

11+ PRACTICE PACK

Bond 11+ Mixed

Complete Practice Pack

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01 Question Booklet

Bond 11+ Mixed. Work through this paper first.

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

02 Answers

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

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

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Bond

No.1 for exam success

CEM 11+

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 do rough working on a separate sheet of paper.
- If you make a mistake cross out the mistake and write the new answer clearly.
- You will have 45 minutes to complete the test.
- There are 100 marks available in total.

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Find the Missing Words

The following sentences each have **one** word missing. Complete each sentence by selecting **one** word that makes the best fit from the options a, b, c, d or e.

Example: People travelling to certain countries need d – vaccination.

a immunity **b** certainty **c** vacation **d** vaccination **e** respiration

1 It is a friendly village with a great sense of _____ .

a complacency **b** comparison **c** commission **d** committee
e community

2 She is my role model and it was a real _____ to meet her.

a satisfying **b** privilege **c** hindrance **d** apathy **e** super

3 As the sun rose high in the sky, the snowman began to _____ away.

a freeze **b** melt **c** solidify **d** run **e** evaporate

4 The infants knelt _____ their teacher as he read out the story.

a behind **b** above **c** under **d** with **e** before

Matching Words

Underline the **one** word on the right that has the most similar meaning to the word on the left.

Example: vision plotting / smell / sight / style / map

1 controversy agreement / controlling / content / debate / design

2 mischievous naughty / envious / polite / awkward / insincere

3 relevant realistic / pertinent / peckish / loathsome / fancy

4 category stack / trace / group / messy / disorganised

5 hindrance backing / assist / interruption / funny / apathetic

Complete a Word

Find the **three** letters that complete each of these words.

Example: fresh splsh

1 p_____hecy persu_____

2 gu_____ntee gov_____ment

3 sto_____h sym_____ic

4 n_____hbour n_____ance

1

1

1

1

1

1

1

1

1

Total

Continue to the next page

13

Understanding Vocabulary in Context

Read the following sentences and answer the questions that follow.

Example: 'The plane's departure time was 13:45.'

What does the word 'departure' mean?

Answer: b

a arriving **b** leaving **c** resting **d** mending

- 1** 'The poet performed his poem 'The Train' using the rhythm of the poem to convey the train's journey.'

What does the word 'rhythm' mean?

Answer: _____

a rhyme **b** tone **c** words **d** beat

What does the word 'convey' mean?

Answer: _____

a express **b** drive **c** combine **d** sing

- 2** 'They were conscious of a creature standing rather too close for comfort.'

What does the word 'conscious' mean?

Answer: _____

a ethical **b** watching **c** oblivious **d** aware

What does the word 'comfort' mean?

Answer: _____

a loose **b** spacious **c** safety **d** luxury

- 3** 'The thin, transparent strands of the spider's web were decorated with jewel-like drops of dew suspended from the gossamer frame.'

What does the word 'suspended' mean?

Answer: _____

a hung **b** created **c** glimmering **d** edged

What does the word 'gossamer' mean?

Answer: _____

a wet **b** beautiful **c** ethereal **d** dry

- 4** The weather loaches darted around the aquarium before hiding in their subaquatic caves.'

What does the word 'darted' mean?

Answer: _____

a crept **b** whizzed **c** floundered **d** swam

What does the word 'subaquatic' mean?

Answer: _____

a underworld **b** underwater **c** undercover **d** underneath

Total

Text continues over the page

8

Opposite Words

Underline the **one** word on the right that has the most opposite meaning to the word on the left.

- Example:** rose thorn / flower / fell / down / up
- 1 illegal illicit / lawful / doubt / questionable / suspect 1
- 2 convenient suitable / apt / untimely / early / helpful 1
- 3 immature developed / silly / unripe / juvenile / gentle 1
- 4 advance progress / recede / move / graduate / difficult 1
- 5 incapable essential / extra / qualified / dreadful / gigantic 1

Superfluous Words

Rearrange these words to make the longest sentence you can and underline the word that is superfluous.

- Example:** so cream eat the were cakes delicious
(eat – The cream cakes were so delicious.)
- 1 fortnight summer holiday hour on we are going for in the a 1

- 2 hot weather gloves necessary mittens are cold in or 1

- 3 the tower traffic suspension carried over the river bridge 1

- 4 it is a baby moment when a magical toy is born 1

_____ Total 9

Continue to the next page

Vocabulary

Look at the following words and then use them to answer the questions that follow.

beneath	smog	disturb	disown	over
mistake	improvise	below	outrageous	bunion
stilted	deter	centenary	under	dissuade
disgraceful	smug	encourage	budget	fault
stillness	intrude	seizure	persuade	upside

1 Find **two** words that are synonyms for the word 'interrupt'.

2 Find **two** words that are antonyms for the word 'commendable'.

3 Find **two** words that are synonyms for the word 'error'.

Look at the following words and then use them to answer the questions that follow.

brand	mellow	placid	creation	sorting
portly	serene	careless	make	successful
superior	briar	pin	fiery	aggressive
miscellaneous	calm	needle	indifferent	cleansed
united	nettle	offering	fury	various

4 Find **two** words that are synonyms for the word 'trademark'.

5 Find **two** words that are antonyms for the word 'peaceful'.

6 Find **two** words that are synonyms for the word 'assorted'.

Comprehension

Read the following text and then answer the questions that follow it.

Expectation lay in the air. I swung myself up onto the gate that links the two fields and chewed 'Beechnut' gum pellets bought from the old machine in the village. Still there were no cars, no vans, no people, nothing on the horizon at all. I watched the hardly visible red spiders like tiny specks of blood crawling over the worn wooden gate. I was bored yet I didn't want to miss anything so I had to remain sitting, watching. The sun was high in the sky before the first shimmer of something appeared on the horizon. I stared as hard as I could, desperate to make out what it was. As it moved closer I saw, with great disappointment, it was the green jeep from the farm next to ours. I wriggled on the gate, the thin wooden top feeling more uncomfortable the longer I sat there.

