their system very early on. We cannot help the students if we think they are doing really well, when the reality is otherwise.

All mock exams are self-marked in a different coloured pen (no peer marking, that has its own issues), so nobody should be seen holding a pencil whilst marking. They will often leave the boxes blank during the exam and then fill them in whilst you read out the answers and then tick them. Another common one is for them to write in multiple answers for 1 question and then tick them. Quite often they might only cheat on a few questions per section thinking it won't arouse suspicion, but those marks add up.

It might be a good idea to **collect in all the answering sheets** once you're done marking, and just have a quick flick through the pages.

4) Lesson Format

It is likely the entire lesson will be spent on the mock exam.

Students must complete the entire mock exam before we mark. We don't mark after each section like in a normal lesson; students need to **get used to the intensity** of sitting two-1-hour papers. They can have their break around their usual break time, however, please ensure it's at the end of a section and we're not stopping in the middle of a section to have a break.

They'll be given a 2nd blank answering sheet, which they take home and re-attempt the entire paper again from scratch – this is the homework on a mock exam week.

At the start of the following lesson, you'll mark their 2nd attempt, log their 2nd attempt scores on excel, and then go through the entire mock exam **question by question and explain anything they've got wrong**. (If there happens to be time left, you'll start the next lesson pack.)

5) Parent-Teacher Meetings

Meetings with parents will follow the first few mock exams, so we can **address any issues early on**.

We need to put plans in place for students who are struggling in specific areas, we can print extra content for them to cover at home, extra work for them to do during their holidays etc. Please let the manager know what work is needed and for which students so we can get this printed for them and **put a plan of action in place**.

Any plans put in place, please log them on **Trello** so the whole team is onboard and aware.

6) Students Answering Sheets

There is to be **no** working out on the answering sheet itself, answering sheets need to be clean. Working out on the exam paper only.

Students must rub out wrong answers and not cross them out.

Students must tick the answering sheet as they go along and not transfer their answers at the end, if they get used to transferring answers at the end and they run out of time, they could end up losing marks for entire sections.

Again, it might be a good idea to collect in all the answering sheets once you're done marking, and just have a quick flick through the pages.

7) Equipment

There is to be **no** use of **any** other equipment such as highlighters, pens, rulers, protractors etc.

Pencils and erasers only.



BROAD HORIZON
— TUITION CENTRE —

Paper 1

English Comprehension – 16 Minutes

Verbal Reasoning – 14 Minutes

Paper 2

Non-Verbal:

Subsection 1 – 3 Minutes

Subsection 2 – 3 Minutes

Subsection 3 – 3 Minutes

Spatial Reasoning:

Subsection 1 – 3 Minutes

Subsection 2 – 3 Minutes

Mathematics – 25 Minutes

11+ Slough Consortium Practice Test 4: Answer Key

Verbal Skills

English

Practice Questions

1. A
2. B
3. C heard

Comprehension

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

13.E

Fill in the Blanks

- 14.B
15.B
16.E
17.A

Spellings

- 18.C desserts
19.N
20.D heaven
21.C knew

Punctuation

- 22.A "There,"
23.A aren't
24.C Michael,
25.D Liza's

END OF ENGLISH ANSWERS

Verbal Reasoning

Practice Questions

1. **A, RT**

First letter moves 4 forwards in the alphabet; second letter moves 4 forwards in the alphabet.

2. **A, bar**

First letter of **br**ave + second letter of **lar**ch + third letter of larch

3. **B, 24**

The numbers decrease by 5 each time.

4. **B, e**

crate, enter, pale, even

Section 1

1. **B, RL**

First letter moves back 2 in the alphabet; second letter moves back 3 in the alphabet.

2. **D, VM**

First letter moves forward 2 in the alphabet; second letter stays the same for 2 terms, then moves back 1 in the alphabet.

3. **A, SY**

First letter moves forward 2 in the alphabet, then forward 3, then 4 etc.; second letter moves forward 3 in the alphabet, then 4, then 5 etc.

4. **B, RG**

First letter moves 4 back in the alphabet, then 5 forward, then 4 back, then 5 forward; second letter moves back 1 in the alphabet.

5. **E, HG**

First letter stays the same for 2 terms, then moves forward 2 in the alphabet; second letter moves forward 2 in the alphabet.

6. **D, CL**

First letter moves back 1 in the alphabet; second letter moves forward 1 in the alphabet.

7. **A, TT**

First letter moves forward 3 in the alphabet; second letter moves forward 1 in the alphabet, then forward 2, then forward 3 etc.

8. C, SR

First letter moves forward 1 in the alphabet, then back 2, then forward 3, then back 4 etc.; second letter moves back 2 in the alphabet.

