

11+ PRACTICE PACK

Bond Comprehension Test 3

11+ English Complete Practice Pack

CONTENTS

01 Question Booklet

Bond 11+ English. Work through this paper first.

Includes Paper Notes: overview, topics, revision tips, common mistakes.

02 Answers

Bond 11+ English. Use to mark your work against the official answer key.

Includes Paper Notes: score interpretation, selected worked examples, next steps.

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Focus on Comprehension Test 3 Practice Test

Read the instructions carefully.

- Do not begin the test or open the booklet until told to do so.
- Work as quickly and as carefully as you can.
- You may write your answers in pen or pencil.
- You may make notes next to the extracts or on a separate sheet of paper.
- If you make a mistake, cross it out and write the new answer clearly.
- You will have 40 minutes to complete the test. It is advisable to spend the first few minutes reading through the extracts before answering any questions.

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Read these four extracts, then answer the questions that follow.

A The expensive game

Around the world, football is the most watched sporting event. There are more countries that are members of FIFA (the football governing body) than there are countries in the United Nations. It really is an international game; any country can now compete for a
5 coveted place in the World Cup, which is held every four years.

Football became popular in England in the 1800s, when it was played in public schools. From there it spread to the universities and then to London, the industrial north and the Midlands. During this period, the game had close links with the Church, as many places of worship encouraged teams of young men to play football in order to let off steam. It also
10 ensured that they would benefit from the healthy, active lifestyle that sport encouraged. The Aston Villa Methodist Chapel Sunday School team, or Aston Villa as it is now known, has become one of the more famous and successful church football teams.

Until the 1960s, the sum of £20 a week during the season and £17 a week out of season was considered a decent wage for a top division footballer. It was the abolition of the
15 maximum wage act in 1961 that paved the way for footballers to earn the vast sums of money we see today. Even lower division footballers now earn more in one week than the combined earnings of every footballer in the 1950s' top division football clubs over their whole careers.

Spectators used to watch the sport for free but by the 1880s, they were charged the
20 equivalent of a penny to watch the game. Now, the typical cost of a seat is over £40, with some clubs, such as Tottenham Hotspur, charging an incredible £70 for some Premiership matches. Will other clubs soon be doing the same?

B SCOTS SHUN SECTARIANISM

This morning the Scottish Executive pledged £75 000 for a new campaign being run by the Newcastle-based charity, Show Racism
5 the Red Card. This high-profile project aims to tackle racism in Scottish football by working with schools to address the problem of sectarianism in the game. It will also make it clear to spectators and players alike
10 that racism will not be tolerated in Scottish football.

One Glasgow resident, Mr Kirkham, commented, "Racism is everywhere in Scottish football, from the small ground
15 matches to the biggest games. Anything that makes football more family-friendly is definitely a bonus." But not everyone agrees with this view. On being told the news of the new campaign funding, Mr Houseman, also
20 from Glasgow, replied, "It's just throwing good money after bad. They should be spending the money on better schools and

hospitals, rather than wasting money on a pointless game."

A representative from the charity told
25 this reporter today that, "A cross-party report has proposed a law to make racist and religious hatred an offence. We hope that all football clubs will now be more proactive in giving life bans to fans who
30 show racial or religious hatred. We would also like to see more severe punishments for players who display any racial or religious intolerance. Children often see footballers
35 as role models, so it is important for all unacceptable behaviour to be dealt with publicly."

Show Racism the Red Card was set up
40 in 1996 with the support of many high-profile footballers including: Larsson, Giggs, Ferdinand, Cole, Lineker, Keane, and manager, Jose Mourinho.

C The dangerous game

[BBC Commentator and Dave 'Golden Boot' Davies (ex-pro footballer) are seen settling into the commentary box ahead of the game.]

5 **COM:** Welcome to the biggest match of 1999, the vital game between Glasgow Rangers and Glasgow Celtic – and Dave, the crowd here today is amazing.

DAVE: Yes, I've not seen such a good turnout before, but I have to admit to feeling slightly apprehensive. As you know, Harry, Celtic and Rangers matches have a history of being, shall we say, lively! Let's hope that everyone is here to have a good time.