Text continues over the page

Total

12

At last, another glimmer on the horizon and again I stared hard. The sun was so bright the image was fuzzy, but this looked more promising. I was right. A relatively small convoy of camper vans and small lorries snaked towards the village, always partially hidden by the twists and turns of the road and the thick greenery of hedges and tree foliage. Now more colourful snakes appeared, each one longer and more exotic than the previous one. The bottom field was soon filled with cheery tents, enticing rides and the promise of excitement. This was the event that the villagers looked forward to all year and there was a tangible buzz in the air.

I hopped off the fence and walked along the lane home. I had mentally calculated how many vans and lorries had appeared, but it didn't sound nearly enough. I might have added a few more than were truly there, but I relished the attention given by everyone, all of them desperate to know what had arrived, how it arrived, how it all looked, whether the music had started, whether the posters had gone up. I told a good story and everyone from grandma to the sheepdog had been whipped up into a frenzy of anticipation. For one marvellous moment, I was the only person talking in the room. The power and adoration was amazing as all eyes were fixed on me. For a little girl with six brothers and sisters, this attention was most welcome and it was worth the discomfort of sitting on the fence for hours on end.

The following day I woke early to blue skies and bright sunshine. I remember pulling on my favourite dungarees, my multi-coloured striped top and a red scarf that I tied haphazardly in my hair before bolting down some breakfast and running down the lane to the village. As expected there were huge, gaudy posters everywhere. "Enjoy the THRILLS of the travelling fair," they proclaimed. My heart beat faster as I knocked on friends' doors. Arrangements were hastily made before I had to return to my chores: collecting eggs, feeding the pigs, moving the cows from the byre to the field and all of the time the fair was on my mind.

After an early tea my friends called and we all walked across the fields down to the bottom field. The journey seemed to take forever and every step quickened my heart. The evening was wonderful with even more rides than the year before. The Satellite, Maxwell's Waltzer, the Twist, the Dodgem Cars, the Carousel and the potato sack Helter Skelter. We stood around the crackling, sizzling bonfire to eat hot spit-roast pork rolls oozing with sticky, sweet, apple sauce followed by crispy, salty baked potatoes dripping in butter and cheese. Even in tin foil they were unbearably hot and yet too delicious to complain. It was much later on before we had room left to eat crispy battered apple slices dipped in sugar, the molten hot apple a sweet mush in our mouths. We then enjoyed handfuls of huge, pink puffs of spun candyfloss that seemed to disappear as soon as it touched our tongues. How could the wooden sticks so full of candyfloss clouds disappear into nothing at all?

As the late August sunlight ebbed away the music seemed louder, the bright fairground lights seemed even brighter and we began to try our hand at the side stalls. We tossed heavy balls at the coconut shy; we tried in vain to hook ducks with a pole and threw hoops at the hoopla. There were darts to throw, pennies to roll, our futures to be read in the mystic tent until we were so tired it became hard to focus on anything. Between us we had won two goldfish, one small, rubber bouncy ball, a silver slinky stair climber and a HUGE cuddly dog. How we got up the field and back home with our spoils was a miracle, but we did get home and fell into bed with the smell of smoke in our hair and the taste of salt still on our lips.

Continue to the next page

1 What season of the year do you think the text is set in? Find **three** pieces of evidence to support your answer.

2 What word could replace the following words as used in the text?

- a** Fuzzy _____
- b** Gaudy _____
- c** Spoils _____

3 What do you think is meant by the phrase: 'whipped up into a frenzy'?

4 Give **two** reasons why you think that the vehicles are likened to snakes? Use the text to support your answer.

5 Describe what you think the 'side stalls' were.

6 Which phrase is used in the text to mean the following:

- a** Ate food very quickly _____
- b** As I got closer I got more excited _____
- c** As it grew darker _____

Text continues over the page

2

3

1

2

2

3

Total

13

- 7 Explain why she didn't tell the truth about the number of vehicles that arrived at the camp. Refer to the text to support your answer.

- 8 Draw a line to match these literary effects with the following examples that are taken from the text.

Alliteration	spiders like tiny specks of blood
A simile	crackling, sizzling
A metaphor	silver slinky stair
Onomatopoeia	Now more colourful snakes appeared

Cloze Tests

Underline **one** word in the brackets that is the best fit in these sentences.

Example: The quacking of the (chickens, ducks, pigs) was never ending.

- 1 Before we light a fire we have to clean the old (oak, pine, ash) away from the grate.
- 2 A rockery is a (garden, pond, shop) feature with alpine plants, rocks and stones.
- 3 There are lots of (state, regional, country) cheeses in the UK.
- 4 Picture books are especially suitable for (pensioners, students, toddlers).
- 5 (Microphones, headphones, speakers) are a way of limiting music to one person.

Find the missing **three** letters that need to be added to these words so that the sentence makes sense. The three letters do not have to make a word.

Example: The child happily played on the bouncy castle.

- 6 The contestants had to bake cakes, pastries and bis _____ ts.
- 7 Jupiter and Saturn are planets in our s _____ r system.
- 8 The tw _____ e months have between 28 and 31 days in them.
- 9 Using a kettle is an e _____ ctive method for boiling water.
- 10 It is cruel to keep an animal as a pet unless you can look after it pr _____ rly.

Continue to the next page

2

2

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Total

14

Find the **three** letter word that is needed to complete each word so that each sentence makes sense. The missing three letters must make a word and the word must be spelt correctly.

Example: The teacherer was proud of her well-behaved class.