Section 2

9. C, harm

2nd letter of **charm** + 3rd letter of **charm** + 4th letter of **charm** + 1st letter of **mouse**

10. B, gran

1st letter of **graze** + 2nd letter of **graze** + 3rd letter of **graze** + 2nd letter of **gnome**

11. E, goal

4th letter of **slogan** + 3rd letter of **slogan** (can't be the 1st letter of **ablaze** because this would give us a sequence of **aa**) + 4th letter of **ablaze** + 2nd letter of **slogan** OR 3rd letter of **ablaze**

12. C, once

4th letter of **second** (can't be 3rd because this would give us a sequence of **cn** or **cc**) + 5th letter of **second** (can't be 4th letter of **traces** because this would give us **ocne** or **occe**) + 4th letter of **traces** (can't be 5th letter of **second** because this would give us **onne**) + 5th letter of **traces**

13. B, care

4th letter of **cancer** + 2nd letter of **cancer** + 4th letter of **petrol** + second letter of **petrol**

(only possible word following the same pattern that gives mood)

14. D, bran

1st letter of **brother** + second letter of **brother** + 4th letter of **strange** + 5th letter of **strange**

(only possible word following the same pattern that gives rock)

15. A, shove

6th letter of **selfish** + 7th letter of **selfish** + 1st letter of **overlay** (can't be 1st letter of **selfish** as this would give a sequence of **shs**; can't be 4th letter of

overlay as this does not work with the next letters) + 2nd letter of overlay +
3rd letter of overlay

16.C, train

3rd letter of extra + 4th letter of extra (can't be 3rd letter of elfin as this would
give a sequence of tf) + 5th letter of extra + 4th letter of elfin + 5th letter of elfin

Section 3

17.A, 47

Sequence: + 3, + 6, + 9, + 12, + 15

18.E, 12

Sequence of odd terms: + 2; Sequence of even terms: + 1

19.D, 44

Sequence: + 3, + 4, + 5, + 6, + 7

20.A, 50

Sequence: Square numbers plus 1 OR +3, + 5, + 7 etc.

21.C, 33.75

Sequence: each number is half of the previous

22.B, -8

Sequence: - 7 each time

23.C, $8\frac{3}{4}$

Sequence: increase by $1\frac{1}{2}$ each time

24.A, £9.10

Sequence: - 70p each time

Section 4

25.B, h

wish, hover, cloth, heart

26.D, d

stand, dive, found, dove

27.A, k

bark, kite, whisk, king

28.B, n

fain, need, wean, next

29.C, w

claw, wound, stew, white

30.C, m

loom, meal, charm, muster

31.D, t

foot, tame, smelt, taut

32.E, h

hearth, hear, forth, heave

END OF VERBAL REASONING ANSWERS

Non-Verbal Reasoning

Subtest 1

Practice

1. **E:** In all the other figures, the shape at the bottom inside the central figure and the shape second from the bottom on the outside are identical. Only in E, the shape at the bottom inside the central figure and the lowest shape on the right outside the central figure are identical.
2. **E:** E is the only figure in which the white circles are placed in the direction of the top of the T-shape.

Questions

1. **E:** All figures, except E, have two dotted curved lines, one normal curved line, and one thick curved line inside the outer shape.
2. **B:** In all figures, except B, the line in the interior shape is perpendicular to the line in the exterior shape, and the inner shape is pointing in the same direction as the line.
3. **D:** In all figures, except D, the hatching in the top interior triangle matches the hatching in one of the bottom interior triangles. In D, the hatching in the bottom two triangles is identical, and it is different from the hatching in the top interior triangle.
4. **E:** In all shapes, other than E, there are two pairs of identically-shaded small squares.
5. **C:** All other figures except C are identical. In B, the figure in A flips vertically. In D, the figure in B flips horizontally. In E, the figure in D flips vertically.
6. **A:** A is the only figure which has the shape with the hatching in the middle.
7. **E:** E is the only figure in which the solid straight lines are not meeting the corner points of the outer shape.
8. **E:** E is the only figure in which the thick line is behind the inner shape and not inside it.

Subtest 2

Practice

1. **D:** Moving from one square to the next in the series, one shape from the bottom right disappears each time.
2. **A:** The shading of the innermost square alternates between white and black from one square to the next, and after every two squares, one square from the interior disappears.

Questions

1. **C:** The larger semi-circle changes its shading from grey to white alternately. The smaller semi-circle at the bottom moves up while the upper semi-circle flips vertically and moves down.
2. **B:** The black shading moves in an anti-clockwise direction, starting from the top left. One by one, starting from the bottom right, the shapes also flip vertically, going in a clockwise direction.
3. **D:** The black shading moves from top to bottom in subsequent squares before starting at the top again. The outer circles switch their line patterns from solid to dotted lines in alternate squares in the series.
4. **B:** The arrows in the middle flip vertically one by one. Simultaneously, the arrows in the top row flip vertically and move to the bottom one by one.
5. **E:** The figure rotates 90° anti-clockwise and moves anti-clockwise around the corners, and the two interior shapes switch their shading alternately.
6. **D:** First, the interior shape flips horizontally, then in the next square, the outer shape flips vertically. In the fourth square, again the inner shape flips horizontally, and in the final square, the outer shape flips vertically.
7. **E:** The shape rotates 90° anti-clockwise.
8. **A:** The shading inside the four squares moves clockwise. The inner and outer rectangles also switch their line pattern alternately.

