

11+ PRACTICE PACK

CSSE 11+ English 2022

Complete Practice Pack

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01 Question Booklet

CSSE 11+ English. Work through this paper first.

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

02 Answers

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

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

PRACTISE THE REAL THING

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First Name:

Last Name:

Candidate Number:

Primary School:

Boy or Girl:

Date of Birth:

Today's Date:

Test Taken At:

READ THE FOLLOWING CAREFULLY:

This test consists of three parts:

- A COMPREHENSION (30 minutes plus 10 minutes reading time)
- APPLIED REASONING QUESTIONS (10 minutes)
- CONTINUOUS WRITING (20 minutes)

TOTAL TIME: 1 hour 10 minutes

AFTER THE FIRST 10 MINUTES YOU DO NOT NEED TO WAIT TO BE TOLD TO CARRY ON TO THE NEXT SECTION.

1. Do not open this booklet until you are told to do so.
2. Inside the booklet is a separate passage. Read the passage and questions carefully when you are told to do so. **You have 10 minutes.** Then answer the questions in the booklet.
3. Think carefully about the passage and its meaning.
4. Work quickly but carefully through the questions.
5. The number of marks available for each section is indicated in the right hand margin.
6. Correct spelling and grammar will be awarded marks.
7. Punctuation should be clear and exact.
8. Where you are asked to choose between a number of responses choose always the most appropriate response.
9. If you finish with time to spare, please remember to check your work.
10. **Once the test has begun you should not ask questions about the test.**

NOT TO BE FILLED IN BY PUPIL

PAGE	SCORE	
	R	W
1 (6)		
2 (12)		
3 (10)		
4 (11)		
5 (1)		
6 (5)		
TOTAL (45)		
INITIALS OF MARKER(S)		

REMEMBER: this is not a test of memory.
You can look back at the passage to check your answers as many times as you want.

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SPEND ABOUT 30 MINUTES ON THIS SECTION.

SECTION ONE

Please do not write in this space

1. (a) Read lines 1-4. Does Priestley suggest that the weather is nice?
Please tick your answer.

1 mark

Yes

No

(b) Give two reasons for your answer.

2 marks

-
.....
.....
-
.....
.....

2. What two types of food does Priestley state was served to the boys and Inigo at midday dinner?

1 mark

-
-
-

3. What job did Inigo have to do during the midday dinner?

1 mark

-
-
-

4. How did Inigo feel at the end of the midday dinner?

1 mark

-
-
-

R
W
(6)

5. Priestley gives the reader several reasons to explain why Inigo decided to go and read under a tree at the back of the school. Write two of these reasons below. Write in proper sentences.

3 marks

Please do not write in this space

-
-
-
-
-
-
-
-
-
-

6. List four things that Inigo discovers when he wakes up.

4 marks

-
-
-
-
-
-
-
-
-
-

7. Read again Priestley's description of the headteacher, Mr Tarvin: 'He was a spectacled pompous little man, with an unusual and quite misleading expanse of forehead and a large and shaggy moustache that had been trained to hide what would undoubtedly be a weak mouth.'

Here, Priestley describes Mr Tarvin as unlikeable. How does he do this? Write down two quotations and then explain how the quotation shows that Mr Tarvin is unlikeable. Write your explanations in proper sentences.

5 marks

- Quotation:
-
- Explanation:
-
-
-
- Quotation:
-
- Explanation:
-
-
-

R
W
(12)

13. Write a synonym (a word or a few words with the same meaning as the word used by Priestley in the text) for the following words.

5 marks

Please do not write in this space

For example: 'shovelled' (line 2)Thrown/crushed/packed

- a) innumerable (line 5)
- b) shaggy (line 16).....
- c) examined (line 20).....
- d) withered (line 28).....
- e) impudently (line 31).....

14. When Priestley describes the cheese as 'the wooden slab of cheese' (lines 26-27) what ideas does he give to the reader about the cheese? Explain your answer.

2 marks

.....

.....

.....

.....

15. How do Inigo and Mrs Tarvin feel about each other? Explain your answer using evidence from the text.

4 marks

a) How does Inigo feel about Mrs Tarvin?

.....

.....

.....

.....

b) How does Mrs Tarvin feel about Inigo?

.....

.....

.....

.....

R
W
(11)

16. At the very end of the extract, Priestley has Mrs Tarvin react to Inigo in the following way:

1 mark

Please do not write in this space

'When you are young... you imagine you can say anything or do anything. Though that is often a mistake, quite a mistake.'
She looked at him steadily through her steel spectacles.

What do you think Mrs Tarvin is really saying to Inigo in these lines?

.....
.....
.....
.....
.....

GO TO NEXT PAGE FOR APPLIED REASONING QUESTIONS.

R
W
(1)

SPEND ABOUT 10 MINUTES ON THIS SECTION.