- 1 The fleet of little fishing trawlers returned to the harb _____ .
- 2 The little merm _____ watched the waves as she sat on her rock.
- 3 _____ glasses help to protect our eyes from sun damage.
- 4 Father p _____ red the walls of the morning room so that it looked neat.

Short Maths

Fill in the missing numbers so that these mathematical sentences make sense.

- 1 a $57 + 31 + \underline{\quad} = 135$ b $912 - 62 - \underline{\quad} = 419$
- 2 a $72 \div 8 = 27 \div \underline{\quad}$ b $\underline{\quad} \times 3 + 29 = 80$
- 3 a $7^2 + 4^3 = \underline{\quad}$ b $0.62 + \underline{\quad} + 1.37 = 6.51$

Solve the following maths problems.

- 4 A new game costs £16.49 and I pay with a £20 note. How much change should I expect to receive back? £ _____
- 5 This morning it was -4° outside and now it is 18° . How many degrees warmer has it become? _____ $^\circ$
- 6 A triangle has one angle of 36° and another angle of 85° . What is the third angle? _____ $^\circ$
- 7 If $x + 26 = 30$ and $x3 + 22 = 86$ what is the value of x? _____

Long Maths

Solve the following mathematical problems.

- 1 I was born on Tuesday 28th and I was baptised 5 days later on Sunday 5th. If both statements are true, what month was I born in?

- 2 At the library it takes 5 librarians 3 hours to put all of the returned books away in the correct place. If 2 librarians are away, how long will it take the remaining librarians to put all of the books away?

- 3 Shop A is selling paint at £5.99 a tin. Shop B is selling paint at £7.99 a tin but they have an offer of one tin free for every 2 tins purchased. Shop C is selling paint at £8.49 a tin or £29 for 5 tins.
Which shop will work out the cheapest if I need to buy 6 tins of paint?

Text continues over the page

Total

14

- 4** Michael is baking 240 cakes for the school fair and Zara is decorating them. She ices every 4th cake in pink icing. She puts silver sprinkles on every 5th cake and every 3rd cake she adds a white chocolate star.
How many cakes in total will have pink icing AND silver sprinkles AND a white chocolate star?
-

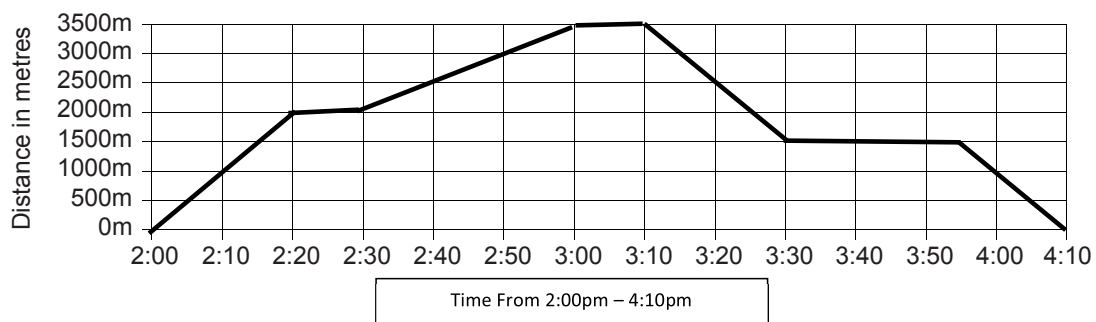
Data

The following table shows the cost of stationary from the wholesalers, the cost of the item in the shop and the profit made:

	Notebooks	Envelopes	Pens	Crayons	Pencils
Wholesale Price	£5.20	£8.75	£11.30	£15.60	£10.45
Retail Price	£8.99	£12.99	£14.50	£19.99	£14.25
Profit	£3.79	£4.24	£3.20	£4.39	£3.80

- 1** What is the difference between the highest and lowest retail price? £ _____
- 2** Which product produces the most profit? £ _____
- 3** What is the average wholesale price? £ _____
- 4** If I sold each item, how much profit would I make altogether? £ _____

The following chart shows Philip's journey to the station to pick up tickets before returning home. He stops at the newsagent's part way for a newspaper and a block of chocolate. After he collects the tickets, Philip stops off at the shops for some vegetables and bread before continuing back home.



- 5** At what time does Philip reach the newsagents? _____
- 6** How long does it take Philip to reach the station? _____
- 7** How long does Philip spend at the shops? _____
- 8** How far are the shops from Philip's home? _____

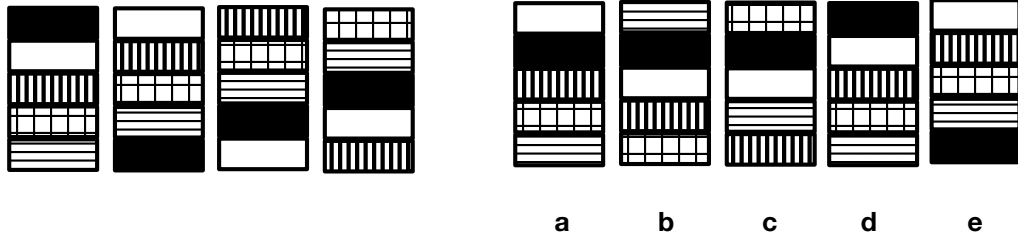
Total

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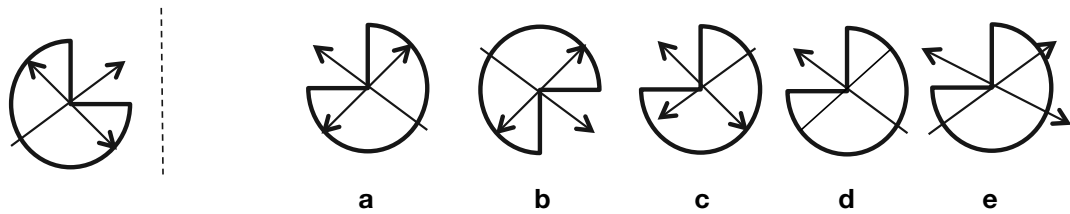
Non-Verbal Reasoning

Circle the letter that answers the following problems.

