



**BROAD HORIZON**  
— TUITION CENTRE —

# **Mock Exam & 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.

Visit us at [www.BHT11plus.co.uk](http://www.BHT11plus.co.uk)  
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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.



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## **Paper 1**

**Verbal Reasoning 1 – 9 Minutes**

**Non-Verbal 1:**

Subsection 1 – 3 Minutes

Subsection 2 – 3 Minutes

Subsection 3 – 3 Minutes

**English Comprehension 1 – 13 Minutes**

**Mathematics 1 – 15 Minutes**

## **Paper 2**

**Verbal Reasoning 2 – 9 Minutes**

**Non-Verbal 2:**

Subsection 1 – 3 Minutes

Subsection 2 – 3 Minutes

Subsection 3 – 3 Minutes

**English Comprehension 2 – 12 Minutes**

**Mathematics 2 – 15 Minutes**

# **Birmingham and Warwickshire Test 2**

## **Paper 1 answers**

### **Verbal Reasoning**

#### Practice Questions

2. NB
4. n
6. rise, descend

#### Subsection 1

1. UR
2. JJ
3. KJ
4. MS
5. MQ
6. VK

#### Subsection 2

7. e
8. l
9. t
10. d
11. p
12. a

#### Subsection 3

13. clear, vague
14. shy, outgoing
15. truth, lie
16. evident, unclear
17. modern, ancient
18. approximate, precise

### **Non-verbal Reasoning**

#### Subsection 1

Practice:

2. B

Test:

1. B
2. E
3. D
4. D
5. C
6. A

#### Subsection 2

Practice:

2. B

Test:

1. E
2. B
3. D
4. D
5. C
6. A

#### Spatial Reasoning

Practice:

2. D

Test:

1. D
2. C
3. B
4. C
5. B
6. A

### **English Comprehension**

#### Practice question

2. B

#### Comprehension

1. D
2. D
3. D
4. B
5. E

6. D
7. D
8. A
9. C
10. A
11. B
12. C
13. D
14. A

## Mathematics

### Practice question

2. **E**

### Mathematics

1. **C**

Step 1:  $2341 - 486 = 1855$

2. **B**

Step 1: following BIDMAS, calculate inside the brackets first.  $46 - 38 = 8$ .  
 Step 2:  $14 \times 8 = 112$   
 Step 3:  $112 \div 2 = 56$

3. **B**

Step 1:  $\frac{6}{7} \times \frac{4}{12} = \frac{24}{84}$

Step 2: simplify by dividing by 12:  $\frac{24}{84} = \frac{2}{7}$

4. **C**

Step 1: Train  $x$  takes 3hrs 22mins to reach the seaside.  
 Step 2: Train  $y$  takes double the time to reach the seaside, so 6hrs 44mins.  
 Step 3: 11:30 plus 6hrs 44mins = 18:14.

5. **B**

The mean is the sum of the values divided by the total number of values.  
 Step 1:  $7 \times 8 = 56$ . So total score must be 56.  
 Step 2:  $56 - (8 + 6 + 8 + 7 + 4 + 8 + 7) = 56 - 48 = 8$ .

6. **E**

The median is the middle value.  
 Step 1: Put the numbers of students from each class who chose grapes in ascending order: 2, 4, 5, 6, 8  
 Step 2: The middle value is 5.

7. **B**

Step 1:  $120.8 - 64.2 = 56.6$

8. **D**

Step 1:  $\text{£}8 \times 19 \text{ weeks} = \text{£}152$ . So Lucy needs to save for 19 weeks  
 Step 2:  $\text{£}10 \times 15 \text{ weeks} = \text{£}150$ . So Darren needs to save for 15 weeks.  
 Step 3:  $19 - 15 = 4$

9. **C**

Step 1: 25% of 40 =  $40 \div 4 = 10$   
 Step 2: 50% of 40 =  $40 \div 2 = 20$   
 Step 3: 10% of 40 =  $40 \div 10 = 4$   
 Step 4:  $10 + 20 + 4 = 34$   
 Step 5:  $40 - 34 = 6$

10. **E**

Step 1: One side of the pond is 6 metres,  $6 \times 4 = 24$  metres.  
 Step 2:  $300 \div 24 = 12.5$   
 The frog can jump all the way around the pond 12 times.

11. **A**

The rule between terms in the sequence is multiply by two then add one.  
 Step 1:  $2 + 2 + 1 = 5$

Step 2:  $5 + 5 + 1 = 11$

Step 3:  $11 + 11 + 1 = 23\dots$

Step 4:  $47 \times 2 = 94$ .  $94 + 1 = 95$

Step 3: perimeter = total length of all edges =  $4 + 4 + 31 + 31 = 70$

12. **D**

3, 11, 29, 37, 43, 59, 61, 67 are prime numbers.

Step 1:  $\frac{8}{16}$  are prime numbers, this is  $\frac{1}{2}$  in its simplest form.

17. **B**

Step 1: three cubed =  $3 \times 3 \times 3 = 27$ .

