

11+ PRACTICE PACK

CSSE Familiarisation

11+ English Complete Practice Pack

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**ENGLISH FAMILIARISATION PRACTICE PAPER
FOR FIRST USE FOR 2015 ENTRY**

Name:

Candidate Number:

Primary School:

Boy or Girl:

Date of Birth:

Today's Date:

Test Taken At:

READ THE FOLLOWING CAREFULLY:

1. Do not open this booklet until you are told to do so.
2. Inside this booklet is an English passage on a separate sheet. Read the passage carefully when you are told to do so and then answer the questions in the booklet.
3. Think carefully about the passage and its meaning.
4. Work quickly but carefully through the questions. If you cannot do a question go on to the next one and return to it if you have time at the end.
5. The number of marks available for each question is indicated in the right hand margin.
6. Punctuation should be both clear and exact.
7. Where you are asked to choose between a number of possible responses choose always the **MOST APPROPRIATE** response.
8. If you finish with time to spare please remember to check your work.
9. You will have **10 minutes** reading time before starting the test.
10. You will have **60 minutes** in total to complete both test papers.
11. Once the test has begun, you should not ask about questions in the test.

NOT TO BE FILLED IN BY PUPIL		
PAGE	SCORE	
	R	W
1 (10)		
2 (10)		
3 (17)		
4 (3)		
5 (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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ENGLISH

10 MINUTES READING TIME 60 MINUTES TO COMPLETE THE TEST

Suggested timing for candidates:

READING TIME: 10 minutes
SECTION ONE: COMPREHENSION 30 minutes
SECTION TWO: APPLIED REASONING 10 minutes

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

SECTION THREE: CONTINUOUS WRITING 20 minutes

Read the passage on the next page carefully when you are told to 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 'Tobermory' by H. H. Munro.

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

GO TO NEXT PAGE

The following passage is from 'Tobermory' by H. H. Munro.

1 The undisguised open-mouthed attention of the entire party was fixed on the homely negative personality
2 of Mr Cornelius Appin. He had subsided into mere Mr Appin, and the Cornelius seemed a piece of
3 transparent baptismal fluff. And now he was claiming to have launched on the world a discovery beside
4 which the invention of gunpowder, of the printing-press, and of steam locomotion were inconsiderable
5 trifles. Science had made bewildering strides in many directions during recent decades, but this thing
6 seemed to belong to the domain of miracle rather than to scientific achievement.

7 "And do you really ask us to believe," Sir Wilfrid was saying, "that you have discovered a means for
8 instructing animals in the art of human speech, and that dear old Tobermory has proved your first
9 successful pupil?"

10 "It is a problem at which I have worked for the last seventeen years," said Mr Appin, "but only during
11 the last eight or nine months have I been rewarded with glimmerings of success. Of course I have
12 experimented with thousands of animals, but latterly only with cats, those wonderful creatures which have
13 assimilated themselves so marvellously with our civilisation while retaining all their highly developed feral
14 instincts. Here and there among cats one comes across an outstanding superior intellect, just as one
15 does among the ruck of human beings, and when I made the acquaintance of Tobermory a week ago I
16 saw at once that I was in contact with a "Beyond-cat" of extraordinary intelligence. I had gone far along
17 the road to success in recent experiments, with Tobermory, as you call him, I have reached the goal."

18 Mr Appin concluded his remarkable statement in a voice which he strove to divest of a triumphant
19 inflection. No one said "Rats", though Clovis's lips moved in a monosyllabic contortion which probably
20 invoked those rodents of disbelief.

21 "And do you mean to say," asked Miss Resker, after a slight pause, "that you have taught Tobermory
22 to say and understand easy sentences of one syllable?"

23 "My dear Miss Resker," said the wonder-worker patiently, "one teaches little children and backward
24 adults in that piecemeal fashion; when one has once solved the problem of making a beginning with an
25 animal of highly developed intelligence one has no need for those halting methods. Tobermory can speak
26 our language with perfect correctness."

27 This time Clovis very distinctly said, "Beyond-rats!" Sir Wilfrid was more polite but equally sceptical.

28 "Hadn't we better have the cat in and judge for ourselves?" suggested Lady Blemley.

