



BROAD HORIZON
— TUITION CENTRE —

Mock Exam 40

ANSWERS

Year 5

GL Practice Papers

Broad Horizon Tuition

Please don't hesitate to contact us at
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BROAD HORIZON
— TUITION CENTRE —

11+ Birmingham and Warwickshire

Practice Test 5

Paper A
Answers



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

English Comp 1 – 11 Minutes

Verbal Reasoning 1 - 8 Minutes

Maths 1 - 15 Minutes

Non -Verbal 1:

Subsection 1 – 3 Minutes

Subsection 2 – 3 Minutes

Spatial Subsection 1 – 3 Minutes

Paper 2

English Comp 1 – 12 Minutes

Verbal Reasoning 1 - 9 Minutes

Maths 1 - 15 Minutes

Non -Verbal 1:

Subsection 1 – 3 Minutes

Subsection 2 – 3 Minutes

Spatial Subsection 1 – 3 Minutes

Answers and Explanations

Comprehension 1: *Romeo & Juliet*

1 **C** so that Romeo can climb up to Juliet's chamber

Don't worry if you don't understand each and every word that Shakespeare wrote. Based on the words and phrases that you do understand, you can usually piece together the gist of what is happening.

Here is an approximate translation of lines 4–5:

*Now then nurse, what news do you have? What have you got there?
Is that the rope ladder that Romeo asked you to fetch?*

The meaning of *corde* – rope ladder – is given in the footnote at the end of the extract.

In the introduction, we learn that Romeo and Juliet have married in secret and that Juliet is in her chamber waiting for Romeo. Line 5 tells us that it was Romeo who requested the rope ladder. The only plausible reason for this is to allow him to climb up to Juliet's chamber; he cannot come through the main door, as he would be seen.

Therefore, C is the correct answer.

2 **B** She is clasping and twisting her hands in distress.

Here is an approximate translation of line 7:

Oh no, what news do you have? Why are you wringing your hands?

The phrase *dost thou* means 'do you' and *thy* means 'you'.

When the nurse responds, she is clearly distressed, referring to someone as yet unknown: 'he's dead, he's dead, he's dead!'

Wringing your hands is a gesture that shows great anguish or upset.

Therefore, B is the correct answer.

3 **A** If the nurse confirms Romeo's death, Juliet will be overwhelmed with grief.

Here is an approximate translation of lines 17–19:

*Has Romeo killed himself? Just say 'yes'
And that single word will hurt me more
Than the deadly gaze of a cockatrice.*

The meaning of *cockatrice* – a legendary serpent with a deadly gaze – is given in the footnote at the end of the extract.

Juliet is saying that if the nurse answers 'yes', confirming that Romeo is definitely dead, then she will feel more pain than if the deadly gaze of a cockatrice fell upon her.

Therefore, A is the correct answer.

4 **E** joy or pain

Referring back to 'I' (meaning yes) and 'No' in line 22, Juliet is saying that those short words will determine whether she feels joy or great sadness (pain).

You should recognise the word *woe*, meaning great sadness, and should be able to deduce from the context that *weal* must mean the opposite.

Read the five answer options carefully to find the one that best fits. The correct answer is E.

5 **D** She is so distraught, she cannot bear to face life.

Juliet is heartbroken ('O break, my heart! Poor bankrupt, break at once!'), believing that Romeo is dead.

She uses a metaphor – telling her eyes to go to prison so that they will not be 'free' to look at the world – to show that she does not want to face life now that her beloved Romeo has gone.

Therefore, D is the correct answer.

6 **B** lines 33–35

Here is an approximate translation of lines 33–35:

*Oh Tybalt, Tybalt, the best friend I've ever had!
Well-mannered Tybalt! An honest gentleman,
I can't believe that you are dead!*

Up until this point, the nurse has led us – and Juliet – to believe that it is Romeo who is dead. When she first announces, 'Ah well-a-day, he's dead, he's dead, he's dead!' (line 8), the assumption is that it is Romeo she is talking about, because it is Romeo, her beloved husband, who Juliet is waiting for.

The nurse does not correct Juliet when Juliet says, 'Hath Romeo slain himself?' (line 17), nor when she says that she would share a coffin with Romeo (line 32).

Then, in saying, 'O Tybalt, Tybalt, the best friend I had?', it becomes apparent that all is not as it seemed – it is Tybalt whom the nurse has been talking about.

Therefore, B is the correct answer.

7 **A** Juliet's cousin

Juliet says, 'Is Romeo slaughtered and is Tybalt dead? My dear-loved cousin, and my dearer lord?' (lines 37–38).

This might be confusing, as you might expect *cousin* to refer to Romeo as this comes before *my dearer lord*, and Romeo is mentioned before Tybalt in the preceding line. However, *my dearer lord* tells us that Juliet is referring to Romeo, who is her *dearer* love, so her *dear-loved cousin* can only be Tybalt.