10 **COM:** Yes, Dave, let's hope so. *[whistle sounds]* Right, here we go...

[Lights dim on commentary box as action kicks off on pitch.]

[Lights come up on commentary box.]

15 **COM:** ... So now it looks as if we'll be going into extra time as the whistle is... *[whistle sounds]* Oh and there it is, that's fulltime. So we're going into extra time with the score nil-nil. So Dave, what do you think of it so far?

DAVE: Well, Rangers have been the most impressive and retained possession for most of the game but they just haven't been able to break through Celtic's defences. And with every failed attempt to score you could feel the tension mounting in the crowd.

20 **COM:** Yes, tensions are certainly running high as we wait for extra time to get under way. I can see a couple of police officers trying to break up a spat between two spectators in the stands next to that family just below us. Hang on, now they've run out onto the pitch and... my word... the rest of their group have followed. The police are struggling to control them. Wait... it's as if floodgates have
25 opened... Hoards of spectators are spilling onto the pitch...

DAVE: Oh steady on, this is ridiculous. Someone's starting a fire and...

COM: ... and it's bedlam here. The fire is catching fast and... would you believe it...

DAVE: ... some fans are pouring whisky on the fire and it's spreading rapidly.

30 **COM:** The ground is full of rampaging bulls; wherever we look people are getting hurt. Dave, this is becoming a full-scale riot...

DAVE: Yes, look! Pockets of fighting are breaking out all over.

COM: The police are battling to separate the opposing sides, oh, and I see the fire brigade has just turned up.

35 **DAVE:** No! I cannot believe what I am seeing! The crowds are out of control, they are attacking the fire brigade and...

COM: ... and someone is hacking through the hoses with a knife. I have never seen anything so appalling in all my time as a commentator.

D The Beautiful Game

It began with my dad and his dad before him,
He said, "It's better than rugby, cricket or the gym."

5 We'd queue for a ticket, him holding my hand,
And then we'd find our seats, near the exit in the stand.
We'd have on our shirt, and the hat, and the scarf,
And we cheered when we scored, and booed the other half.

10 Over the years we've been down and back up,
We've not been in the Premiership yet, and have lost nearly every cup.
But now I am a grandma and I turn up still the same,
My excited grandchildren come with me, to watch the beautiful game.

SECTION 1: These questions are about 'The expensive game'.

- 1 Tick the phrase that best completes the sentence.
Footballers are paid more now because:
- a some clubs charge over £40 for a ticket
 - b footballers play a longer season
 - c more teams are in the top divisions
 - d an act of parliament was overturned
 - e football is more popular now than in the 1960s
- 2 What type of word is 'public', as used in the phrase, 'it was played in public schools'?
- verb adjective adverb pronoun noun
- 3 Give two reasons why the Church encouraged football.
- _____
- _____
- _____
- 4 Label each phrase 'past', 'present' or 'future' tense.
- a 'will other clubs soon' (line 22) _____
 - b 'it was the abolition of' (line 14) _____

SECTION 2: These questions are about 'SCOTS SHUN SECTARIANISM'.

- 5 Each extract has come from a different type of source. Where do you think this extract has been taken from? Explain your answer.
- _____
- _____
- _____
- 6 What do you think 'sectarianism' means?
- _____
- _____
- 7 Fill in the gaps in this passage.
- a _____ is running a new campaign. Its aim is to
 - b _____ . The charity wants clubs to be
 - c _____ and to give
 - d _____ .
- 8 Underline the correct answer.
- a 'SCOTS SHUN SECTARIANISM'. This is an example of:
personification metaphor alliteration simile idiom
 - b 'It's just throwing good money after bad.' This is an example of:
personification metaphor alliteration simile idiom

SECTION 3: These questions are about 'The dangerous game'.

9 Which two phrases imply that more than just one or two people have gone onto the pitch?

2

10 Give a synonym for each word as it is used in the extract.

a bedlam (line 27) _____ b spat (line 21) _____

2

11 'The ground is full of rampaging bulls.' What literary technique is used in this sentence?

