

11+ PAST PAPER PACK

Latymer Upper School and Latymer Prep 11+ Maths 2019

Complete Past Paper Pack

CONTENTS

01 Sample Paper

Latymer Upper School and Latymer Prep 11+ Maths. Work through this paper first.
Includes Paper Notes: overview, topics, revision tips, common mistakes.

02 Sample Paper

Latymer Upper School and Latymer Prep 11+ Maths. Work through this paper first.
Includes Paper Notes: overview, topics, revision tips, common mistakes.

PRACTISE THE REAL THING

Download more free 11+ past papers at [SATs-Papers.co.uk](https://www.sats-papers.co.uk)



LATYMER
UPPER SCHOOL

11+

11+ SAMPLE PAPERS (1)

**ENGLISH AND
MATHEMATICS**

11+

M1



LATYMER
UPPER SCHOOL

**Entrance Examination
2019
E N G L I S H**

Reading Material

Read the passage that follows, then answer **ALL** the multiple choice questions in Section A, B and C.

This is an extract taken from 'Villette' by Charlotte Brontë in which the female narrator arrives in London for the first time.

1 About nine o'clock of a wet February night I reached London.

2 My reader, I know, is one who would not thank me for an elaborate
3 reproduction of poetic first impressions; and it is well, in as much as I
4 had neither time nor mood to cherish such; arriving as I did late, on a
5 dark, raw, and rainy evening, in a Babylon and a wilderness.

6 When I left the coach, the strange speech of the cabmen and others
7 waiting round, seemed to me odd as a foreign tongue. I had never
8 before heard the English language chopped up in that way. However, I
9 managed to understand and to be understood, so far as to get myself
10 and trunk safely conveyed to the old inn whereof I had the address. How
11 difficult, how oppressive, how puzzling seemed my flight! In London for
12 the first time; at an inn for the first time; tired with travelling; confused
13 with darkness; palsied with cold; unfurnished with either experience or
14 advice to tell me how to act, and yet—to act obliged.

15 Into the hands of common sense I confided the matter. Common sense,
16 however, was as chilled and bewildered as all my other faculties, and it
17 was only under the spur of an inexorable necessity that she
18 spasmodically executed her trust. Thus urged, she paid the porter:
19 considering the crisis, I did not blame her too much that she was hugely
20 cheated; she asked the waiter for a room; she timorously called for the
21 chambermaid; what is far more, she bore, without being wholly
22 overcome, a highly supercilious style of demeanour from that young
23 lady, when she appeared.

24 I recollect this same chambermaid was a pattern of town prettiness and
25 smartness. So trim her waist, her cap, her dress—I wondered how they
26 had all been manufactured. Her speech had an accent which in its

27 mincing glibness seemed to rebuke mine as by authority; her spruce
28 attire flaunted an easy scorn to my plain country garb.

29 Maintaining a very quiet manner towards this arrogant little maid, and
30 subsequently observing the same towards the parsonic-looking, black-
31 coated, white-neckclothed waiter, I got civility from them ere long. I
32 believe at first they thought I was a servant; but in a little while they
33 changed their minds, and hovered in a doubtful state between patronage
34 and politeness.

35 I kept up well till I had partaken of some refreshment, warmed myself by
36 a fire, and was fairly shut into my own room; but, as I sat down by the
37 bed and rested my head and arms on the pillow, a terrible oppression
38 overcame me. All at once my position rose on me like a ghost.
39 Anomalous, desolate, almost blank of hope it stood. What was I doing
40 here alone in great London? What should I do on the morrow? What
41 prospects had I in life? What friends had I, on earth? Whence did I
42 come? Whither should I go? What should I do?

43 I wet the pillow, my arms, and my hair, with rushing tears. A dark interval
44 of most bitter thought followed this burst; but I did not regret the step
45 taken, nor wish to retract it. A strong, vague persuasion that it was better
46 to go forward than backward, and that I *could* go forward—that a way,
47 however narrow and difficult, would in time open—predominated over
48 other feelings. I had just extinguished my candle and lain down, when a
49 deep, low, mighty tone swung through the night. At first I knew it not; but
50 it was uttered twelve times, and at the twelfth colossal hum and
51 trembling knell, I said: "I lie in the shadow of St. Paul's."