- 1 Which pattern comes next in the sequence?



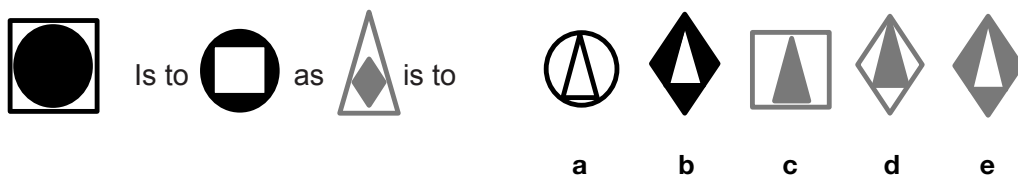
- 2 Which pattern on the right is a reflection of the pattern on the left?



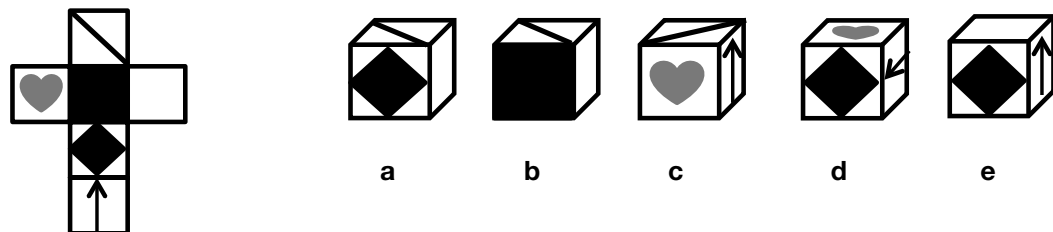
- 3 Which code matches the pattern at the end?



- 4 Which pattern on the right completes the second pair in the same way as the first pair?



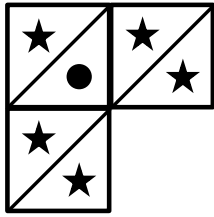
- 5 Which cube can be made from the given net?



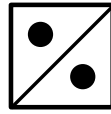
Text continues over the page

1
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Total
5

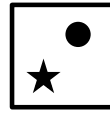
6 Which pattern best completes the grid?



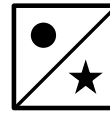
a



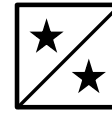
b



c

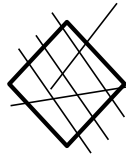
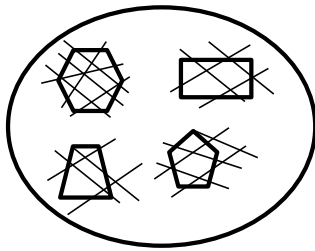


d



e

7 Which pattern on the right goes best with the pattern on the left?



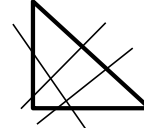
a



b



c

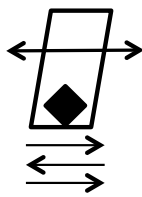


d

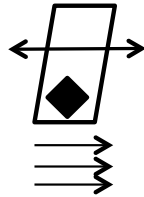


e

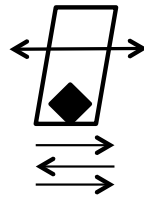
8 Which two patterns are the same?



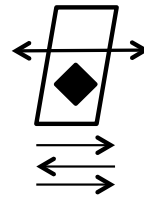
a



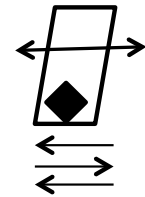
b



c



d



e

TOTAL SCORE = _____ %

1

1

1

Total

3

Paper Notes: 11+ Mixed Question Booklet

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 CEM 11+ Practice Test** published by **Oxford University Press** (under the **Bond** brand), designed to mirror the format and content of **CEM assessments** used for selective school entrance at **11+ level**. The test is a **45-minute timed paper** comprising **100 marks** total, divided among English vocabulary, reading comprehension, mathematics, and non-verbal reasoning.

The paper combines multiple-choice and free-response questions across all sections. Vocabulary tasks include finding missing words, matching synonyms and antonyms, and completing words with missing letters. The comprehension section features a substantial narrative passage about a village fair, followed by inference and language questions. Mathematics spans short calculations, word problems, and data interpretation. Non-verbal reasoning tests pattern completion, reflection, coding, and cube net visualisation.

This paper suits students preparing for **CEM-format 11+ exams** in England, particularly where schools employ mixed-subject testing rather than separate English and maths papers. It provides realistic practice in the multi-discipline structure and the rapid task-switching that characterises CEM assessments.

How this paper is organised

The test booklet is organised into **eight distinct sections**: Find the Missing Words (4 marks), Matching Words (5 marks), Complete a Word (4 marks), Understanding Vocabulary in Context (8 marks), Opposite Words (5 marks), Superfluous Words (4 marks), Vocabulary (12 marks), Comprehension (13 marks), Cloze Tests (14 marks), Short Maths (7 marks), Long Maths (4 marks), Data (9 marks), and Non-Verbal Reasoning (8 marks). The paper totals **100 marks** and must be completed in **45 minutes**.

Each section introduces its own question style and instructions. Early vocabulary sections use multiple-choice or underlining formats, whilst the comprehension passage is followed by open-ended written responses. Mathematics questions mix number sentences, word problems, and graph interpretation. Non-verbal reasoning employs a multiple-choice grid with five answer options (A to E) for each pattern question.