1

12 Explain the effect of pouring whisky onto a fire.

3

13 What do you think started the riot?

3

SECTION 4: These questions are about 'The Beautiful Game'.

14 In this extract, the suffix '-ed' has been added to the word 'score'. A particular grammar rule must have been applied before this suffix could be added.

a Find another word in the text that also follows this rule. _____

b What is the grammar rule?

1

2

15 Select four things from the text that define the football supporter.

4

16 What do you think is meant by the phrase, 'Over the years we've been down and back up'?

2

SECTION 5: This question is about all of the texts.

17 These extracts show that football has no benefits. Is this statement true or false?
Explain your answer.

12

Paper Notes: 11+ English Question Booklet (Comprehension Test 3)

Compiled by [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk) to help you get the most from this paper.

Overview

This is a **Bond 11-Plus English comprehension practice test** published by **Oxford University Press**, designed to prepare candidates for **GL Assessment** style entrance exams. The paper consists of **four contrasting extracts** all centred on the theme of football, ranging from informative prose to dramatic script and poetry, followed by **17 questions** testing a variety of reading and language skills.

The test is structured to challenge students across multiple comprehension skills within a **40-minute time limit**. Questions include multiple choice, short written answers, and an extended response requiring candidates to synthesise evidence from all four texts. The extracts cover historical context, social issues, personal narrative, and eyewitness drama, ensuring that students encounter diverse text types and registers within a single sitting.

This paper suits students preparing for competitive grammar school entry at **Year 7**. The four-extract format mirrors the approach used in many GL Assessment papers, where thematic coherence helps candidates build context whilst the variety of genres tests adaptability. The final question, worth twelve marks, rewards careful reading across all passages and the ability to construct a balanced argument, a skill increasingly valued at 11-Plus level.

How this paper is organised

The paper opens with clear rubric instructions advising students to spend the first few minutes reading all extracts before tackling questions. **Four themed extracts** about football are presented: Extract A ('The expensive game') provides historical and economic context; Extract B ('SCOTS SHUN SECTARIANISM') is a newspaper report; Extract C ('The dangerous game') is a dramatic script recording a riot; Extract D ('The Beautiful Game') is a short poem about family tradition.

Questions are organised into **five sections**, with sections 1 to 4 each focusing on one extract and section 5 requiring synthesis across all texts. The paper contains **17 questions in total**, with individual marks ranging from one to twelve. Marks are clearly indicated in the right margin of each page. Most questions allocate two to four marks, testing vocabulary, inference, grammar, and literary technique.

The extended final question is worth **twelve marks** and occupies a full page, offering fifteen lines for the response. This question asks whether the statement 'football has no benefits' is true or false, requiring candidates to weigh evidence from all four texts and construct a reasoned argument. The paper totals approximately 50 marks when all questions are combined, making efficient time management essential within the **40-minute window**.

Topics covered

- Reading comprehension of varied text types including expository prose, newspaper reports, dramatic scripts, and poetry
- Vocabulary in context, including synonyms (e.g. 'bedlam', 'spat') and understanding of specialised terms ('sectarianism')
- Grammatical knowledge: identifying word classes (adjective, noun, verb), verb tenses (past, present, future), and suffix rules when adding '-ed'
- Identification of literary techniques such as metaphor, simile, alliteration, personification, and idiom
- Inference and deduction from explicit and implicit information across multiple sources
- Textual analysis skills including identifying tone, purpose, and authorial intent in different genres
- Comprehension of historical and social context, tracing the development of football from the 1800s to the present day
- Synthesis and evaluation: constructing a balanced argument by drawing evidence from four contrasting passages
- Understanding of non-fiction conventions: headlines, reported speech, quotations from named individuals
- Recognition of thematic links and contrasts across passages with a common subject but different perspectives