11+

M1



LATYMER UPPER SCHOOL

Entrance Examination 2019 E N G L I S H PART 1: Multiple Choice

Time allowed: 35 minutes

Instructions

- *You have been given a passage to read, this question paper and a multiple choice answer sheet.*
- *First, read the passage through. You may use highlighters or a pen to make notes on the passage.*
- *Then, answer the 25 multiple choice questions about the passage. You must choose one answer - A, B, C, D or E - for each question and write that letter in the box on the answer sheet.*
- *You will have 35 minutes to complete this section. At the end of the 35 minutes the teacher will collect in your answer papers.*

PART 1: MULTIPLE CHOICE

Each question is worth 1 mark

SECTION A

1. The lines 'My reader, I know, is one who would not thank me for an elaborate reproduction of poetic first impressions' (lines 2-3), tell us that the narrator:

- a. Wants to copy an old story for her readers
- b. Loves writing poetic descriptions
- c. Wants to get on quickly with telling her story
- d. Is afraid of her readers
- e. Wants to be detailed and descriptive

2. The phrase 'in a Babylon and a wilderness' (line 5) tell us that:

- a. The city is full of wild babies
- b. The narrator has arrived in the countryside
- c. The city is appealing and natural-looking
- d. The narrator has arrived in Babylon
- e. The city is large and desolate

3. The narrator's "flight" in line 11 refers to:

- a. Her journey up the stairs in her London inn
- b. Her fleeing from her previous location to London
- c. The length of her journey around London to the inn
- d. Her travel by airplane from her previous location to London
- e. The state of her mind as she travelled to London

4. 'Into the hands of common sense I confided the matter' (line 15) means that:

- a. The narrator asks herself what would be the logical next steps
- b. The narrator asks someone else to help
- c. The narrator tells someone a secret
- d. The narrator gives an object to someone to look after
- e. There is no common sense

5. In the fourth paragraph (lines 15 - 23), 'she' (line 17) refers to:

- a. The maid
- b. The porter
- c. The narrator
- d. A poor person
- e. Another young lady

6. Regarding the description of the chambermaid in lines 24 - 28, which of the following statements is not correct:

- a. The maid speaks differently from the narrator
- b. The maid is very tidily dressed
- c. The maid looks down on the narrator
- d. The narrator really likes the maid
- e. The maid is critical of the narrator

7. In line 30, the phrase 'observing the same' refers to:

- a. The 'garb' in the previous paragraph
- b. The appearance of the waiter
- c. The look the waiter gives the narrator
- d. The 'quiet manner' of the previous line
- e. The look the maid gives the narrator

8. Why does 'a terrible oppression' (line 37) come over the narrator?

- a. The room is smelly and stuffy, making her faint
- b. Being alone, she can reflect on the reality of her situation
- c. She falls asleep and has a bad dream
- d. She is haunted by a ghost
- e. She has settled into an uncomfortable position

9. The questions on lines 39-42 are between:

- a. The speaker and the reader
- b. The speaker and the maid
- c. The speaker and a ghost
- d. A voice from her dream
- e. The speaker and herself

10. In line 44-45, 'the step taken' refers to:

- a. Bursting into tears
- b. Her decision to leave home
- c. Her choice of hotel
- d. Her choice of meal for supper
- e. The room she had chosen in the hotel

11. The word '*could*' (line 46) is italicised to:

- a. Place emphasis on the word
- b. Make the word more uncertain
- c. Make the reader more excited
- d. Increase the tension
- e. Depress the reader

12. What overall feeling best describes the narrator's mood in lines 43 - 48?

- a. Shock
- b. Resignation
- c. Determination
- d. Contentment
- e. Excitement

13. The 'colossal hum' (line 50) is of:

- a. The voice in her head
- b. The sound of people singing in church
- c. A person in the room
- d. The bells of St Paul's Cathedral
- e. The ghost in her room

14. Considering the passage as a whole, how would you best describe the narrator:

- a. Frenzied and excitable
- b. Easily upset
- c. Courageous and resolute
- d. Despondent and wretched
- e. Weak and fragile

15. The entire passage describes the narrator's first impressions of London. Which of the following words best sums up how it is presented:

- a. Pretty
- b. Poetic
- c. Colossal
- d. Miserable
- e. Bewildering

SECTION B

Answer these questions about the meaning of words and phrases as they are used in this extract.