29 Sir Wilfrid went in search of the animal, and the company settled themselves down to the languid
30 expectation of witnessing some more or less adroit drawing-room ventriloquism.

31 In a minute Sir Wilfrid was back in the room, his face white beneath its tan and his eyes dilated with
32 excitement.

33 "By Gad, it's true!"

34 His agitation was unmistakably genuine, and his hearers started forward in a thrill of awakened interest.

35 Collapsing into an armchair he continued breathlessly: "I found him dozing in the smoking-room, and
36 called out to him to come for his tea. He blinked at me in his usual way, and I said, "Come on, Toby; don't
37 keep us waiting"; and by Gad! He drawled out in a most horribly natural voice that he'd come when he
38 dashed well pleased! I nearly jumped out of my skin!"

39 Appin had preached to absolutely incredulous hearers; Sir Wilfrid's statement carried instant conviction.
40 A Babel-like chorus of startled exclamation arose, amid which the scientist sat mutely enjoying the first
41 fruit of his stupendous discovery.

42 In the midst of the clamour Tobermory entered the room and made his way with velvet tread and studied
43 unconcern across to the group seated round the tea-table.

44 A sudden hush of awkwardness and constraint fell on the company. Somehow there seemed an
45 element of embarrassment in addressing on equal terms a domestic cat of acknowledged mental ability.

46 "Will you have some milk, Tobermory?" asked Lady Blemley in a rather strained voice.

47 "I don't mind if I do," was the response, couched in a tone of even indifference. A shiver of suppressed
48 excitement went through the listeners, and Lady Blemley might be excused for pouring out the saucerful
49 of milk rather unsteadily.

50 "I'm afraid I've spilt a good deal of it," she said apologetically.

51 "After all, it's not my Axminster," was Tobermory's rejoinder.

52 Another silence fell on the group, and then Miss Resker, in her best district-visitor manner, asked if the
53 human language had been difficult to learn. Tobermory looked squarely at her for a moment and then
54 fixed his gaze serenely on the middle distance. It was obvious that boring questions lay outside his
55 scheme of life.

56 "What do you think of human intelligence?" asked Mavis Pellington lamely.

57 "Of whose intelligence in particular?" asked Tobermory coldly.

58 "Oh, well, mine for instance," said Mavis, with a feeble laugh.

59 "You put me in an embarrassing position," said Tobermory, whose tone and attitude certainly did not
60 suggest a shred of embarrassment

SECTION ONE

Please do not write in this space

1. Who is Tobermory? (Tick **one** box.)

1 mark

- A. A cat of extraordinary intelligence.....
- B. A friend of Mr Appin's.....
- C. A rodent of disbelief.

2. What did Mr Appin claim to have done?
(Tick **one** box.)

1 mark

- A. To have shocked his friends.
- B. To have changed his name.....
- C. To have embarrassed his cat.....
- D. To have taught Tobermory to speak English.

3. Which three other achievements are mentioned in the first paragraph?
(Tick **three** boxes.)

3 marks

- A. The development of steam locomotion.....
- B. Making a trifle.....
- C. The discovery of transparent baptismal fluff.
- D. The invention of gunpowder.
- E. The printing press.

4. Which of the following best describe the main reactions of the people present to Mr Appin's achievement?
(Tick **three** boxes.)

3 marks

- A. Negative
- B. Surprised.....
- C. They removed their disguises.....
- D. Supportive
- E. Disbelieving.....
- F. Very appreciative.....

5. (a) In lines 5-6 find a METAPHOR. Write out the metaphor.

1 mark

.....

(b) Explain the meaning of this metaphor.

1 mark

.....

.....

R
W
(10)

Please do not write in this space

6. Which person most disbelieves that Mr Appin has taught the cat to talk?
(Tick **one** box.)

1 mark

- A. Mavis Pellington.....
- B. Sir Wilfrid.....
- C. Miss Resker.....
- D. Clovis.....
- E. Lady Blemley.....

7. What physical signs were there of Sir Wilfrid's agitation?
(Tick **three** boxes.)

3 marks

- A. He was pale.....
- B. His hearers started forward.....
- C. He was wide-eyed.....
- D. His agitation was genuine.....
- E. He was short of breath.....