How to use this paper for revision

- Practise reading all four extracts quickly in the first five minutes to get a sense of their content and tone before you begin answering questions, as the rubric advises.
- When a question asks for a synonym, check the surrounding sentence carefully to ensure your answer matches the meaning in that specific context rather than the most common meaning of the word.
- For grammar questions about word class or tense, try substituting alternative words or changing the sentence slightly to test whether your identification is correct.
- Learn the definitions of common literary techniques (metaphor, simile, alliteration, personification, idiom) and practise spotting them in different genres, not just poetry.
- In the extended twelve-mark question, plan your answer briefly before writing: note down one or two benefits and one or two drawbacks from the texts, then decide on your overall judgement.
- Allocate roughly one minute per mark, leaving five minutes at the end to review your answers and complete the final question if needed.
- Use evidence from the text by quoting or closely paraphrasing; examiners reward answers that are rooted in what you have read rather than general opinion.

Common mistakes to avoid

- Choosing an answer in multiple choice questions based on half-remembered general knowledge rather than what the extract explicitly states (for example, question 1 requires close reading of lines 14-15).
- Giving a synonym that fits one meaning of a word but not the meaning intended in the passage; always re-read the sentence to check context.
- Confusing literary techniques, especially metaphor and simile (remember similes use 'like' or 'as') or mistaking repetition of sounds for alliteration when it occurs within words rather than at the start.
- Writing too much for low-mark questions and running out of time for the final extended response, which is worth twelve marks and needs a structured argument.
- Failing to answer all parts of a multi-part question, such as question 14 which asks both to find a word and explain the grammar rule.
- In the synthesis question (question 17), only discussing one or two extracts rather than drawing on evidence from all four, or writing a one-sided answer without considering alternative perspectives.

Exam technique

Begin by reading all four extracts carefully in the first few minutes, as recommended in the instructions. This overview helps you to understand the thematic links and prepares you to answer the final synthesis question. Mark or underline key details as you read, particularly names, dates, and any phrases that seem significant or unusual.

Work through the questions in order, but do not dwell too long on any single item. If a question is taking more than its allocated time (roughly one minute per mark), make your best attempt and move on; you can return to it if time permits. Pay close attention to the number of marks: a one-mark question may need only a word or short phrase, whereas a four-mark question typically requires a more developed explanation with evidence.

For the twelve-mark synthesis question at the end, spend at least eight to ten minutes planning and writing. Jot down a quick list of benefits and drawbacks of football mentioned across the extracts (community, family tradition, economic impact versus violence, cost, sectarianism). Then write a balanced response with a clear introduction stating your view, two or three paragraphs presenting evidence, and a brief conclusion. Use quotations or close references to each extract to demonstrate that you have engaged with all the material provided.

What to revise alongside this paper

Students should revise other non-fiction text types commonly found in 11-Plus papers, including biographical writing, persuasive articles, and travel writing, to build confidence in handling varied genres under timed conditions. Practising identification of tone and purpose across different registers will strengthen performance on questions about authorial intent and audience.

Grammar revision should cover all major word classes, verb forms (including irregular past tenses and participles), and common spelling rules when adding prefixes and suffixes. Familiarity with a wide range of literary techniques beyond the basics (for instance, rhetorical questions, anaphora, imagery) will help students to tackle more sophisticated papers and give precise answers when technique is being tested.

Reading widely outside exam practice is essential. Encourage students to read quality newspapers, classic and contemporary fiction, and poetry anthologies to develop vocabulary, fluency, and the ability to infer meaning. Discussion of what they read, particularly comparing different perspectives on the same topic, mirrors the synthesis skill required in question 17 and builds critical thinking that will serve them well in any selective exam.

Key terms

Sectarianism, Synonym, Alliteration, Idiom, Metaphor, Simile, Personification, Inference, Word class (noun, adjective, verb, adverb, pronoun), Verb tense (past, present, future), Suffix, Thematic link, Synthesis, Evidence, Context

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Focus on Comprehension

Test 3 Answers

This booklet contains:

- Answers for comprehension practice test 3.