16. What is the closest definition to the word **conveyed** in line 10?

- a. Put in a convoy
- b. Shown
- c. Communicated
- d. Driven by car
- e. Transported

17. What is the closest definition to the word **palsied** in line 13?

- a. Appalled
- b. Paralysed
- c. Calmed down
- d. Struck down
- e. Having a rash

18. What is the closest definition to the word **inexorable** in line 17?

- a. Unstoppable
- b. Horrible
- c. Understandable
- d. Cruel
- e. Happy

19. What is the closest definition to the word **timorously** in line 20?

- a. Loudly
- b. Boldly
- c. Punctually
- d. Nervously
- e. Drum-like

20. What is the closest definition to the word **parsonic** in line 30?

- a. Like a priest
- b. Servile
- c. Mean
- d. Like a parsnip
- e. Polite

SECTION C

Answer the following questions about these words and phrases **as they are used in the passage**.

21. Which of these words is an adjective?

- a. Managed (line 9)
- b. Whereof (line 10)
- c. How (line 10)
- d. Prettiness (line 24)
- e. Trim (line 25)

22. Which of these words is an adverb?

- a. Poetic (line 3)
- b. However (line 8)
- c. Spasmodically (line 18)
- d. All (line 26)
- e. Authority (line 27)

23. In the phrase 'dark, raw and rainy' (line 5), which two literary techniques are used?

- a. a metaphor and a simile
- b. a metaphor and alliteration
- c. a triple and alliteration
- d. a simile and personification
- e. a metaphor and personification

24. The phrase 'All at once my position rose on me like a ghost' (line 38) is an example of?

- a. A rhyme
- b. Alliteration
- c. A symbol
- d. A simile
- e. A metaphor

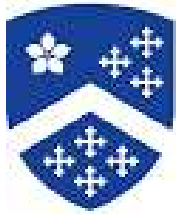
25. 'however narrow and difficult' (line 47) is:

- a. A subordinate clause
- b. A simple sentence
- c. A complex sentence
- d. An independent clause
- e. A compound sentence

This is the end of Part 1. Please go back and check your answers.

11+

M1



LATYMER
UPPER SCHOOL

**Entrance Examination
2019
ENGLISH
PART 2: Descriptive Writing**

Time allowed: 45 minutes

Instructions

- *This part is worth 25 marks.*
- *There are two writing tasks on the next page. Choose one of these to complete.*
- *You should write about 1 ½ - 2 sides.*
- *You should aim to make your writing engaging for your reader.*
- *Take care with your spelling, punctuation and grammar.*
- *Try to use some interesting and ambitious vocabulary.*

11+



LATYMER UPPER SCHOOL

SAMPLE

Entrance Examination

MATHEMATICS

Time allowed: 60 minutes

Instructions

- Calculators are NOT allowed. You may use a ruler.
- Attempt all questions.
- If you cannot do a question, go on to the next one and try again later on.
- Do not ask the teacher to explain a question to you.
- If you finish before the end, check your answers and then wait quietly in your place.
- If you do not finish, or if you cannot understand all the questions, do not worry.

Section A

- You should spend about 20 minutes on this section. Each question is worth 1 mark. There are **20** marks for section A.
- Each question is provided with FIVE possible answers, only ONE answer is correct.
- Write the **letter** for the correct answer in the box on the right
- If you make a mistake, rub it out and try again.