SECTION TWO**APPLIED REASONING** (You should spend about 10 minutes on this section)Please do
not write in
this space

Complete the two words, in each question, using the same pair of letters. Each word is missing the same two letters. In the second word, the missing letters are reversed.

For example: he() ()d and t() ()de

should be completed he(a)(r)d and t(r)(a)de

Question 1

1 mark

bl()d() and bl() ()k

Question 2

1 mark

()rg()e and h()m()n

Question 3

1 mark

() ()one and s()ee()

Complete the two words using the same pair of consecutive letters, in the same order.

For example: cu() ()ed and bu() ()ts

should be completed cu(r)(s)ed and bu(r)(s)ts

Question 4

1 mark

an() ()es and tic() ()e

Question 5

1 mark

us() ()ul and () ()fort

**GO TO SEPARATE BOOKLET ON YOUR DESK TO ANSWER
THE CONTINUOUS WRITING QUESTIONS.**

R
W

(5)



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ENGLISH

10 MINUTES READING TIME

60 MINUTES TO COMPLETE THE TEST

Suggested timing for candidates:

- READING TIME:10 minutes
- SECTION ONE: COMPREHENSION30 minutes
- SECTION TWO: APPLIED REASONING10 minutes

Go to the separate booklet on your desk to answer the continuous writing questions.

- SECTION THREE: CONTINUOUS WRITING20 minutes

Read the passage that starts overleaf carefully when you are told to do so. After ten minutes has ended you will have 60 minutes to complete the test. Answer the questions which are on the following pages.

The passage is from 'The Good Companions' by J. B. Priestley.

To the left of each line you will see the lines have been numbered. This will help you when you are answering the questions.

Great Northern Books, has granted copyright permission 19th July 2021, for this extract to be taken from 'The Good Companions' by J. B. Priestley.

GO TO NEXT PAGE

This passage is from 'The Good Companions' by J. B. Priestley. In this passage Inigo Jollifant is living and working as a teacher at a boys' boarding school. Priestley shows the reader that Inigo has strong feelings about the headteacher of the school (Mr Tarvin), the headteacher's wife (Mrs Tarvin) and the food he has to eat.

1 Sunday was surprisingly warm for a late September day. It was not, however, a pleasant
2 and bright warmth, but a sulky grey heat, as if the whole place had been shovelled into a huge dim
3 oven. Not a breath stirred the surrounding fields, and all the air inside the school seemed to have
4 been used over and over again. Midday dinner with the boys had been a misery, and Inigo, who
5 had hacked off innumerable slices of boiled beef, and had had some greasy carrots, felt hot, sick
6 and cross.

7 Inigo crawled away from the dining room with his book. After a few minutes in his stuffy
8 little room, he decided to go out and read under one of the five trees at the back of the school.
9 There he found his tree and proceeded to stun the gigantic and silly afternoon with *The Straw Hat*
10 *Mystery*, which he did not finish because he fell asleep. When he awoke he made a number of
11 discoveries, the most important of them being that it was past tea-time and much cooler and that
12 he was very stiff and had a slight headache. He limped back to his room.

13 When Inigo came down, two hours later, to the usual Sunday night cold supper, he was
14 feeling hungry. Everybody was there, but only Mr Tarvin was making an effort to talk. He was a
15 spectacled pompous little man, with an unusual and quite misleading expanse of forehead and a
16 large and shaggy moustache that had been trained to hide what would undoubtedly be a weak
17 mouth. He had a habit of punctuating his speech with a curious explosive sound, which must be
18 inadequately represented by 'chumba'.

19 There was the boiled beef, now cold, with beetroot and mashed potatoes. Mrs Tarvin,
20 however, had a generous plate of cold chicken in front of her. Inigo examined it out of the corner
21 of his eye. They all champed their way through the first course. Inigo was convinced that he was
22 suffering from a fit of deep depression. 'My heart aches,' he told himself, poking away at a slippery
23 piece of beetroot. He seemed to have spent nearly all his glittering young adulthood eating cold

24 meet with these people

25 The plates were changed. Before Mrs Tarvin a dish of crème caramel and a jug of cream
26 were placed. Then came, for the rest of the diners, the usual bread and butter and the wooden
27 slab of cheese – and stewed prunes. They were not even new prunes, Inigo declared angrily to
28 himself; they were old and withered prunes, the very prunes, he was ready to take oath, that he
29 himself had rejected several days ago, prunes that by this time he knew shudderingly by sight.

30 ‘No, thank you,’ he cried when the dish came his way. ‘Not for me. I don’t like prunes. Do
31 you like prunes, Mrs Tarvin?’ he added impudently. There was an instant hush.

32 ‘I don’t think I’ve asked you, Mr Jollifant,’ she replied coldly, ‘to consult me about my taste
33 in food. As a matter of fact, I used to be very fond of prunes, very fond of prunes – ’

34 ‘I thought I was at one time,’ Inigo put in recklessly, ‘but now I find I can’t stand them.’