The paper follows a progressive difficulty curve, beginning with accessible vocabulary tasks and building towards more complex comprehension inference, multi-step maths

reasoning, and abstract spatial reasoning. Marks are shown in the right-hand margin for each question, allowing students to track their progress and allocate time proportionately.

Topics covered

- Vocabulary: finding missing words in context sentences by selecting from five multiple-choice options
- Synonym and antonym matching: identifying words with similar or opposite meanings from lists
- Word completion: filling in missing three-letter segments to form correctly spelled words
- Understanding vocabulary in context: interpreting challenging words (rhythm, convey, conscious, gossamer, suspended, subaquatic) within descriptive sentences
- Reading comprehension: analysing a literary narrative passage about a village travelling fair, answering inference, language, and retrieval questions
- Literary devices: identifying and matching examples of alliteration, simile, metaphor, and onomatopoeia within a text
- Cloze procedure: selecting or inserting missing words to complete sentences, including three-letter segments that must form valid words
- Arithmetic: addition, subtraction, multiplication, division, square numbers, and decimal calculations with missing operands
- Problem solving: word problems involving money, temperature, angles in triangles, and algebraic reasoning
- Calendar and time reasoning: working out months from day-of-week constraints, calculating duration and work rate
- Data interpretation: reading tables to extract wholesale and retail prices, calculating profit, range, and averages; interpreting a distance-time line graph to answer questions about journeys and stops
- Non-verbal reasoning: completing sequences, reflections, pattern coding, analogies, cube net folding, grid completion, and identifying matching rotated shapes

How to use this paper for revision

- Practise synonym and antonym lists regularly to expand your vocabulary. Focus on common prefixes (sub-, dis-, pre-) and suffixes (-ous, -ment, -ence) to deduce word meanings quickly.
- When reading comprehension passages, underline key phrases that convey mood, setting, or motivation. This helps you locate evidence for inference questions without rereading the entire text.
- For word completion tasks, sound out the fragments aloud and consider common three-letter clusters (ant, ent, our, ade, ern) rather than trying random combinations.
- In short maths questions with missing numbers, work backwards from the given answer or use inverse operations (if the answer is 135 and you have $57 + 31$, then 135 minus 88 gives the missing addend).
- For non-verbal reasoning, eliminate obviously incorrect answers first. Check for reflections by tracing the mirror line and for sequences by counting how elements shift or rotate between frames.
- Manage your 45 minutes by spending roughly one minute per mark. If a comprehension question is worth three marks, allow yourself three minutes to draft a full answer with evidence.

Common mistakes to avoid

- Selecting a synonym that is close in spelling rather than meaning (e.g. choosing 'trace' instead of 'group' for 'category' because it looks similar). Always check the definition in your head first.
- In superfluous word questions, students often fail to rearrange all the given words into the longest possible sentence before deciding which is extra, leading to incorrect identification of the surplus word.
- Misreading 'antonym' as 'synonym' (or vice versa) under time pressure, then choosing the exact opposite of the correct answer. Underline the instruction word before you begin each vocabulary section.
- In comprehension, giving personal opinions ('I think the fair is fun') instead of text-based answers. Always quote or paraphrase evidence from the passage to support your inference.
- Rushing through non-verbal reasoning and missing subtle differences in shading, line thickness, or rotation. Take two seconds to compare every element of the pattern before choosing an answer.
- Forgetting units in maths answers (pounds, degrees, hours) or providing numerical answers when a month name or shop letter is required. Read the question stem carefully to see what form your answer must take.

Exam technique

Begin by skimming the entire booklet to see how many sections there are and where the longer passages appear. With **100 marks in 45 minutes**, you have roughly **27 seconds per mark**, so pace yourself accordingly. Tackle vocabulary and matching sections first because they are quick and build confidence, then move to comprehension whilst your concentration is fresh.

For the comprehension passage, read it once through without stopping, then read each question and locate the relevant paragraph before writing your answer. If a question is worth two or three marks, your answer needs two or three distinct points or pieces of evidence. In mathematics, show working on rough paper for multi-step problems so you can check your logic if time permits at the end.

Leave non-verbal reasoning until you have completed all the written sections, as pattern questions can be time-consuming and you do not want to sacrifice easy vocabulary marks. If you are stuck on any question for more than a minute, circle it and return at the end. Use the final five minutes to transfer any rough-paper answers neatly

into the booklet and double-check that you have answered every question, even if some answers are educated guesses.

What to revise alongside this paper

Strengthen your vocabulary by reading widely across fiction and non-fiction. Classic children's literature (Roald Dahl, C.S. Lewis, Frances Hodgson Burnett) and newspapers or magazines will expose you to sophisticated sentence structures and varied word choices that appear in CEM comprehension passages. Practise summarising paragraphs in one sentence to develop your inference skills.

For mathematics, revise the four operations with whole numbers, decimals, and fractions, and ensure you are confident with mental arithmetic up to **12 × 12**. Work on multi-step word problems that require you to extract information, choose the correct operation, and check your answer makes sense in context. Practise reading **bar charts, line graphs, and tables** quickly to locate data without misreading axes or labels.

Non-verbal reasoning benefits from regular timed practice with pattern books or online resources. Focus on **rotations, reflections, translations**, and combining transformations. Try drawing your own cube nets and folding them to see which faces are opposite, and sketch simple sequences to understand how elements move or change between frames. The more patterns you see, the faster you will recognise repeating rules in the exam.