Section B

- You should spend about 40 minutes on this section. Marks for each question are shown in square brackets after the question. There are **40** marks for section B
- Write your answers **and working** in the spaces provided. **DO NOT** use extra paper.

Section A

1. What is $483 + 58$?

A: 431 B: 441 C: 531 D: 541 E: 551

2. Subtract 108 from 525.

A: 327 B: 417 C: 407 D: 427 E: 633

3. What is 55×160 ?

A: 8055 B: 8000 C: 8800 D: 9800 E: 8400

4. Jenny divides 344 by 9. What remainder should she get?

A: 6 B: 5 C: 4 D: 3 E: 2

5. What is $912 \div 16$?

A: 58 B: 57 C: 56 D: 54 E: 52

11. Work out: $\frac{2}{5} - \frac{1}{3}$

A: $\frac{1}{2}$

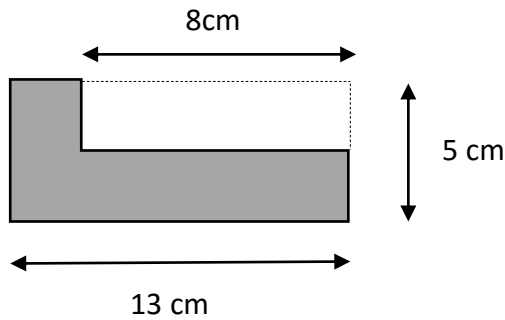
B: $\frac{3}{8}$

C: $\frac{3}{15}$

D: $\frac{1}{8}$

E: $\frac{1}{15}$

12. What is the perimeter of the shape below? [Diagram not to scale]



A: 36cm

B: 29cm

C: 26cm

D: 18cm

E: More information needed

13. I buy 4 Mega Bars at 65 pence each and 3 Star Bars at 83 pence each. How much change do I get from £10?

A: £4.91

B: £5.09

C: £5.91

D: £5.19

E: £4.81

14. Two **positive** whole numbers add together to make 23. What is the smallest possible answer when the two numbers are multiplied together?

A: 132

B: 1

C: 42

D: 22

E: 23

15. Half of a number is 8 bigger than three sevenths of the number. What's the number?

A: 140

B: 126

C: 119

D: 112

E: 98

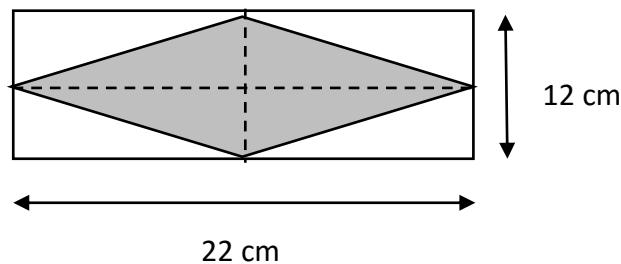
16. Dave and Eddie are cycling around a track. Dave completes a lap every 30 seconds, and Eddie completes a lap every 25 seconds. How many laps will Eddie complete in the time it takes Dave to complete 15 laps?

A: 15 B: 16 C: 18 D: 20 E: 25

17. The total of five **different, positive** odd numbers is 85. What's the most that the largest number could be?

A: 69 B: 35 C: 25 D: 21 E: 17

18. What is the area of the shaded diamond below? [Diagram not to scale]



A: 34 cm^2 B: 264 cm^2 C: 198 cm^2 D: 132 cm^2 E: 66 cm^2

19. How many different ways are there of paying exactly 15p using 1p and/or 2p pieces?

A: 2 B: 3 C: 7 D: 8 E: 15

20. I'm thinking of two numbers, one of which is three times as big as the other. When I double one of my numbers and then add it to the other I get 140. Which of the following cannot possibly be one of my numbers?

A: 20 B: 28 C: 50 D: 60 E: 84

Section B

21. Complete the missing numbers in each of the number sequences below:

a) 28, 25, 22, _____, _____, 13, 10.