35 ‘But I am not allowed now to eat everything I like,’ she went on, ‘not allowed at all. I have
36 to be careful, to be very careful.’

37 ‘Certainly. Very careful. Chumba,’ said her husband.

38 ‘When you are young, you can eat anything, anything at all,’ she pursued, ‘just as
39 sometimes you imagine you can say anything or do anything. Though that is often a mistake,
40 quite a mistake.’ She looked at him steadily through her steel spectacles.

END OF PASSAGE



Paper Notes: 11+ English 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 the **CSSE 11+ English** main examination paper for **2022 entry**, produced by **The Consortium of Selective Schools in Essex**. It is a comprehensive entrance test designed for candidates applying to **Year 7** grammar school places, assessing a wide range of literacy skills within a structured **70-minute** exam.

The paper comprises **three distinct sections**: an extended reading comprehension based on a literary extract from J. B. Priestley's *The Good Companions*, a short applied reasoning section testing word logic and pattern recognition, and a continuous writing exercise completed in a separate booklet. Questions progress from straightforward retrieval to sophisticated analysis of authorial technique, requiring pupils to retrieve information, infer meaning, analyse language, and demonstrate knowledge of synonyms and figurative devices.

Candidate responses are marked out of **45 marks** for the comprehension and reasoning sections alone, with additional assessment of the separate writing booklet. The paper is suitable for able **10 to 11-year-olds** preparing for selective secondary school entrance, and it demands strong command of written English, quotation, and explanation of literary effects. Spelling, grammar, and clarity of expression are explicitly credited throughout.

How this paper is organised

The test opens with a **10-minute reading period** during which candidates study a literary passage and the accompanying questions before commencing answers. After this initial reading phase, pupils have **60 minutes** to complete the remaining work without further supervision.

Section One (Comprehension) carries **30 marks** allocated across **16 questions**, ranging from **1 to 5 marks** each. Candidates must answer retrieval questions (identifying food types, jobs, feelings), inference tasks (interpreting weather descriptions, explaining Inigo's motivations), and detailed language analysis (exploring quotations from Priestley's description of Mr Tarvin, explaining the effect of the phrase "wooden slab of cheese", and finding five synonyms). The section also includes a two-mark question asking what Mrs Tarvin is served for main course and dessert, and a final inference question about Mrs Tarvin's veiled warning to Inigo.

Section Two (Applied Reasoning) occupies approximately **10 minutes** and awards **5 marks** for five word-puzzle questions. Pupils complete missing letters in pairs of words where the same two letters appear in forward and then reversed order, or in consecutive positions. **Section Three (Continuous Writing)** is answered in a separate booklet and takes **20 minutes**; its mark allocation is not printed in this question paper.

Topics covered

- Reading comprehension of twentieth-century literary prose, specifically a passage by **J. B. Priestley** depicting life at a boys' boarding school with satirical descriptions of food, teachers, and social hierarchy
- Retrieval of explicit information (identifying types of food served, the weather conditions, the job Inigo performed, and the things he discovers on waking)
- Inference and interpretation of character mood and motivation (why Inigo chose to read under a tree, how he felt after dinner, what Mrs Tarvin's closing remark implies)
- Quotation and explanation of **authorial technique** in character description (analysing Priestley's use of adjectives such as "pompous", "shaggy", and "misleading" to create an unlikeable portrait of Mr Tarvin)
- Analysis of **figurative and connotative language** (interpreting "now cold" to suggest neglect or poor quality, explaining the verb "champed" to imply harsh eating, unpacking the metaphor "wooden slab of cheese")
- Identification of **synonyms** for vocabulary including "innumerable", "shaggy", "examined", "withered", and "impudently"
- Understanding of relationship dynamics and subtext (how Inigo and Mrs Tarvin feel about each other, evidenced through dialogue and narrative comment)
- Applied reasoning through **word puzzles** requiring pattern recognition, letter reversal (e.g. heard/trade logic), and consecutive-letter completion
- Precise use of **quotation and sentence-level explanation** in analytical answers, with credit for correct spelling, grammar, and punctuation
- Continuous writing (in separate booklet) assessed for creativity, structure, vocabulary range, and technical accuracy

How to use this paper for revision

- Re-read the passage at least twice during the 10-minute reading time: first for overall sense and plot, then to mark or mentally note where key facts and descriptive phrases appear, so you can locate them quickly during the question phase.
- For synonym questions (question 13), think of words you would naturally use in conversation or simpler writing, then check the spelling carefully before committing your answer, as correct spelling is explicitly marked.
- When asked to explain a quotation or phrase, always write a full sentence that begins by identifying the effect or impression created, then link that effect back to the specific words chosen by the author.
- In the applied reasoning section, work methodically through the alphabet if stuck on a letter pair, testing vowel combinations first (e.g. EA, EE, OO, AR) because these are statistically more common in English word puzzles.
- Budget your time strictly: aim to finish the comprehension by 40 minutes, the reasoning by 50 minutes, leaving 20 minutes for the continuous writing in the separate booklet, which carries significant weight.
- Check each answer for basic errors in the final five minutes: missing capital letters, incomplete sentences, or words left half-finished, all of which lose marks under the grammar and spelling criteria.
- Practise writing analytical explanations under timed conditions, focusing on linking textual evidence to the point you are making, as questions 7, 11, 14, and 15 all require this skill and together carry 14 marks.