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Answers

Practice Test 3

- 1 d
- 2 adjective
- 3 It was seen as a means of letting off steam (line 9). [1]
It encouraged a healthy, active lifestyle (line 10). [1]
- 4 a future b past
- 5 A newspaper or magazine article. [1]
[1] mark for any three of these points:
The extract:
is arranged in columns
has a slogan heading
is factual
includes external quotes
is continuous text
has a clear paragraph structure
uses full sentences
is written in Standard English.
- 6 [1] mark each for any two of these points (or similar):
something that divides groups of people
separate groups with their own defined set of thoughts and ideas
a group of people opposed to or intolerant of another group's thoughts and ideas
a form of racism or prejudice.
- 7 a Show Racism the Red Card [1]
b tackle racism in Scottish football [1]
c more proactive in giving life bans to fans who show racial or religious hatred [1]
d severe punishments for players who display any racial or religious intolerance [1]
- 8 a alliteration [1] b idiom [1]
- 9 'it's as if floodgates have opened' [1]; 'Hoads of spectators are spilling onto the pitch' [1]
- 10 a chaos, madness [1] b fight, disagreement [1]
- 11 a metaphor
- 12 Whisky is a form of alcohol. [1] Alcohol is flammable. [1] Whisky causes fire to spread more rapidly (line 28). [1]
- 13 The history of sectarianism between the two groups of fans. [1] The tension that was building during the match. [1] The spectators rushing onto the pitch. [1]
- 14 a excited
b When adding a suffix that starts with an 'e' to a root that ends in an 'e' [1], drop the final 'e' then add the suffix. [1]
- 15 The shirt [1]; the hat [1]; the scarf [1]; cheering when your team scores. [1]
- 16 The football team has experienced both success and failure [1], at times being in a high division and other times in a lower division. [1]
- 17 The statement is false. [1]
Extract A states that football:
promotes healthy living and exercise (line 10) [1]
is a means of relaxation or relieving stress (line 9) [1]
is a social event because it is the 'most watched sporting event' [1]
is an inclusive sport followed around the world, 'more countries that are members of FIFA than there are countries in the United Nations'. [1]
Extract B mentions that footballers can be role models in society. [1]
Extracts C, '...next to that family just below us...' and 'D' 'My excited grandchildren...' show that it can be a family-centred game, enjoyed by all generations. [1]
- [1] mark for each of the following factors]
Stating own viewpoint clearly.
Including own knowledge.
Organising ideas into a logical structure.
Drawing ideas together into a summary or conclusion.
Good grammar, punctuation and spelling.

Answer-Key Notes: 11+ English Answers (Comprehension Test 3)

Compiled by [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk) to help you mark this paper and learn from each answer.

How to use this answer key

This answer key provides short model answers for every question, together with the number of marks available. When marking, award full credit only when the child's answer matches the published answer in meaning, not just in wording. Many questions (particularly questions 3, 6, 9, 12, 13, 15 and 17) ask for multiple points or detailed explanations; read the mark allocations carefully and award partial credit where appropriate.

Distinguish between slips (mis-copying a line reference, ticking the wrong box by accident) and genuine comprehension gaps. If a child writes a plausible inference but the wrong line reference, the inference may still deserve credit. The worked examples below explain **why certain answers are correct**, helping you judge whether a child's alternative phrasing demonstrates real understanding.

Use the worked examples when an answer surprises you or when you are unsure whether to award the mark. They show the reasoning the question is testing, not just the expected words.

Score interpretation

This paper is worth approximately 60 marks in total (the exact total depends on how many points the marker awards in multi-mark questions such as 5, 6, 13 and 17). A score above 50 suggests confident close reading, inference and vocabulary knowledge. Children working at that level can identify literary techniques, explain authorial choices and synthesise evidence across multiple texts.

Scores between 35 and 50 indicate solid literal comprehension but less confident inference. Children in this band often lose marks on questions that ask **why** something happened (questions 12, 13, 16) or require knowledge of grammar and literary terms (questions 2, 8, 11, 14). They may also struggle to select evidence from across a longer text (question 17).

Below 35, focus on literal retrieval first. Practise finding quoted evidence (questions 3, 7, 9, 15), checking that every part of a multi-part question has been answered, and learning the core vocabulary of grammar and literary devices tested in questions 2, 8, 11 and 14. Re-read each extract aloud before attempting the questions to build familiarity and fluency.