Subtest 3

Practice

1. **B:** The letter at the top indicates the shading of the shape and the letter at the bottom indicates the size of the shape.
2. **C:** The letter at the top indicates the position of the shape and the letter at the bottom indicates the shape's shading.

Questions

1. **D:** The letter at the top indicates the number of arrows and the letter at the bottom indicates the shading of the arrows.
2. **B:** The letter at the top indicates the shading inside the larger shape (S) and the letter at the bottom indicates the shading inside the vertical rectangle.
3. **A:** The letter at the top indicates the direction/arrangement of the two shapes and the letter at the bottom indicates direction/style of the hatching inside the shapes.
4. **D:** The letter at the top indicates position of the outer shape (the large diamond with grey and white shading) and the letter at the bottom indicates the position of the inner shape (the smaller diamond with black and white shading).
5. **B:** The letter at the top indicates the pattern of lines inside the circle and the letter at the bottom indicates the position of the small square.
6. **E:** The letter at the top indicates the line pattern for the topmost circle and the letter at the bottom indicates the line pattern for the two circles at the bottom.

- 7. B:** The letter at the top indicates the shape direction and the letter at the bottom indicates the hatching.
- 8. D:** The letter at the top indicates the line pattern of the larger outer shape and the letter at the bottom indicates the shading inside the inner shape.

Spatial Reasoning

Subtest 1

Practice

- 1. D:** This is how the shape on the left would look when viewed from above.
- 2. B:** If the figure in B was rotated about a quarter of a turn clockwise, it would look like the figure on the left when viewed from above.

Questions

The answers to all these questions are the figures that show how the shape on the left would look when viewed from above.

- 1. C:** Imagine rotating the figure in C about a quarter of a turn clockwise; it would fit on top of the shape on the left.
- 2. E**
- 3. A**
- 4. B:** Imagine rotating the figure in B between a quarter of a turn and half a turn anticlockwise; it would fit on top of the shape on the left.
- 5. D:** Imagine rotating the figure in D between a quarter of a turn and half a turn anticlockwise; it would fit on top of the shape on the left.
- 6. C:** Imagine rotating the figure in C slightly clockwise; it would fit on top of the shape on the left.
- 7. E:** Imagine rotating the figure in E about a quarter of a turn anticlockwise; it would fit on top of the shape on the left.
- 8. D**

Subtest 2

Practice

- 1. B:** This figure would be in the blank face of the cube.
- 2. D:** This figure would be in the blank face of the cube.

Questions

For these questions, the answer is the figure that would be in the blank face of the cube.

1. **A**
2. **C**
3. **E**
4. **C**
5. **D**: The orientation of the small 'c' shape on the front face shows you that the answer will be **D**.
6. **E**: Think about the orientation of the triangle. It will be pointing right in the blank face.
7. **D**
8. **D**: Think about the orientation of the keyhole shape. It will be pointing down in the blank face.

END OF NON-VERBAL AND SPATIAL REASONING ANSWERS

Mathematics

Practice Questions

1. **A**

Step 1: Identify the highest and the lowest values: 16 and 160.2

Step 2: Range = highest value – lowest value = $160.2 - 16 = 144.2$

2. **B**

Step 1: $6^2 - 5 = 36 - 5 = 31$

Step 2: $217 \div 31 = 7$

Mathematics Test Questions

1. **B**

Step 1: The square root of 16 is 4.

Step 2: $9 \times 4 = 36$

2. **D**

Step 1: $24 - (-6) = 24 + 6 = 30$

3. **E**

Step 1: $175 - 39 = 136$

Step 2: $136 - 76 = 60$, so there are 60 bunches left.

4. **B**

Step 1: $\frac{6}{7} \times \frac{7}{8} = \frac{42}{56} = \frac{3}{4}$ which is 75%

5. **D**

Step 1: $\frac{1}{5}$ of 156 is $156 \div 5 = 31.2$

6. **E**

Step 1: Convert the fractions to have a common denominator of 24:

$$\frac{9}{12} \text{ is } \frac{18}{24}$$

$$\frac{1}{6} \text{ is } \frac{4}{24}$$

$$\frac{2}{3} \text{ is } \frac{16}{24}$$

$$\frac{7}{8} \text{ is } \frac{21}{24}$$

Step 2: $\frac{7}{8}$ has the highest value.