8. In lines 40 to 44 which four words suggest a lot of noise?
(Tick **four** of the following answers.)

4 marks

- A. Clamour.....
- B. Exclamation.....
- C. Stupendous.....
- D. Statement.....
- E. Chorus.....
- F. Babel-like.....
- G. Startled.....
- H. Conviction.....

9. In lines 40 to 44 which two words/phrases suggest silence?
(Tick **two** of the following answers.)

2 marks

- A. Incredulous.....
- B. Mutely.....
- C. Studied unconcern.....
- D. Velvet tread.....

R
W

(10)

Please do not write in this space

10. Which of the following best describe the reaction of the people to Mr Appin's discovery in lines 45 to 49?
(Tick **two** of the following answers.)

2 marks

- A. Shock
- B. Embarrassment
- C. Sorrow
- D. Indifference
- E. Excitement
- F. Boredom

11. Why is Mr Appin described as 'the wonder worker'?

1 mark

.....
.....

12. Select from the passage **one word** which most closely corresponds to the word or phrase on the left. Guidance is given in the right hand column below on the lines within which the word may be found.

12 marks

	Word from passage	Look in lines
A. wild/natural	12 - 13
B. rodents	18 - 20
C. bit by bit	23 - 26
D. clearly	26 - 28
E. skilful	28 - 30
F. throwing the voice	28 - 30
G. disbelieving	39 - 41
H. in the midst of	40 - 42
I. disdain	43 - 45
J. carpet	49 - 52
K. reply	51 - 53
L. tiny amount	59 - 60

13. In one sentence explain what Tobermory thinks of Mavis Pellington.

2 marks

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

R
W

(17)

14. Look at the first paragraph (lines 1-6). Pick out three **features of the writing** which show that the passage was written about 100 years ago.

3 marks

Please do not write in this space

- A.
- B.
- C.

GO TO NEXT PAGE FOR APPLIED REASONING QUESTIONS.

R
W
(3)

SECTION TWO

Please do not write in this space

APPLIED REASONING (Spend about 10 minutes on this section)

Complete the words using the same letter in each gap.

For example:

ha()d ()obot *should be completed* ha(**r**)d (**r**)obot
 ra() ()le dra()t *should be completed* ra(**f**)(**f**)le dra(**f**)t

Question 1

1 mark

car()e o()en

Question 2

1 mark

r()v()al r()viv()

Complete the words using the same letter to end the first word and start the second.

For example:

rada()obot *should be completed* rada(**r**)obot
 baske()able *should be completed* baske(**t**)able

Question 3

1 mark

kin()rieve

Question 4

1 mark

gras()ush

Question 5

1 mark

Shorter words can be made by re-arranging the letters of the word.

learn

For example: the word **near** can be made with four of the letters.

Find five other four letter words that can be made from 'learn'.

1.
2.
3.
4.
5.

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

R
W
(5)

Paper Notes: 11+ English Question Booklet (Familiarisation)

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

Overview

This is an **11+ English familiarisation practice paper** published by the **Consortium of Selective Schools in Essex (CSSE)**. It offers candidates a realistic preview of the format and demands of selective-school entrance examinations at Year 7 entry level. The paper is designed to be completed under timed conditions, with a total duration of **60 minutes** plus a 10-minute reading period.

The test is divided into three sections: **Section One** focuses on reading comprehension based on a literary extract from H. H. Munro's short story *Tobermory*, **Section Two** contains applied reasoning tasks centred on vocabulary and word manipulation, and **Section Three** requires a piece of continuous writing completed in a separate booklet. Together, these sections assess a candidate's understanding of complex narrative, inference, language skills, and the ability to produce well-structured original prose.

The paper is most suitable for pupils in Year 6 preparing for grammar school or independent school entrance tests. Its traditional format mirrors the style and difficulty of 11+ English papers used across selective schools in England, making it particularly valuable for familiarisation and exam technique practice. The inclusion of a classic literary text ensures that candidates encounter sophisticated vocabulary and narrative voice typical of selective-school assessments.