Worked examples

The expensive game, Q1-4

This section tests retrieval, word class and inference about purpose. Question 1 requires children to connect two pieces of information (the 1961 abolition mentioned in line 14 and the subsequent rise in wages). Question 2 tests grammatical terminology in context. Questions 3 and 4 are straightforward if children read the stated lines carefully, but many lose marks by writing one reason when two are asked for, or by guessing tense without checking the verb forms.

Q1 : d

Line 14 states 'It was the abolition of the maximum wage act in 1961 that paved the way for footballers to earn the vast sums of money we see today.' The other options (ticket prices, season length, number of divisions, popularity) are mentioned elsewhere in the text but are not given as **causes** of higher pay. Only option d directly matches the explanation in the passage.

Q3 : It was seen as a means of letting off steam (line 9). [1] It encouraged a healthy, active lifestyle (line 10). [1]

The question asks for **two reasons**; each is worth one mark. Lines 9 and 10 give both: 'in order to let off steam' and 'they would benefit from the healthy, active lifestyle that sport encouraged'. A child who gives only one reason scores only one mark.

Paraphrases are acceptable provided the meaning is preserved.

SCOTS SHUN SECTARIANISM, Q5-8

This newspaper-style article tests text-type recognition (question 5), vocabulary (question 6), retrieval across several paragraphs (question 7) and identification of figurative language (question 8). Many children lose marks on question 5 by naming the source ('newspaper or magazine article') but forgetting to give **evidence** from layout or style. Question 6 rewards any reasonable definition of 'sectarianism'; the mark scheme lists several acceptable phrasings. Award the mark if the child captures the idea of division or prejudice between groups.

Q5 : A newspaper or magazine article. [1] [1] mark for any three of these points: The extract: is arranged in columns / has a slogan heading / is factual / includes external quotes / is continuous text / has a clear paragraph structure / uses full sentences / is written in Standard English.

Two marks are available. One is for correctly naming the text type; the second is for giving **three pieces of evidence**. Evidence must relate to form or style (columns, heading, quotes, formal register) rather than content. A child who writes 'It's a newspaper because it talks about football' earns no marks; one who writes 'It's a newspaper because it has a slogan heading, uses quotes and is arranged in columns' earns both.

Q8b : idiom

'Throwing good money after bad' is a fixed expression whose meaning (continuing to waste resources on something already failing) cannot be deduced from the individual words alone. That makes it an **idiom**, not a metaphor (which would require implicit comparison), simile (explicit comparison with 'like' or 'as'), alliteration (repeated initial sounds) or personification (human qualities given to non-human things).

The dangerous game, Q9–13

This commentary transcript tests figurative language, synonym knowledge and causal inference. Questions 9 and 10 are vocabulary exercises; the mark scheme awards one mark per correct answer. Question 11 names the technique (metaphor) without asking for explanation, so one word is enough. Questions 12 and 13 require **explanation** and are worth three marks each. Award partial credit if a child gives one or two correct points but misses others.

Q9 : 'it's as if floodgates have opened' [1]; 'Hoards of spectators are spilling onto the pitch' [1]

Both phrases use metaphorical language to convey large numbers. 'Floodgates have opened' implies an unstoppable surge; 'hoards... spilling' suggests overwhelming quantity. Other phrases in the extract ('a couple of police officers', 'some fans') describe smaller groups and do not earn marks. The question asks for **two** phrases, so both are needed for full marks.

Q12 : Whisky is a form of alcohol. [1] Alcohol is flammable. [1] Whisky causes fire to spread more rapidly (line 28). [1]

Three marks are available because three linked facts must be given. A child who writes 'Whisky makes the fire worse' without explaining **why** (because alcohol is flammable) earns only one mark. Full marks require the complete chain: whisky contains alcohol, alcohol burns easily, therefore pouring whisky on a fire accelerates it. Line 28 confirms 'it's spreading rapidly'.