7. B

Step 1: Convert all values to grams (1kg = 1000g):

$$0.64\text{kg} = 640\text{g}$$

$$6.4\text{kg} = 6400\text{g}$$

Step 2: Highest value = 6400g, lowest value = 64g

$$\text{Step 3: } 6400 - 64 = 6336\text{g}$$

8. E

Step 1: 07:17 to 08:00 = 60 – 17 minutes = 43 minutes

Step 2: 08:00 to 08:09 = 9 minutes

$$\text{Step 3: } 43 + 9 = 52 \text{ minutes}$$

9. A

Step 1: John is 3 years younger than Sarah, who is 44, so John is 41.

Step 2: Allan is 6 years younger than John, who is 41, so Allan is 35.

10. C

$$\text{Step 1: } £4 - £3.40 = 60\text{p}$$

So, we need to work out what percentage 60p is of 400p.

$$\text{Step 2: } \frac{60}{400} = \frac{15}{100} \text{ (divide numerator and denominator by 4)}$$

Step 3: This is 15%.

11. E

$$\text{Step 1: } 115 \times 3 = 345$$

$$\text{Step 2: } 345 \div 5 = 69$$

12. A

Step 1: This is the only option that is both even and a multiple of 3.

13. D

$$\text{Step 1: Year 4 Water} = \text{Total Year 4} - \text{Year 4 Land} - \text{Year 4 Air} = 97 - 55 - 23 = 19$$

$$\text{Step 2: Year 5 Water} = \text{Total Water} - \text{Year 6 Water} - \text{Year 4 Water} = 72 - 25 - 19 = 28$$

14. D

Step 1: List all the combinations, making sure you don't repeat any:

Team 1 v Team 2; Team 1 v Team 3; Team 1 v Team 4

Team 2 v Team 3; Team 2 v Team 4

Team 3 v Team 4

Step 2: There are 6 combinations.

15.A

Step 1: Bottom centre block = $14 - 7 = 7$

Step 2: Middle right block = $7 + 32 = 39$

Step 3: Top block = $14 + 39 = 53$

16.D

Step 1: Look for numbers that you know aren't multiples of 8 so that you can eliminate answer options.

Step 2: 49, 63 and 23 are odd numbers, so can't be multiples of 8, so we can eliminate B and C.

Step 3: You can spot that 18 is not a multiple of 8, so we can eliminate A.

Step 4: 56 is in the 8 times table, so 58 can't be, so we can eliminate E.

Step 5: Only option left = A.

17.D

Step 1: $\frac{3}{4} = 0.75$

Step 2: 0.07 is smaller than 0.75, 0.65 and 0.09, so A, B, and C are not true.

Step 3: 0.65 is smaller than 0.75, so D is true.

Step 4: 0.65 is bigger than 0.09, so E is not true.

18.C

Step 1: After two full turns, it will point at B again.

Step 2: The circle is divided into 6 segments, so one third = 2 segments.

Therefore, 2 thirds = 4 segments. Hence, B + 4 segments = F.

19.D

Step 1: $75 - 36 = 39$, which means 39 people did not say dog.

Step 2: $\frac{39}{75} = \frac{13}{25} = \frac{52}{100}$ which is 52%.

20.A

Step 1: $6 + 2 + 3 = 11$, so there are 11 parts to the ratio.

Step 2: $£660 \div 11 = £60$, so each part is £60.

Step 3: The largest share is $£60 \times 6 = £360$

21.E

Step 1: Length of each stone = $16 \div 4 = 4\text{cm}$

Step 2: Height of each stone = $12 \div 3 = 4\text{cm}$

Step 3: Area of each stone = $4 \times 4 = 16\text{cm}^2$

Step 4: 5 stones are shaded, so total area = $16 \times 5 = 80\text{cm}^2$

22.E

Step 1: The sequence is: + 3, + 2, + 3, + 2 etc.

Step 2: The next number will be $14 + 2 = 16$

23.A

Step 1: There are 180° in a triangle and 90° in a right angle.

Step 2: Therefore, $A = 180 - 90 - 52 = 38^\circ$

24.D

Step 1: Total weight of 6 boxes = $32 \times 6 = 192\text{g}$

Step 2: Total weight of 7 boxes = $35 \times 7 = 245\text{g}$

Step 3: Weight of 7th box = $245 - 192 = 53\text{g}$

25.A

Step 1: Carla's granny had her first child at 21. Add 15 years to this (5 children \times 3 years between each one) to get to 36. So, Carla's granny had her last child (her youngest one) at 36.

Step 2: Her youngest child is 18. So, $18 + 36 = 54$ meaning Carla's granny is 54.

END OF MATHEMATICS TEST ANSWERS