How this paper is organised

The paper comprises **19 questions** distributed across three distinct sections, yielding a maximum total of **45 marks**. **Section One (Comprehension)** is allocated 30 minutes and carries 37 marks across 14 questions that test understanding of the *Tobermory* passage, including multiple-choice, short-answer, and synonym-matching tasks. Questions range from simple factual retrieval to analysis of literary devices such as metaphor and inference about character attitudes.

Section Two (Applied Reasoning) lasts 10 minutes and comprises 5 questions worth 5 marks. This section tests vocabulary skills through word-completion exercises, requiring candidates to insert missing letters and generate four-letter anagrams from a given word. These tasks assess spelling accuracy, pattern recognition, and lateral thinking under time pressure.

Section Three (Continuous Writing) is completed in a separate booklet and candidates are advised to spend 20 minutes on it. The paper provides clear instructions to move to the separate booklet at the appropriate point. The front page includes a detailed mark-allocation table showing how marks are distributed across the five pages, and emphasises that candidates may refer back to the passage as often as needed during the comprehension section.

Topics covered

- Reading comprehension of an early 20th-century literary extract featuring sophisticated dialogue, formal vocabulary, and a satirical narrative voice
- Identification of literary devices, specifically metaphor, and explanation of their figurative meaning in context
- Multiple-choice inference questions requiring close reading to discern characters' attitudes, reactions, and credibility
- Synonym and word-matching exercises that test understanding of advanced vocabulary such as 'feral', 'incredulous', 'ventriloquism', and 'Axminster'
- Retrieval of textual evidence to support answers, including quotations and line-number references
- Applied reasoning tasks involving word completion, missing-letter puzzles, and pattern recognition across paired words
- Anagram generation to form valid four-letter words from a five-letter source word
- Identification of features of historical writing style, requiring awareness of diction, punctuation conventions, and sentence structure from circa 1914
- Continuous writing (details in separate booklet), likely assessing narrative or descriptive composition, spelling, punctuation, and grammar
- Time management across three distinct task types, each demanding different cognitive skills and pacing strategies

How to use this paper for revision

- Read the Tobermory passage twice during the 10-minute reading period: once for overall understanding, then a second time noting character names, tone, and any unfamiliar vocabulary.
- For multiple-choice questions, eliminate obviously incorrect answers first, then choose the **most appropriate** option as instructed, not simply the first plausible one.
- When asked to find synonyms within specified line ranges (Question 12), skim those lines methodically rather than relying on memory, and check each answer fits grammatically.
- In the applied reasoning section, write your answers clearly in the gaps provided and double-check that the same letter works in all positions before moving on.
- For the anagram task (Question 5), jot down common letter patterns (e.g. 'ea', 'er', 'an') to trigger possibilities, and ensure each word is genuinely four letters and correctly spelled.
- Use any remaining time to review your answers, particularly checking that tick-boxes are clearly marked and that written responses are legible and answer the question asked.
- Practise writing concise one-sentence answers for questions like Question 13, ensuring your response directly addresses the question without unnecessary elaboration.

Common mistakes to avoid

- Rushing through the reading time without properly absorbing the passage's tone and character relationships, leading to preventable errors in inference questions later.
- Ticking more than the specified number of boxes in multiple-choice questions (e.g. ticking four when asked for three), which typically results in zero marks for that question.
- In Question 12 (synonym matching), writing a word from outside the given line range or offering a phrase instead of a single word, both of which fail to meet the rubric.
- For Question 14, describing the content of the passage rather than identifying **features of the writing style** (such as formal diction, compound sentences, or lack of contractions).
- Spending too long on difficult comprehension questions and leaving insufficient time for the continuous writing section, which typically carries a substantial proportion of marks.
- In applied reasoning, inserting letters that work for one word but not the other in paired tasks, or failing to check that completed words are real English words.

Exam technique

Begin by using the **10-minute reading time** strategically: read the passage once for gist, then reread more slowly to absorb detail, noting characters and any tricky vocabulary. When the writing phase starts, tackle **Section One** first but do not spend more than 30 minutes on it; if stuck, mark the question number and return later. The passage remains available throughout, so use it to verify answers rather than relying on memory.