Common mistakes to avoid

- Quoting a phrase from the text without then explaining how or why it creates the effect asked for in the question, particularly in questions 7 and 14 where explanation is explicitly required for full marks.
- Listing more than the requested number of points (e.g. writing five reasons when only two are asked for in question 5), then failing to develop any of them properly, wasting time and missing clarity marks.
- Misreading "now cold" (question 8) as a neutral statement of fact rather than a critical comment on poor hospitality, missing the connotation of neglect and unappetising food.
- Confusing the characters: mixing up what Inigo eats (cold beef) with what Mrs Tarvin eats (cold chicken and crème caramel), or attributing Mr Tarvin's "chumba" to another character.
- Writing a single-word answer when the question asks for an explanation "in proper sentences" (questions 5, 9, 11), immediately capping the available marks at zero or one.
- Rushing the applied reasoning section and guessing letter pairs without testing both words for validity, leading to non-words or incorrect spellings that score zero even if one word works.

Exam technique

Begin by using the **10-minute reading period** strategically: read the passage once for story and mood, then skim the questions to identify which ask for facts, which ask for inference, and which ask for analysis, so you know where to hunt for evidence when time starts. Underline or circle key phrases in the passage (e.g. Priestley's description of Mr Tarvin, the food served to Mrs Tarvin) to save re-reading time later.

Tackle the comprehension questions in order but do not dwell on any single question beyond its mark value; if a 1-mark question stumps you after 30 seconds, make your best guess and return to it if time permits. Aim to complete the comprehension in **30 minutes**, the applied reasoning in **10 minutes**, and the continuous writing in **20 minutes**. Keep one eye on the clock and ensure you move to the reasoning section by the 40-minute mark, even if a few comprehension answers remain incomplete.

For high-mark explanation questions (5, 7, 11, 14, 15), write in **P.E.E. structure**: make a **Point**, provide **Evidence** (quotation), then **Explain** how that evidence supports your point. Always copy quotations accurately and place them in inverted commas. In the applied reasoning section, write your letter answers clearly in the brackets provided

and double-check that both words make sense before moving on. If time allows, spend the final five minutes proofreading your handwriting, spelling, and sentence completion, as presentation and accuracy contribute to your overall grade.

What to revise alongside this paper

To prepare thoroughly for this paper, practise **comprehension of classic and modern literary fiction**, focusing on twentieth-century authors such as Dickens, Austen, and modern novelists who use rich descriptive prose and character comedy. Work on identifying **tone, mood, and narrative perspective**, as Priestley's satirical voice requires you to read between the lines and detect irony and criticism beneath surface description.

Strengthen your **vocabulary knowledge** by learning synonyms for common adjectives and verbs, particularly those describing appearance (shaggy, withered, pompous), behaviour (impudently, examined), and quantity (innumerable). Use a thesaurus regularly and test yourself by rewriting sentences from books or articles using alternative word choices. **Word puzzles and anagrams** will sharpen the pattern-recognition skills needed for the applied reasoning section; online resources and puzzle books offer daily practice that builds speed and accuracy.

For the continuous writing component, revise **creative writing techniques** including story structure, varied sentence openers, ambitious vocabulary, and accurate paragraphing and punctuation. Practise writing a complete short story or descriptive piece in exactly 20 minutes, then review it against a simple checklist: clear beginning, varied sentences, no repeated words, full stops and capital letters correct, and a satisfying ending. Regular timed practice under exam conditions will build both fluency and confidence.

Key terms

Inference, Quotation, Explanation, Synonym, Character description, Authorial technique, Connotation, Figurative language, Metaphor, Narrative voice, P.E.E. (Point, Evidence, Explanation), Retrieval, Subtext, Literary prose, Applied reasoning

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2022 Entry Test 1 ENGLISH

ENGLISH PAPER MAIN TEST 1 FOR 2022 ENTRY

Marking Scheme

ENGLISH PAPER MAIN TEST 1 FOR 2022 ENTRY – ANSWERS (The Good Companions)

Candidates must **NOT** tick more boxes than they are instructed to. Any who do will lose all the marks for that question.