Key terms

Synonym, Antonym, Inference, Context clues, Alliteration, Simile, Metaphor, Onomatopoeia, Cloze, Superfluous, Convey, Suspended, Gossamer, Data interpretation, Non-verbal reasoning, Pattern sequence, Reflection, Cube net

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Answers

Find the Missing Words

- | | | | |
|---|---------------|---|------------|
| 1 | e – community | 3 | b – melt |
| 2 | b – privilege | 4 | e – before |
-

Matching Words

- | | | | |
|---|-----------|---|--------------|
| 1 | debate | 4 | group |
| 2 | naughty | 5 | interruption |
| 3 | pertinent | | |
-

Complete a Word

- | | | |
|---|-----------------|------------------|
| 1 | rop (prophecy) | ade (persuade) |
| 2 | ara (guarantee) | ern (government) |
| 3 | mac (stomach) | bol (symbolic) |
| 4 | eig (neighbour) | uis (nuisance) |
-

Understanding Vocabulary in Context

- | | | |
|---|-------------|----------------|
| 1 | d – beat | a – express |
| 2 | d – aware | c – safety |
| 3 | a – hung | c – ethereal |
| 4 | b – whizzed | b – underwater |
-

Opposite Words

- | | | | |
|---|-----------|---|-----------|
| 1 | lawful | 4 | recede |
| 2 | untimely | 5 | qualified |
| 3 | developed | | |
-

Continue to the next page

Superfluous Words

- 1 (hour) In the summer we are going on holiday for a fortnight.
- 2 (hot) Gloves or mittens are necessary in cold weather.
- 3 (tower) The suspension bridge carried traffic over the river.
- 4 (toy) It is a magical moment when a baby is born.

Vocabulary Word Grid

- | | | | |
|---|-------------------------|---|------------------------|
| 1 | disturb, intrude | 4 | make, brand |
| 2 | disgraceful, outrageous | 5 | fiery, aggressive |
| 3 | fault, mistake | 6 | miscellaneous, various |

Comprehension

- 1 It is summer (½ mark) plus ½ mark for any three of the following pieces of evidence: The weather is sunny each day. The trees and hedges have green foliage. The text refers to the August sunlight. When the narrator gets dressed for the fair, she doesn't put on a jumper, jacket or coat.
- 2 **a** blurred (1 mark)
b brightly coloured (1 mark)
c treasure (1 mark)
- 3 Got everyone into a state of excitement (1 mark)
- 4 Any two of the following: The vehicles are likened to snakes as a convoy of lorries and vans travel close together like one long snake (1 mark). The line of vehicles twist and turn like a snake (1 mark). They are hidden in part by green foliage like a snake is partially hidden by grass (1 mark).
- 5 (1 mark for any two of the following) Side stalls are games. They require skills like accurate throwing, rolling or hooking. They are an opportunity to win prizes. They are in contrast to the rides.
- 6 **a** bolting down (1 mark)
b every step quickened my heart (1 mark)
c sunlight ebbed away (1 mark)
- 7 (1 mark for any three of the following) The mental calculations 'didn't sound nearly enough'. She wanted to tell 'a good story'. She 'relished the attention'. She exaggerated the number to make it sound more impressive. It looked as if there were more vehicles than there really were.
- 8 Alliteration — spiders like tiny specks of blood (½ mark)
A simile — cracking, sizzling (½ mark)
A metaphor — silver slinky stair (½ mark)
Onomatopoeia — Now more colourful snakes appeared (½ mark)

Continue to the next page

Cloze Tests

- | | | | |
|----------|----------------|-----------|------------------|
| 1 | ash | 8 | elv (twelve) |
| 2 | garden | 9 | ffe (effective) |
| 3 | regional | 10 | ope (properly) |
| 4 | toddlers | 11 | our (harbour) |
| 5 | headphones | 12 | aid (mermaid) |
| 6 | cui (biscuits) | 13 | sun (sunglasses) |
| 7 | ola (solar) | 14 | ape (papered) |

Short Maths

- | | | | | |
|----------|-------|------|----------|-------|
| 1 | 47 | 431 | 5 | 22° |
| 2 | 3 | 17 | 6 | 59° |
| 3 | 113 | 4.52 | 7 | X = 4 |
| 4 | £3.51 | | | |

Long Maths

- | | | | |
|----------|----------|----------|---|
| 1 | February | 3 | B |
| 2 | 5 hours | 4 | 4 |

Data Questions

- | | | | |
|----------|---------|----------|---------------------|
| 1 | £11 | 5 | 2.20 |
| 2 | Crayons | 6 | 1 hour (60 minutes) |
| 3 | £10.26 | 7 | 25 minutes |
| 4 | £19.42 | 8 | 1000m |

Non-Verbal Reasoning

- | | | | |
|----------|---|----------|---------|
| 1 | b | 5 | b |
| 2 | a | 6 | d |
| 3 | c | 7 | d |
| 4 | e | 8 | a and c |

Answer-Key Notes: 11+ Mixed Answers

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 lists correct answers but rarely explains the reasoning behind them. When marking your child's work, record the raw score for each section first, then revisit every incorrect answer with the question paper open. Ask 'Was this a careless slip or a genuine knowledge gap?' Careless errors cluster in the final minutes of timed work, whilst repeated mistakes in one question type signal a concept that needs more practice.

The worked examples below focus on questions that test reasoning, vocabulary in context, and multi-step problem-solving. Use them to model how an examiner expects evidence to be drawn from the text or how calculations should be laid out. If your child scored well but guessed several answers, work through those examples together to ensure understanding is secure.

For younger or less confident pupils, mark one section at a time and discuss errors immediately rather than presenting a sea of red ink. Celebrate questions answered correctly under time pressure, particularly in the comprehension and maths sections where stamina matters as much as accuracy.

Score interpretation

This 100-mark paper mixes English, maths and non-verbal reasoning in roughly equal proportions. A score above 75 suggests readiness for the demands of selective-school entrance tests, provided the marks are spread evenly rather than concentrated in one discipline. Scores between 55 and 75 indicate solid foundations but highlight specific areas for targeted revision: check whether errors cluster in vocabulary, comprehension inference, problem-solving or spatial reasoning.