Q13 : The history of sectarianism between the two groups of fans. [1] The tension that was building during the match. [1] The spectators rushing onto the pitch. [1]

This is a three-mark inference question. The extract does not state one single cause; instead, it describes escalating tension (lines 17–21), sectarian rivalry (implicit throughout) and the triggering event (spectators running onto the pitch, line 23). Award one mark for each factor identified. A child who writes only 'They were angry' without specifying **what made them angry** earns no marks.

The Beautiful Game, Q14–16

This short poem tests spelling rules (question 14), retrieval (question 15) and figurative interpretation (question 16). Question 14 is the hardest in this section: children must not only identify another word that doubles its final consonant before '-ed' ('cheered') but also **state the rule** in their own words. Award two marks only if both the example and the rule are correct. Question 15 asks for four items from the text, so each is worth one mark. Question 16 tests understanding of metaphor in context.

Q14 : a excited b When adding a suffix that starts with an 'e' to a root that ends in an 'e' [1], drop the final 'e' then add the suffix. [1]

The root 'excite' ends in 'e'. When adding '-ed', the final 'e' is dropped to avoid a double 'e', giving 'excited'. This is **not** the doubling rule (which applies to 'score' → 'scored' by doubling the 'r'). The question is testing whether children can distinguish the two spelling conventions. Award one mark for a correct example ('excited') and one for correctly describing the drop-e rule.

Q16 : The football team has experienced both success and failure [1], at times being in a high division and other times in a lower division. [1]

'Down and back up' is a spatial metaphor for league position. Teams are promoted ('up') to higher divisions and relegated ('down') to lower ones. The phrase 'we've been down and back up' tells us the team's fortunes have fluctuated. Award one mark for recognising success and failure, and one for linking this to divisional movement. A literal answer ('They went downstairs then upstairs') earns no marks.

All texts, Q17

This 12-mark extended response asks children to evaluate a statement using evidence from all four extracts. The mark scheme awards one mark for stating a clear viewpoint (the statement is false), then one mark for each piece of evidence cited. Up to five additional marks reward structure, use of own knowledge, and quality of writing. Read holistically: a well-organised answer with accurate grammar and a clear conclusion will score more highly than a list of points, even if both cite the same evidence.

Q17 : The statement is false. [1] Extract A: promotes healthy living (line 10) [1], is a means of relaxation (line 9) [1], is the most watched sporting event [1], is inclusive worldwide [1]. Extract B: footballers can be role models [1]. Extracts C and D: family-centred, enjoyed by all generations [1]. [1 mark each for: clear viewpoint, own knowledge, logical structure, summary/conclusion, good grammar/punctuation/spelling.]

Twelve marks are available. One mark is for stating the viewpoint ('false') at the outset. Six marks are for citing specific evidence: health benefits, stress relief, global reach, role models, family bonding. Each must be linked to a named extract or line reference. The remaining five marks reward **how** the answer is written: Does it open with a clear thesis? Does it add the child's own examples (e.g. 'I play football at school and it helps me make friends')? Is it organised into paragraphs? Does it end with a concluding sentence? Is the spelling and punctuation accurate? An answer that lists every benefit but is written as a single run-on sentence with poor spelling will lose marks on quality of writing.

Next steps

After marking, sit with your child and revisit two or three questions where marks were lost. For retrieval errors (questions 3, 7, 9, 15), practise highlighting or underlining evidence in the text before writing the answer. For inference questions (12, 13, 16, 17), ask 'What clues in the text tell you that?' and encourage your child to explain their reasoning aloud. If grammar and terminology (questions 2, 8, 11, 14) proved difficult,

spend ten minutes with a glossary or revision guide, then return to those questions a few days later.

If your child scored well, extend their skills by asking them to write one additional paragraph for question 17, bringing in a counter-argument ('Some people think football causes violence, but the text shows...') or a personal example. If the score was below 35, prioritise comprehension over speed: read each extract twice, discuss unfamiliar words, and attempt only half the questions in the next practice session, aiming for accuracy rather than completion. Retake this paper in two to three weeks to measure progress.

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