Question	Answer	Marks										
1.	<p>a) NO.</p> <p>b) Reasons may include: Priestley states the heat ‘was not a pleasant heat’/the heat is described as ‘sulky’/Priestley describes the place as an ‘oven’ which suggests that people were feeling cooked alive/ there is no breath in the surrounding fields – suggesting people cannot breathe//There is a suggestion that all the ‘air inside the school’ had been ‘used over and over again’.</p> <p>– Please give one mark for each correct reason. Direct quotations are allowed.</p> <p>– Please do not mark as correct if students refer to food: this is not answering the question.</p>	3 marks										
2.	Beef and carrots.	1 mark										
3.	<p>Carve/cut the beef – can accept a direct quotation: ‘hacked off innumerable slices of boiled beef’.</p> <p>Can also accept quotations that show candidate has understood Inigo’s job in the school and have inferred ‘Inigo had to sit with the boys’ or ‘Inigo had to make sure that the boys had beef.’</p> <p>– DO NOT accept verb only: ‘Inigo had to slice’.</p>	1 mark										
4.	‘Hot, sick and cross.’ Direct quotations are fine. Students only get the mark for mentioning Inigo’s mixture of bad feelings: do not award the mark if they only state that Inigo feels ‘hot’ or ‘sick’.	1 mark										
5.	<p>Answers could include:</p> <p>– Inigo felt ‘sick’ after his lunch so wanted to be outside.</p> <p>– His room was ‘too stuffy’ to be comfortable in so he went outside.</p> <p>– He would get shade from being under the tree.</p> <p>– He wanted to get through the afternoon (wanted to ‘stun the gigantic and silly afternoon’) so reading was a good way to kill time.</p> <p>One mark per clear answer and one additional mark for SPaG.</p>	3 marks										
6.	<p>– He has missed tea / ‘it is past tea-time’ / accept ‘he is hungry’ as this infers understanding.</p> <p>– It is cooler.</p> <p>– He is very stiff/He has to limp when he returns to his room.</p> <p>– He has a headache.</p> <p>To award all four marks, candidates need to cover Inigo’s four separate discoveries. Direct quotations are fine.</p>	4 marks										
7.	<p>Answers can include:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">QUOTATIONS</th> <th style="text-align: left;">EXPLANATION</th> </tr> </thead> <tbody> <tr> <td>‘pompous’</td> <td>Mr Tarvin wants to show off and boss people around.</td> </tr> <tr> <td>‘expanse of forehead...[which is described as] misleading’.</td> <td>Mr Tarvin looks like he should have a large brain/be intelligent but is actually stupid.</td> </tr> <tr> <td>Mr Tarvin’s ‘mouth’ (if seen) would be ‘weak’.</td> <td>Suggests that Mr Tarvin’s personality is also weak.</td> </tr> <tr> <td>Mr Tarvin has ‘trained his moustache to hide’ his mouth.</td> <td>Suggests that Mr Tarvin is vain or deceitful.</td> </tr> </tbody> </table> <p>One mark for each well selected quotation (maximum 2 marks). One mark for each clear explanation (maximum 2 marks). One mark for accurate SPaG for explanation (no need to attach SPaG to quotations).</p>	QUOTATIONS	EXPLANATION	‘pompous’	Mr Tarvin wants to show off and boss people around.	‘expanse of forehead...[which is described as] misleading’.	Mr Tarvin looks like he should have a large brain/be intelligent but is actually stupid.	Mr Tarvin’s ‘mouth’ (if seen) would be ‘weak’.	Suggests that Mr Tarvin’s personality is also weak.	Mr Tarvin has ‘trained his moustache to hide’ his mouth.	Suggests that Mr Tarvin is vain or deceitful.	5 marks
QUOTATIONS	EXPLANATION											
‘pompous’	Mr Tarvin wants to show off and boss people around.											
‘expanse of forehead...[which is described as] misleading’.	Mr Tarvin looks like he should have a large brain/be intelligent but is actually stupid.											
Mr Tarvin’s ‘mouth’ (if seen) would be ‘weak’.	Suggests that Mr Tarvin’s personality is also weak.											
Mr Tarvin has ‘trained his moustache to hide’ his mouth.	Suggests that Mr Tarvin is vain or deceitful.											
8.	<p>– It is the same beef from midday dinner/it is the left-overs of the meal that Inigo was eating at the start of the extract.</p> <p>– Do not accept an answer that says ‘beef was hot and is now cold’: candidates must make clear that old food is being re-used.</p>	1 mark										