Below 55 marks usually reflects either unfamiliarity with the question styles (particularly cloze, superfluous words and code-based non-verbal items) or gaps in core knowledge. The vocabulary tasks require a broad reading diet and explicit teaching of word roots; the maths questions assume fluent recall of times tables, fractions and angle facts. If your child ran out of time, note which page they reached; many pupils lose 10 to 15 marks simply by leaving the final section blank.

Context matters more than the raw score. A child sitting this paper cold in Year 5 will naturally score lower than one attempting it in the spring of Year 6 after sustained practice. Compare performance across several papers rather than drawing conclusions

from a single sitting, and watch for upward trends in weaker sections as revision continues.

Worked examples

Vocabulary: matching, opposite and complete-a-word (Q1–13, pages 1–2)

Marks are lost when pupils guess without eliminating implausible options or fail to check that their completed word is spelt correctly. In 'matching words', distractors often share a prefix or suffix with the target synonym, so reading all five options before deciding is essential. Opposite-word questions penalise choosing an unrelated word rather than a true antonym: 'qualified' is the opposite of 'incapable' because both refer to ability, whereas 'gigantic' merely contrasts in a different dimension.

Q1 (Complete a word): rop / ade : rop (prophecy), ade (persuade)

Both missing segments must form real words when joined to the fragments given. **'Prophecy' and 'persuade' are the only common English words** that fit the letter patterns, and both are on the expected vocabulary list for Year 6. Frequent errors include 'proficy' (misspelling) or 'pervade' (correct spelling but changes the root meaning).

Q4 (Opposite words): advance : recede

'Advance' means to move forward, so its opposite must mean to move backward. **'Recede' is the precise antonym**, describing withdrawal or retreat. 'Progress' is a near-synonym, not an opposite; 'difficult' describes effort rather than direction. Pupils often confuse 'opposite in feeling' with 'opposite in meaning'.

Understanding vocabulary in context (Q1–4, page 3)

Each item presents a sentence followed by two vocabulary questions. Marks depend on choosing the meaning that fits the specific context, not the most common definition of the word. For example, 'conscious' usually means 'awake', but in 'conscious of a creature standing close' it means 'aware'. Re-reading the sentence with each option substituted is the safest method, yet many pupils select the first familiar meaning without testing it.

Q3: 'suspended' in 'drops of dew suspended from the gossamer frame' : a – hung

The dew drops are hanging from the web, held in place but not resting on a surface. **'Hung' captures this sense of being supported from above.** 'Created' describes how the drops formed, not their position; 'glimmering' refers to appearance. Context clues include 'from the frame', which signals attachment rather than motion.

Q4: 'subaquatic' in 'hiding in their subaquatic caves' : b – underwater

The prefix 'sub-' means below and 'aquatic' relates to water, so **'subaquatic' must mean below water or underwater**. The creatures are loaches in an aquarium, confirming they need underwater hiding places. 'Undercover' and 'underneath' are plausible if you ignore the 'aqua' root, but only 'underwater' combines both elements of the word.

Superfluous words (Q1–4, page 3)

These questions ask you to rearrange jumbled words into the longest grammatically correct sentence, then identify one word that does not belong. The superfluous word is often plausible in isolation but creates redundancy or breaks the sentence's logic when included. Marks are awarded for both the correct sentence and correctly identifying the extra word, so even if the rearrangement is perfect, omitting or misidentifying the superfluous word costs the mark.

Q3: the tower traffic suspension carried over the river bridge : tower

(superfluous). Sentence: 'The suspension bridge carried traffic over the river.'

A suspension bridge is a structure that carries traffic, so 'tower' adds no necessary information and does not fit grammatically between the other words. **The distractor 'tower' may tempt pupils who think of bridge towers**, but the sentence is complete and logical without it. 'The tower suspension bridge' is not standard English.

Comprehension: fairground passage (Q1–8, pages 5–7)

This extended narrative rewards close reading and quotation. Several questions ask for multiple pieces of evidence or two reasons, so partial answers earn partial marks. The mark scheme specifies acceptable phrasings, but examiners credit any response that demonstrates understanding, provided it references the text. Pupils lose marks by answering in general terms rather than quoting or paraphrasing specific details, and by missing the instruction to give 'two reasons' or 'three pieces of evidence'.

Q4: Why are the vehicles likened to snakes? : Any two from: they travel close together like one long snake; they twist and turn; they are partially hidden by foliage

The passage describes a 'convoy of camper vans and small lorries' that 'snaked towards the village, always partially hidden by the twists and turns of the road and the thick greenery'. **The metaphor works on three levels: shape, movement and concealment.** Giving only one reason earns one mark; two reasons earn full marks. Generic answers such as 'because they look like snakes' score zero without text evidence.

Q7: Why didn't she tell the truth about the number of vehicles? : Any three from: her mental calculation didn't sound nearly enough; she wanted to tell a good story; she relished the attention; she wanted to make it sound more impressive; it looked as if there were more vehicles than there really were

The text explicitly states her motives: the true number 'didn't sound nearly enough', she 'relished the attention' and wanted to tell 'a good story'. **This question tests whether pupils can synthesise multiple reasons scattered across a paragraph** rather than lifting a single sentence. One mark is awarded for any three valid points; fewer points earn no credit.

Q8: Match literary devices to examples : Alliteration = 'spiders like tiny specks'; Simile = 'spiders like tiny specks of blood'; Metaphor = 'colourful snakes appeared'; Onomatopoeia = 'crackling, sizzling'

Alliteration repeats initial consonant sounds ('spiders... specks'). A simile makes a comparison using 'like' or 'as'. A metaphor describes one thing as another without 'like'. Onomatopoeia uses words that imitate sounds. **The mark scheme awards half a mark per correct pairing, so precision matters.** 'Silver slinky stair' shows alliteration, but the answer key lists it under metaphor, illustrating that one phrase can exhibit multiple devices; the examiner wants the best fit.