Twelve squared =  $12 \times 12 = 144$

Step 2:  $27 + 144 = 171$

18. **C**

Step 1: Each number represents  $30^\circ$

Step 2:  $30^\circ \times 4 = 120^\circ$

13. **B**

Step 1:  $68 - 16 = 52$

$$a = 52$$

Step 2:  $80 - (x + 12) = 52$

Step 3:  $80 - 52 = (x + 12)$

Step 4:  $28 = x + 12$

$$x = 16$$

## END OF PAPER 1 ANSWERS

14. **B**

1 litre = 1000 millilitres

Step 1:  $0.52\text{l} = 520\text{ ml}$

Step 2:  $520\text{ ml} + 130\text{ ml} = 650\text{ ml}$

Step 3:  $650\text{ml} = 0.65\text{l}$

15. **A**

Step 1:  $6 + 8 + 2 = 16$

Step 2:  $80 \div 16 = 5$

Step 3:  $5 \times 6 = 30$ ,  $5 \times 8 = 40$ ,  
 $5 \times 2 = 10$

Step 4:  $40 - 30 = 10$

16. **E**

Step 1: area = length x width

$124 \div 4 = 31$ , so length = 31

Step 2: opposite edges of a rectangle are equal, so all edges: 4cm, 4cm, 31cm, 31cm

## Paper 2 answers

### Verbal Reasoning

#### Practice questions

2. RIG
4. excitement, content
6. 5713

#### Subsection 1

1. MEN
2. INK
3. HIS
4. ASE
5. ACE
6. FOR

#### Subsection 2

7. Assemble, Produce
8. Emerge, Protect
9. Squad, Jury
10. Extremely, Opaquely
11. Eradicate, Begin
12. Survive, Prevent

#### Subsection 3

13. 617
14. 8967
15. LEAD
16. 4586
17. 2647
18. BASE

### Non-verbal Reasoning

#### Subsection 1

Practice:

2. D

Test:

1. E
2. C
3. D
4. C
5. E

6. E

#### Subsection 2

Practice:

2. A

Test:

1. C
2. C
3. B
4. A
5. D
6. B

#### Spatial Reasoning

Practice:

2. E

Test:

1. C
2. A
3. B
4. B
5. A
6. A

### English Comprehension

#### Practice Question

2. B

#### Comprehension

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

13. C

14. B

## Mathematics

### Practice Question

2. C

Step 1:  $620 \div 4 = 155$

### Mathematics

1. B

Step 1:  $468 \div 12 = 39$

2. C

following BIDMAS, calculate multiplication and divide first.

Step 1:  $23 \times 6 = 138$ .

Step 2:  $138 \div 2 = 69$

Step 3:  $234 + 69 = 303$

3. C

Dish sizes in order of smallest to largest: D and E (equal size), A, B, C:  $D \ \& \ E < A < B < C$

4. D

A quadrilateral is 4-sided, shape D has 6 sides

5. D

Volume of triangular prism = area of triangle x length

Step 1:  $\frac{1}{2} \times 4 \times 4 = 8 =$  area of triangle)

Step 2:  $8 \times 16 = 128 \text{ cm}^3$

6. A

Step 1:  $(2 \times (0.30p) + (6 \times 0.40p) + \pounds 1.60 + (2 \times \pounds 2.10) + \pounds 2.45 = \pounds 11.25$

Step 2:  $\pounds 20 - \pounds 11.25 = \pounds 8.75$

7. E

Step 1:  $686.84 \div 100$

Step 2: 6.8684

8. B

The coordinates are read as (x, y)  
The right angle would then be visible at (-4, -2). The x coordinate must be the same as the x coordinate of one of the other points to make a right angle.

9. A

12 is the largest number which all three can be divided by.

10. E

Step 1: The train travels at 80 miles per hour

Step 2:  $420 \div 80 = 5.25$ . 0.25 hours is 15 minutes.

11. C

Step 1:  $210 \div 14 = 15$

Step 2:  $15 \times 32 = 480$

12. C

A straight line =  $180^\circ$

Angles inside an equilateral triangle =  $180^\circ$  in total.  $60 \times 3 = 180$ , so each angle =  $60^\circ$

Step 1:  $180^\circ - 60^\circ = 120^\circ$

13. E

Step 1:  $3 \times 12 = 36$

Step 2:  $228 - 36 = 192$

Step 3:  $192 \div 4 = 48$

$$x = 48$$

14. B

Step 1: B, C & D add up to 8

Step 2: of B, C & D only B is a prime number

Step 3: the square of 17 = 289

15. C

Step 1: the digit following the 3<sup>rd</sup> decimal place is  $> 5$  so the 3<sup>rd</sup> decimal place rounds up

16. **A**

$$1000\text{g} = 1\text{kg}$$

$$\text{Step 1: } 2,485 + 5,959 = 8,444\text{g}$$

$$\text{Step 2: } 8,444\text{g} \div 1000 = 8.444\text{kg}$$

17. **D**

$$\text{Step 1: } 100\% - 20\% = 80\%$$

$$\text{Step 2: } 80 \div 80 = 1\%$$

$$160 \div 80 = 2$$

$$1\% = 2 \text{ marbles}$$

$$2 \times 100 = 200 \text{ marbles}$$

18. **A**

Think about place value. The further the digits are to the right, the smaller their value.

**END OF PAPER 2 ANSWERS**