Question	Answer	Marks
9.	<ul style="list-style-type: none"> – It was really hard to eat as <u>champ sounds harder than just chewed</u> (perceptive students may mention that ‘champed’ is onomatopoeic thanks to its harsh sound)/when horses champ at the bit, they are <u>chewing metal</u>. – The food took a very long time to chew and swallow <u>as they champed like an animal</u>. – Also accept: <u>the people were champions for managing to eat the food</u> as champed sounds like champion. (Do not accept an answer that suggests that people ate the food with enthusiasm; candidates need to show understanding of the quotation within context). One mark for a simple explanation. One mark for a clear explanation (eg, the underlined section). One mark for accurate SPaG.	3 marks
10.	<ul style="list-style-type: none"> – Very depressed/very fed-up/insulted/‘convinced he was suffering from a fit of deep depression’. – Inigo’s heart ‘aches’. – Do not accept ‘bored’. 	1 mark
11.	Inigo feels that he should not be at the boarding school: <u>he is growing old too quickly as he has spent ‘nearly all his young adulthood’ there</u> . <ul style="list-style-type: none"> – Inigo feels that he is better than the people at the school <u>as he has the ability to ‘glitter’</u>. – Inigo does not like working with the people at the school – <u>he refers to them as ‘these people’ which suggests a sense of distance/that Inigo is different</u>. One mark for simple statement. One mark for explanation (eg, the underlined section). One mark for SPaG.	3 marks
12.	A) Cold chicken / ‘a generous plate of cold chicken’. B) Crème Caramel and a jug of cream. – It is fine to accept direct quotations for this question. Candidates do not need to mention the jug of cream to get the mark for 12b.	2 marks
13.	a) Countless/lots/many b) Untidy/messy c) Studied/closely watched d) Shrivelled/wrinkled e) Cheekily/rudely	5 marks
14.	<ul style="list-style-type: none"> – One mark for a simple (but accurate) assertion: The cheese is horrible/the cheese cannot be eaten. – Two marks for a clear explanation: The cheese might be painful to eat as if someone tried to eat wood they could hurt their teeth or get splinters in their mouth. The cheese cannot be eaten as no-one can eat wood: wood is not a food. The cheese would be as unpleasant and impossible to eat as trying to eat a large piece of wood. A slab is something cold and hard and suggests the cheese is impossible to eat.	2 marks
15.	a) Inigo does not like Mrs Tarvin (please mark as correct students who state that Inigo thinks that Mrs Tarvin is pompous, unfair, selfish, mean etc). <ul style="list-style-type: none"> – He watches her getting a generous plate of cold chicken ‘out of the corner of his eye’ which suggests envy, jealousy or that he knows she is unfair. – He is angry that the prunes are returned – even though he believes that he has already sent the prunes away on earlier evenings as not being fit to eat. – He ‘shudders’ and feels angry at the food that he is given to eat. – He calls out to try and make Mrs Tarvin eat the prunes: he tries to start an argument with her in front of everyone. b) Mrs Tarvin does not like Inigo (please mark as correct students who state that Mrs Tarvin thinks that Inigo is rude, ungrateful, beneath her, inexperienced, etc). <ul style="list-style-type: none"> – She replies to him ‘coldly’. – She makes clear that she does not like him asking her questions when she says ‘I don’t think I’ve asked you to consult me...’ – The fact that the hall instantly hushes suggests that people think there might be a fight which suggests that neither Inigo or Mrs Tarvin like each other. DO NOT ACCEPT answers which state that Mrs Tarvin does not like Inigo as she gives him horrible food: Priestley is clear that Mrs Tarvin ensures that everyone except herself is given the horrible food. Please give one mark for each feeling that Inigo and Mrs Tarvin feel for each other (maximum of two marks). Please give one mark for each clear explanation (maximum of two marks).	4 marks
16.	<ul style="list-style-type: none"> – She is threatening him (perceptive students may write that she is threatening to have him fired). – She is warning him to never be rude to her again. – By repeating ‘a mistake’ she is telling Inigo to not make an enemy of her. – She is telling Inigo that she is a lot more powerful than he is. – She is telling him that he is too young and doesn’t know that she is cleverer than he is. Give one mark for a reasonable interpretation.	1 mark
	TOTAL	40 marks
	Applied Reasoning (1 mark per question) Q1. blade and bleak Q2. argue and human Q3. phone and sheep Q4. ankles and tickle Q5. useful and effort	5 marks
	TOTAL	45 MARKS

Answer-Key Notes: 11+ English 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

The mark scheme gives model answers and indicative content for each question, but does not always explain **why a particular answer is correct** or why another tempting response falls short. When you mark your child's work, distinguish between slips (misspelling 'sulky', missing the word 'and') and conceptual gaps (thinking any reference to heat supports the answer, failing to infer character motive from description). A careless error on Q2 matters less than repeatedly missing inference questions.

Use the worked examples below to understand the reasoning behind trickier answers. If your child's response differs from the mark scheme, ask whether it meets the same criteria before deciding it is wrong. Some questions reward multiple valid phrasings.

Record which question types caused difficulty. If comprehension of character description (Q7, Q15) or metaphor (Q14) proved hard, that pattern will guide future practice more effectively than a raw score alone.

Score interpretation

This paper carries **45 marks in total**: 40 for comprehension (Q1–16) and 5 for applied reasoning (the word-completion puzzles). A score above 36 suggests strong inference skills and vocabulary; between 27 and 35 indicates solid understanding with room to sharpen evidence selection and synonym recognition; below 27 points to gaps in close reading or unfamiliarity with literary language that will benefit from explicit teaching.