Move decisively to **Section Two** after 30 minutes. The applied reasoning questions are quick if you understand the pattern, so aim to complete all five in the allocated 10 minutes, leaving a minute to check your answers. Ensure your handwriting is clear, as ambiguous letters in word-completion tasks may not be awarded credit.

Finally, proceed to the **separate booklet for Section Three** and spend the remaining 20 minutes on continuous writing. Plan briefly (two minutes), write steadily, and reserve two minutes to proofread for spelling, punctuation, and sense. If time runs short, prioritise finishing your composition over returning to earlier sections, as incomplete continuous writing often loses more marks than one or two missed comprehension questions. Throughout, keep an eye on the clock and adjust your pace if you find yourself falling behind the suggested timings printed on page 2.

What to revise alongside this paper

To prepare effectively for this paper, practise reading and analysing **Edwardian and Victorian fiction**, particularly short stories by writers such as H. H. Munro (Saki), Roald Dahl, and O. Henry. These texts feature similar satirical tone, sophisticated dialogue, and period vocabulary. Work on expanding your vocabulary by keeping a notebook of unfamiliar words encountered in reading, paying attention to context clues and subtle shifts in meaning.

Strengthen your **applied reasoning skills** by completing word puzzles, cryptic crossword clues, and anagram exercises found in puzzle books or online platforms. Familiarity with common prefixes, suffixes, and letter patterns will speed up your performance in Section Two. Similarly, revise **literary devices** beyond metaphor (simile, personification, alliteration) and practise identifying them in prose extracts, as these may appear in other 11+ papers.

For continuous writing, study the features of effective narrative and descriptive composition: varied sentence structure, paragraphing, ambitious vocabulary, and accurate punctuation. Read model answers or high-quality creative writing to internalise what examiners reward. Finally, take full **timed practice papers** regularly to build stamina, refine pacing, and become comfortable switching between different question types under pressure.

Key terms

Metaphor, Inference, Synonym, Feral, Incredulous, Ventriloquism, Monosyllabic, Conviction, Anagram, Applied reasoning, Comprehension, Rejoinder, Piecemeal, Triumphant, Axminster

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The Consortium of Selective Schools in Essex

2015 Entry Test 1

**ENGLISH FAMILIARISATION PRACTICE PAPER
FOR FIRST USE FOR 2015 ENTRY**

Marking Scheme

ENGLISH FAMILIARISATION PRACTICE PAPER FOR FIRST USE FOR 2015 ENTRY – ANSWERS

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.	A	1 mark
2.	D	1 mark
3.	A, D, E	3 marks
4.	A, B, E	3 marks
5.	A) Science has made bewildering strides (in many directions) B) Science has advanced in many puzzling ways (or similar)	1 mark 1 mark
6.	D	1 mark
7.	A, C, E	3 marks
8.	A, B, E, F	4 marks
9.	B, D	2 marks
10.	B, E	2 marks
11.	Some reference to miracle or reference to lines 5/6, not just that he had taught a cat to speak	1 mark
12.	SPELLINGS MUST BE CORRECT. A) feral B) rats C) piecemeal D) distinctly E) adroit F) ventriloquism G) incredulous H) amid I) unconcern J) Axminster K) rejoinder L) shred	1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 1 mark
13.	Complete sentence He thinks she is unintelligent	1 mark 1 mark
14.	Three of: elaborate vocabulary / long words uses of lot of words to express his ideas long sentences / complicated sentences formality of tone choice of names words such as party, locomotion, domain (or similar)	3 marks
Applied Reasoning Q1 V; Q2 E; Q3 G; Q4 P; Q5 earn, real, lane, lean, earl, elan (<i>1 mark per question</i>)		5 marks
Continuous Writing This will be marked as one piece of work and the candidate will be assessed on accuracy, spelling, punctuation, the quality of writing and originality.		15 marks
TOTAL		60 MARKS

Answer-Key Notes: 11+ English Answers

(Familiarisation)

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 mark scheme is compact and largely self-explanatory, but it repays careful use. **Award marks strictly according to the criteria:** questions 3, 4, 7, 8, 9 and 10 are multiple-choice-multiple-answer, and the rubric states that ticking even one box too many forfeits all marks for that question. Do not round up.