Maths: short and long problems (pages 8–9)

Short maths questions test fluent recall and single-step arithmetic; long maths questions require you to extract information, choose an operation and check your answer against the question. Marks are lost when pupils misread the question (finding one angle when asked for another, or calculating cost for five tins when six are needed) or make a single error early in a multi-step problem that cascades through the rest. Always re-read the question after calculating to confirm your answer actually addresses what was asked.

Short Q5: temperature rise from -4° to 18° : 22°

The rise is the difference between the two temperatures. From -4° to 0° is 4 degrees, then 0° to 18° is another 18 degrees, giving $4 + 18 = 22^{\circ}$. A common error is to subtract $18 - 4 = 14$, forgetting that crossing zero adds both distances. Drawing a number line or checking with easier numbers (-1 to 2 is 3 , not 1) prevents this mistake.

Long Q3: cheapest shop for 6 tins of paint : B

Shop A: $6 \times \text{£}5.99 = \text{£}35.94$. Shop B: buy 4 tins (2 pairs), get 2 free, so $4 \times \text{£}7.99 = \text{£}31.96$. Shop C: one pack of 5 for $\text{£}29$ plus 1 tin at $\text{£}8.49 = \text{£}37.49$. **Shop B is cheapest at $\text{£}31.96$** because the offer effectively gives one-third off. Pupils often miscalculate the 'buy 2 get 1 free' structure by adding the free tins' price or forgetting the sixth tin in Shop C.

Long Q4: cakes with pink icing AND silver sprinkles AND white chocolate star : 4

You need a cake that is divisible by 4, 5 and 3, so find the lowest common multiple: $\text{LCM}(3,4,5) = 60$. In 240 cakes, there are $240 \div 60 = 4$ **cakes that meet all three conditions**. Many pupils count each condition separately ($60 + 48 + 80$) instead of finding the overlap, or list multiples by hand and miss one.

Data questions: table and line graph (pages 9–10)

Data questions require careful reading of axis labels, keys and units. The table on page 9 lists wholesale price, retail price and profit; the line graph on page 10 shows distance over time with two distinct journeys. Marks are lost when pupils subtract the wrong values (wholesale from profit instead of wholesale from retail), misread the scale (confusing 2:20 with 2:02) or forget to convert minutes to hours when the question asks for hours.

Q3 (table): average wholesale price : $\text{£}10.26$

Add the five wholesale prices: $\text{£}5.20 + \text{£}8.75 + \text{£}11.30 + \text{£}15.60 + \text{£}10.45 = \text{£}51.30$. Divide by 5: $\text{£}51.30 \div 5 = \text{£}10.26$. Pupils sometimes average only four values or round incorrectly. Always count the number of items before dividing, and carry pence to two decimal places in money questions.

Q6 (graph): time to reach the station : 1 hour (60 minutes)

Philip leaves home at 2:00 pm (distance zero) and arrives at the station (3000 m) at 3:00 pm. The journey time is $3:00 - 2:00 = 1$ hour. Some pupils measure from 2:00 to the first stop at 2:20, or confuse the outward and return legs. The question asks for time to the station, not total journey time.

Non-verbal reasoning (pages 10–11)

These questions test pattern recognition, spatial reasoning and logical sequencing without relying on language. Marks depend on identifying the rule that governs a sequence or transformation and applying it systematically. Common errors include choosing a pattern that shares one feature with the correct answer but violates another rule, or failing to check all five options before deciding. If two answers look plausible, compare them side by side and state the rule aloud to spot the difference.

Q3: code matching : c (LR)

Each pattern is coded by two letters: the first describes the outer shape, the second the fill. Comparing the given codes to the final pattern, **L matches the outer shape and R matches the fill pattern, so the code is LR**. Writing out the rule before checking options prevents off-by-one errors and confirms you have decoded both parts correctly.

Q5: cube net : b

The net shows a heart on one face, a black square on another, a diamond on a third and an arrow on the base. When folded, the heart and diamond are on opposite faces, and the black square is adjacent to the heart. **Only cube b matches this arrangement**. Sketching or mentally folding the net and checking each visible face against the options eliminates cubes a, c, d and e, which place symbols on the wrong faces or orientations.

Q8: which two patterns are the same? : a and c

Rotate each pattern to a standard orientation and compare the positions of the arrows and the double-line base. Patterns a and c both have the diamond centred, the same arrow directions and the double line in the same relative position. **They are identical after rotation**. Patterns b, d and e differ in arrow orientation or the position of the double line. Drawing grid references or counting elements in each quadrant helps when rotation alone is unclear.

Next steps

Review every incorrect answer with the question paper and source text or diagram in front of you. For comprehension, re-read the relevant paragraph aloud and underline the sentence that contains the answer; for maths, redo the calculation on paper and check each step; for non-verbal reasoning, verbalise the rule in your own words. If the same type of error recurs across several questions (e.g. misreading negative numbers, confusing simile with metaphor, or missing rotated symmetry), that topic needs a focused practice session with fresh examples before attempting another full paper.

If your child scored above 80, prioritise timed practice under exam conditions and extend their vocabulary and reasoning with harder material (11+ advanced papers or subject-specific workbooks). If the score falls between 55 and 80, identify the two weakest sections and spend a week on targeted exercises before returning to mixed papers. Below 55 suggests foundational gaps: consider dropping back to 10+ or Year 5 materials for the weakest areas, then rebuilding confidence with easier mixed papers before returning to this level. Record scores on a tracker sheet so progress becomes visible over time, and revisit this paper in four to six weeks to measure improvement.

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