Because the passage is dense nineteenth-century prose, even confident readers may stumble on questions that demand multiple inferences (Q11, Q15, Q16). A child who scores well on factual retrieval (Q2, Q3, Q12) but loses marks on explanation questions has understood the surface but not yet learned to justify answers with textual evidence. Conversely, a candidate who correctly explains Mr Tarvin's vanity or Inigo's frustration (Q7, Q11) but misses a synonym (Q13) may simply need wider reading rather than comprehension practice.

The applied-reasoning section tests pattern-spotting under time pressure. Losing one or two marks there is normal; losing four or five suggests rushing or unfamiliarity with the reversal format, both of which improve with timed practice.

Worked examples

Retrieval and simple inference, Q1–6

These questions test whether the reader can locate explicit details and make straightforward inferences from single sentences. **Marks are lost when candidates quote accurately but fail to explain**, or when they offer a plausible idea unsupported by the text. For Q1b, stating only that it is hot is insufficient; the mark scheme requires evidence that the heat is *unpleasant*. For Q5, listing one reason earns one mark, but full marks require two reasons *and* accurate spelling, punctuation and grammar.

Q1b : The heat 'was not a pleasant heat' / described as 'sulky' / place compared to an 'oven' / no breath in the fields / air 'used over and over again'

The question asks for reasons *why* the weather is not nice, so any answer that stops at 'it was warm' or 'there was food' misses the point. Priestley uses negative or oppressive language ('sulky', 'oven', air re-used) to show discomfort. Candidates who write 'the beef was horrible' are answering a different question; food is not weather. Two distinct pieces of evidence, each clearly unpleasant, secure the two marks.

Q3 : Carve / cut the beef (or direct quotation: 'hacked off innumerable slices of boiled beef'); also accept inferences like 'sit with the boys' or 'ensure the boys had beef'

The mark scheme rewards understanding of Inigo's role, not just a verb. Writing 'slice' alone is too vague. The text says Inigo 'hacked off innumerable slices', which implies both the physical action and the supervisory duty. An answer like 'Inigo had to make sure the boys got their beef' demonstrates inference and is acceptable because it captures his responsibility during the meal.

Q5 : Felt sick after lunch / room too stuffy / wanted shade / wanted to pass the time ('stun the gigantic and silly afternoon')

One mark for each clear reason, plus one mark for spelling, punctuation and grammar across the whole answer. Many candidates list only one reason and lose two marks. The phrase 'stun the gigantic and silly afternoon' is metaphorical; recognising that Inigo is bored and wants to kill time shows proper inference. Answers must be written in sentences to earn the SPaG mark.

Character analysis and language, Q7, Q9, Q14

These questions ask **how** Priestley's word choices create meaning. Marks depend on selecting an apt quotation *and* explaining its effect. For Q7, the mark scheme awards up to

two marks for quotations and up to two for explanations, plus one SPaG mark; generic comments ('this shows he is bad') earn nothing. For Q9 and Q14, the explanation must go beyond paraphrase and show understanding of connotation or metaphor.

Q7 : Quotation: 'pompous' / 'expanse of forehead...misleading' / 'weak' mouth / moustache 'trained to hide'. Explanation: wants to show off / looks intelligent but is stupid / personality is weak / vain or deceitful.

The question targets *unlikeable*, so the explanation must link the quotation to a negative trait. 'Pompous' suggests arrogance. An 'expanse of forehead' normally implies intelligence, but Priestley calls it 'misleading', so Mr Tarvin only *looks* clever. Training a moustache to hide a weak mouth implies vanity and deception. Candidates who quote without explaining, or who explain without quoting, lose half the available marks.

Q9 : 'Champed' suggests the food was hard to eat / took a long time / eaten like an animal (horses champ metal bits); perceptive answers note the harsh onomatopoeic sound or the pun on 'champion' for managing to eat it.

The verb 'champ' is normally used for horses biting metal, so applying it to people eating beef implies the food is tough, unpleasant and requires effort. The question is worth three marks (simple explanation, clear explanation, SPaG), so a one-sentence answer will not score full marks. Do **not** accept 'they ate enthusiastically'; the context makes clear the meal is miserable, and champing conveys struggle, not enjoyment.

Q14 : Simple: the cheese is horrible / cannot be eaten. Clear: as unpleasant as eating wood / would hurt your teeth or give splinters / wood is not food / cold, hard slab implies inedible.

Comparing cheese to wood is a metaphor for texture and edibility. Wood is hard, tasteless and dangerous to bite; the comparison tells the reader the cheese is dried out and unappetising. One mark for recognising the cheese is bad, a second mark for explaining the metaphor properly. Answers that ignore 'wooden' and write only 'it's a slab so it's cold' miss the point of the comparison.

Inference about feelings and relationships, Q10, Q11, Q15, Q16

These questions require candidates to synthesise evidence from several lines and to distinguish between what the text *states* and what it *implies*. Q11 and Q15 each carry three or four marks because they demand multiple inferences. **Marks are lost when a candidate lists facts without explaining what they reveal** about emotion or attitude. For Q15, the mark scheme explicitly rejects the idea that Mrs Tarvin dislikes Inigo because she gives him

bad food; Priestley makes clear she gives everyone except herself bad food, so that evidence does not prove personal animosity.