Distinguish between careless slips and genuine gaps. A mis-ticked box or a spelling error in question 12 (where correct spelling is explicitly required) indicates haste or inattention; an incorrect synonym in question 12 or a vague answer to question 11 suggests the child has not understood the passage. Mark both objectively, but note which type predominates.

Use the worked examples below when an answer surprises you or when the child asks why they lost marks. Many of the trickiest questions reward close reading of the passage rather than general knowledge, and a single sentence of explanation can prevent the same mistake recurring.

Score interpretation

The paper totals 60 marks: 45 for comprehension and vocabulary (questions 1–14), 5 for applied reasoning (word puzzles) and 15 for continuous writing. A score in the low to mid 40s out of 60 typically indicates good literacy and attention to detail; higher scores reflect both fluency and the ability to work quickly under time pressure.

Look at the profile across sections. **Dropping marks on questions 3, 4, 7, 8, 9 or 10 often signals rushed box-ticking** rather than poor comprehension; question 12 (synonyms) rewards a wide vocabulary and exact spelling; question 14 (features of older writing) tests inference. A candidate who scores well on inference but loses marks on multiple-choice may simply need to slow down and re-read the rubric.

The continuous-writing mark (out of 15) is holistic: accuracy, spelling, punctuation, quality of ideas and originality all count. A child scoring 10–12 out of 15 writes clearly and correctly; 13–15 indicates flair. If the writing mark is noticeably lower than the comprehension score, targeted practice in planning and sentence variety will help; if comprehension is weaker, prioritise reading widely and discussing texts at home.

Worked examples

Reading comprehension, Q1–11

These questions test literal recall, inference and the ability to locate evidence in the passage. **Marks are lost when children skim rather than scan:** question 11, for example, explicitly warns that 'he had taught a cat to speak' alone is insufficient; the answer must reference miracle or the specific lines given. Re-read the question stem and any line references before committing to an answer.

Q5(a) : Science has made bewildering strides (in many directions)

The question asks for the metaphor itself, not its meaning. **Lines 5–6 state 'Science had made bewildering strides in many directions';** the word 'strides' is the metaphorical element (science does not literally walk). Candidates who paraphrase rather than quote lose the mark.

Q11 : Some reference to miracle or reference to lines 5/6, not just that he had taught a cat to speak

The mark scheme explicitly rejects a surface answer. **Lines 5–6 say the discovery 'seemed to belong to the domain of miracle rather than to scientific achievement';** that phrase explains why Appin is called 'the wonder-worker'. A child who writes only 'He taught Tobermory to talk' has missed the hyperbole and awe in the passage.

Multiple-answer questions, Q3–4, Q7–10

Each of these questions specifies exactly how many boxes to tick (two, three or four). **The rubric states that ticking even one extra box costs all marks for that question,** so count your ticks before moving on. The distractors are plausible; eliminate answers that are true in general but not supported by the specified lines.

Q8 : A, B, E, F (clamour, exclamation, chorus, Babel-like)

The question asks which four words 'suggest a lot of noise' in lines 40–44. **'Clamour', 'exclamation', 'chorus' and 'Babel-like' all denote sound or uproar;** 'stupendous' (option C) describes scale, not noise, and 'conviction' (option H) is abstract. Children who tick five boxes—perhaps adding 'startled'—score zero for the question.

Q9 : B, D (mutely, velvet tread)

'**Mutely**' means silently and '**velvet tread**' implies soft, noiseless movement; both contrast with the clamour in the previous question. 'Incredulous' (option A) describes disbelief, not sound, and 'studied unconcern' (option C) describes Tobermory's attitude. Only two boxes should be ticked.

Vocabulary in context, Q12

This question awards one mark per word, but only if the spelling is correct. The mark scheme states 'SPELLINGS MUST BE CORRECT' in capital letters. **Each answer must be lifted from the specified line-range and must match the given definition exactly.** Near-synonyms do not count, and a misplaced letter (e.g. 'adroit' written as 'adroyt') loses the mark.