Therefore, A is the correct answer.

8 **B** She is so miserable that she wants to die.

Here is an approximate translation of line 31:

Awful Earth, I shall be buried in the earth; my life is over.

This is a play on words, as *earth* can have different meanings. Juliet is saying that she will leave the *vile earth* (world) and be buried in the *earth* (ground). The phrase *end motion here* means that she will be completely still because her heart will stop beating – she cannot bear to live without Romeo.

Therefore, B is the correct answer.

9 **E** Romeo has killed Tybalt and has been banished.

The nurse says, 'Tybalt is gone' (line 41), meaning Tybalt is dead. She then reveals that Romeo is banished, which means he must leave his home town, never to return, as punishment for Tybalt's murder.

Therefore, E is the correct answer.

10 **D** killed

Slaughter can mean to kill people or animals in a cruel or violent way. Juliet's use of this more dramatic synonym emphasises how shocked and upset she is at the thought of her loved one's death.

Therefore, D is the correct answer.

11 C metaphor and a rhetorical question

A metaphor is an imaginative way of describing something by referring to it as something else that has similar qualities. Here, the 'storm' is symbolic of all the bad news and mixed messages that the nurse has brought.

A rhetorical question is a question that requires no answer. They are often used, as here, for dramatic effect.

Therefore, C is the correct answer.

Verbal Reasoning

Practice

- 1 Police secretly
- 2 Her baby
- 3 PJPF
- 4 EQQM

Test

- 1 cello got
- 2 Eli felt
- 3 red rope.
- 4 large arena
- 5 camel ate
- 6 Carole added
- 7 porter aided
- 8 white mice.
- 9 ORFN
- 10 OGOC
- 11 XCOXE
- 12 LOST
- 13 YZT
- 14 PENLS
- 15 YEARN
- 16 WRIGB

Mathematics

Practice

- 1 C
- 2 A

Test

- 1 C Operations
- 2 A Operations
- 3 B Factors and Multiples
- 4 C Probability
- 5 D Estimation and Place Value
- 6 C Fractions, Decimals and Percentages
- 7 E Perimeter, Area and Volume
- 8 A Perimeter, Area and Volume
- 9 D Measurements
- 10 E Ratio and Proportion
- 11 D Statistics
- 12 C Money
- 13 E Rotation, Reflection and Symmetry
- 14 D Perimeter, Area and Volume
- 15 A Properties of Shapes

Non-Verbal Reasoning

Subsection 1

Practice

- 1 B
- 2 E

Test

- 1 D
- 2 E
- 3 B
- 4 A
- 5 C
- 6 B
- 7 D
- 8 C

Subsection 2

Practice

- 1 A
- 2 C

Test

- 1 C
- 2 D
- 3 A
- 4 E
- 5 B
- 6 C
- 7 D
- 8 E

Spatial Reasoning

Practice

1 A

2 B

Test

1 E

2 A

3 C

4 C

5 B

6 C

7 D

8 A



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Practice Test 5

Paper B
Answers

English

Test

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

Verbal Reasoning

Practice

- 1 ARE
- 2 RAN
- 3 black / white
- 4 cabinet / table

Test

- 1 BAD
- 2 GET
- 3 TOE
- 4 ASK
- 5 LIT
- 6 OWE
- 7 HAM
- 8 FIR
- 9 block / spoon
- 10 goat / cow
- 11 cell / spoke
- 12 sand / stone
- 13 bluest / blasts
- 14 relish / regain
- 15 tail / pupil
- 16 square / box
- 17 E
- 18 D

Mathematics

Test

- | | | |
|-----------|---|----------------------------|
| 1 | D | Factors and Multiples |
| 2 | E | Algebra |
| 3 | A | Money |
| 4 | B | Algebra |
| 5 | B | Measurements |
| 6 | D | Measurements |
| 7 | D | Statistics |
| 8 | A | Perimeter, Area and Volume |
| 9 | A | Statistics |
| 10 | C | Algebra |
| 11 | E | Perimeter, Area and Volume |
| 12 | E | Ratio and Proportion |
| 13 | D | Properties of Shapes |
| 14 | C | Properties of Shapes |
| 15 | B | Algebra |

Non-Verbal Reasoning

Subsection 1

Practice

- 1 A
- 2 D

Test

- 1 A
- 2 A
- 3 E
- 4 D
- 5 B
- 6 C
- 7 E
- 8 D

Subsection 2

Practice

- 1 E
- 2 A

Test

- 1 D
- 2 B
- 3 C
- 4 A
- 5 E
- 6 B
- 7 C
- 8 A

Spatial Reasoning

Practice

- 1 B
- 2 E

Test

- 1 E
- 2 C
- 3 B
- 4 D
- 5 A
- 6 A
- 7 C
- 8 E