Q11 : Inigo feels he should not be there (wasting his 'glittering young adulthood') / feels superior ('these people') / dislikes his colleagues (sense of distance).

The phrase 'glittering young adulthood' is Inigo's internal voice; he believes he is too talented for this job and is ageing prematurely in a dreary environment. Calling them 'these people' creates distance and suggests contempt. One mark for a simple statement of feeling, one for explaining the evidence, one for SPaG. Answers that only say 'he is bored' are too vague and miss the undertone of resentment.

Q15 : (a) Inigo dislikes Mrs Tarvin: watches her chicken 'out of the corner of his eye' (envy/awareness of unfairness) / angry the prunes return / shudders at his food / tries to start an argument. (b) Mrs Tarvin dislikes Inigo: replies 'coldly' / 'I don't think I've asked you to consult me' / hall hushes (suggests conflict).

Each half of the question is worth two marks: one for identifying the feeling, one for explaining evidence. Many candidates write that Mrs Tarvin hates Inigo because she gives him bad food, but the text shows she gives *everyone* except herself bad food, so that is not personal. Her cold tone and the public rebuke are better evidence. For Inigo, the sidelong glance at her chicken reveals jealousy, and calling out about the prunes is a deliberate provocation.

Q16 : She is threatening him (possibly threatening dismissal) / warning him never to be rude again / telling him not to make an enemy of her / asserting her power / implying he is too young to understand consequences.

Mrs Tarvin's words are a veiled threat. By repeating 'quite a mistake' and staring at him through her spectacles, she signals that his impudence will have consequences. She does not state what those consequences are, leaving the threat implicit. Any reasonable interpretation that recognises the threat earns the mark; the mark scheme is generous here because the question asks what you *think* she means.

Vocabulary, Q13

Each synonym is worth one mark. The mark scheme gives acceptable alternatives but will credit any word or short phrase with the same meaning. **Marks are lost through carelessness**—writing 'numerous' when the question asks for a synonym of 'innumerable', or writing 'rude' when 'cheeky' is closer to 'impudent'. If your child struggles here, the issue

is vocabulary range, not comprehension; wide reading and a word journal will help more than repeated practice papers.

Q13c : Studied / closely watched

The word in the text is 'examined'. In context, Inigo examines Mrs Tarvin's plate of chicken, meaning he looks at it carefully and critically. 'Studied' and 'closely watched' both capture that sustained, deliberate attention. 'Looked at' is too weak; 'stared' is acceptable but slightly changes the nuance.

Q13e : Cheekily / rudely

'Impudently' describes Inigo's tone when he asks Mrs Tarvin if she likes prunes; he knows the question is disrespectful. 'Cheekily' captures the slight playfulness, 'rudely' the disrespect. 'Boldly' misses the negative connotation. Single-word synonyms are sufficient; phrases like 'in a disrespectful way' also earn the mark but take longer to write.

Applied reasoning, Q1-5

Each question is worth one mark. **These puzzles test pattern recognition and spelling** under time pressure, not comprehension. The first three require the same two letters in both words, reversed in the second word; the last two require the same consecutive pair in the same order. Mistakes usually arise from rushing or misreading the instruction. If your child lost more than one mark here, practice similar puzzles (Bond, GL, or CEM verbal-reasoning books) to build speed and accuracy.

Q1 : bl(a)(d)e and bl(e)(a)k

The missing letters are 'a' and 'd', which appear as 'ad' in 'blade' and reversed as 'da' (hidden inside 'eak') in 'bleak'. This is the reversal pattern. Common errors: writing 'bl(e)a(d)' (not a word) or 'bl(a)(c)k' (misreading the instruction).

Q4 : an(k)(l)es and tic(k)(l)e

The same consecutive letters 'kl' appear in both words in the same order. The instruction changes at Q4: now the pair is *not* reversed. Candidates who try to reverse 'kl' to 'lk' will not find valid words. Reading the instruction carefully is essential.

Next steps

After marking, **sit with your child and review three or four questions where marks were lost**. For each, ask them to explain their original answer, then read the mark-

scheme guidance aloud and discuss what the question was really asking. This teaches self-correction and builds metacognitive skill. If the same error type recurs (missing evidence, weak inference, synonym confusion), note it and choose targeted practice rather than another full paper immediately.

If the score is below 27, prioritise comprehension skills over test technique: read a short passage together each week, model how to underline evidence, and practise turning quotations into explanations. If the score is above 36, extend challenge by analysing poems or nineteenth-century prose extracts (Dickens, Austen, Gaskell) and asking your child to explain the author's language choices. Consider retaking the paper in four to six weeks to measure progress, but only after addressing the identified gaps; repeated unsupported practice entrenches bad habits rather than fixing them.

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