Q12(E) : adroit

Lines 28–30 include the phrase 'some more or less adroit drawing-room ventriloquism'. '**Adroit**' means skilful, matching the clue on the left. A common error is to write 'dextrous' or 'deft', which do not appear in the passage and therefore score zero.

Q12(J) : Axminster

Lines 49–52 contain Tobermory's rejoinder 'After all, it's not my Axminster.' **An Axminster is a type of carpet**, and the capital letter must be preserved because it is a proper noun (a brand name). Writing 'axminster' in lower case may be penalised if the marker is strict, though the scheme does not explicitly address capitalisation.

Q12(L) : shred

Lines 59–60 state that Tobermory's 'tone and attitude certainly did not suggest a shred of embarrassment'. '**Shred**' here means a tiny amount. Children who write 'bit' or 'scrap' lose the mark because those words do not appear in the specified range; only 'shred' matches both the line reference and the definition.

Inference and authorial technique, Q13–14

Question 13 awards one mark for writing a complete sentence and one for the correct inference; question 14 asks for three features of writing from a century ago. **In both cases, vague or incomplete answers lose marks.** 'He thinks she is stupid' would earn the content mark for Q13 but might lose the sentence mark if punctuation is missing; for Q14, 'old-fashioned words' is too general—name a specific feature such as 'elaborate vocabulary' or quote an example like 'locomotion'.

Q13 : Complete sentence; he thinks she is unintelligent

Tobermory's reply to Mavis ('You put me in an embarrassing position') is heavy with sarcasm, and the narrator adds that his tone 'certainly did not suggest a shred of embarrassment'. **The implication is that Tobermory finds her question foolish.**

Award both marks only if the answer is a grammatically complete sentence with correct punctuation and conveys that he regards her as unintelligent (synonyms such as 'dim' or 'not very bright' are acceptable).

Q14 : Three of: elaborate vocabulary / long words; uses a lot of words to express ideas; long sentences / complicated sentences; formality of tone; choice of names; words such as party, locomotion, domain (or similar)

The first paragraph is dense with Edwardian formality: **'homely negative personality', 'transparent baptismal fluff', 'the domain of miracle', 'steam locomotion'**. Any three specific features earn the marks. Saying 'It sounds old' or 'The grammar is different' without evidence scores zero; listing a concrete example such as 'elaborate vocabulary' or quoting 'locomotion' (rather than the modern 'transport') demonstrates understanding.

Applied reasoning, Q1-5

These five word-puzzle questions test pattern-spotting and anagram skills under time pressure. **Each is worth one mark and requires an exact answer:** a single wrong letter scores zero. The mark scheme gives the answers (Q1 V, Q2 E, Q3 G, Q4 P, Q5 earn / real / lane / lean / earl / elan) but no working, so check each solution carefully if a child queries the mark.

Q3 : G

The question asks for the same letter to end 'kin' and start 'rieve', forming two words. **'King' and 'grieve' are both common English words**, so the answer is G. A child who writes 'D' (kind / drieve) has invented a non-word and scores zero.

Q5 : earn, real, lane, lean, earl, elan (any five distinct four-letter words)

The letters of 'learn' can be rearranged into at least six four-letter words. **The mark scheme lists earn, real, lane, lean, earl and elan;** a child need only find five to earn the mark. 'Near' (given as the example in the question) does not count as one of the five. Proper nouns such as 'Neal' are not accepted, and three-letter words such as 'ran' or 'ear' are too short.

Next steps

After marking, sit down with the child and review any question where marks were lost. If the error was a failure to follow instructions (ticking too many boxes, misspelling a copied word), agree a simple check routine: count your ticks, re-read the question stem, skim your answer before moving on. If the error was substantive—misunderstanding inference, missing evidence in the passage—return to the text together, locate the relevant lines and talk through why the correct answer is better supported.

If the overall score is strong (50+ out of 60), build stamina and speed by attempting past papers under timed conditions; if weaker, prioritise comprehension practice with shorter extracts and explicit discussion of how to find evidence. The continuous-writing mark offers a separate diagnostic: low scores there indicate a need for structured planning and grammar revision, while high scores suggest the child is ready for creative or discursive essay practice. Use this paper as a baseline and repeat a similar paper in four to six weeks to measure progress.

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