[1 mark]

b) 3, 4, 6, 9, 13, _____, _____, 31

[1 mark]

c) 5, -10, 20, _____, _____, -160, 320

[1 mark]

22. a) What is the angle between the hour and minute hands of a clock at 6.00pm?

Answer:.....

[1 mark]

b) What is the angle between the hour and minute hands of a clock at 6.30pm? [Draw a picture to help]

Answer:.....

[2 marks]

c) At what time between 6pm and 6.30pm will the hour and minute hands be exactly 125° apart?

Answer:.....

[2 marks]

23. a) What is the remainder when 247 is divided by 7?

Answer:.....

[1 mark]

b) Work out 23×438 . Show all your working.

Answer:.....

[2 marks]

c) Put the following list of fractions in order, starting with the smallest:

$$\frac{5}{7}$$

$$\frac{19}{28}$$

$$\frac{27}{35}$$

$$\frac{9}{14}$$

Answer:.....

[3 marks]

24. For each part of this question you should try to find **all** the possible answers.

a) Three different positive odd numbers add up to 15. What could the three numbers be?

[2 marks]

b) Jenny has two younger brothers. The total of all three of their ages is 15, and Jenny's brothers are both an even number of years old. What could the ages of Jenny and her brothers be?

[2 marks]

25. The diagram below shows part of a train timetable:

| | Operator Notes | GW | GW | SW ★ | GW | GW | SW ★ | GW | SW H★ | SW ★ | GW | SW H★ | SW ★ | SW ★ |
|-------------------|----------------|-------|-------|---------|-------|-------|---------|-------|----------|---------|-------|----------|---------|---------|
| Reading | d | 0434 | 0524 | 0539 | 0554 | 0606 | 0609 | 0634 | | 0639 | 0704 | | 0709 | 0721 |
| Earley | d | | | 0544 | | | 0614 | | | 0644 | | | 0714 | |
| Winnersh Triangle | d | | | 0546 | | | 0616 | | | 0646 | | | 0716 | |
| Winnersh | d | | | 0548 | | | 0618 | | | 0648 | | | 0718 | |
| Wokingham | d | 0443a | 0533a | 0553 | 0603a | 0615a | 0623 | 0643a | | 0653 | 0712a | | 0723 | 0730 |
| Bracknell | d | | | 0559 | | | 0629 | | | 0659 | | | 0729 | 0736 |
| Martins Heron | d | | | 0602 | | | 0632 | | | 0702 | | | 0732 | 0739 |
| Ascot | d | | | 0607 | | | 0637 | | 0656 | 0707 | | 0726 | 0737 | 0744 |
| Sunningdale | d | | | 0610 | | | 0640 | | 0659 | 0710 | | 0729 | 0740 | 0747 |
| Longcross | d | | | | | | | | | | | | | |
| Virginia Water | a | | | 0619 | | | 0649 | | 0708 | 0719 | | 0738 | | 0755 |
| Egham | a | | | 0623 | | | 0653 | | 0712 | 0723 | | 0742 | 0750 | 0758 |
| Staines | a | | | 0628 | | | 0658 | | 0717 | 0728 | | 0747 | 0755 | 0804 |
| Ashford | a | | | 0636b | | | 0711b | | 0721 | 0741b | | 0751 | 0811b | |
| Feltham | a | | | 0635 | | | 0705 | | 0725 | 0735 | | 0755 | 0802 | 0811 |
| Hounslow | a | | | 0646c | | | | | 0737c | | | | 0812c | |
| Twickenham | a | | | 0640 | | | 0710 | | 0733 | 0740 | | 0803 | 0809 | 0817 |
| Richmond | a | | | 0645 | | | 0715 | | 0737 | 0745 | | 0807 | 0813 | 0823 |
| Putney | a | | | 0651 | | | 0721 | | 0759e | 0804e | | | 0829e | 0834e |
| Clapham Junction | a | | | 0656 | | | 0726 | | 0746 | 0753 | | 0816 | 0822 | 0832 |
| Vauxhall | a | | | 0711h | | | 0741h | | 0752 | 0811h | | 0822 | | 0838 |
| London Waterloo | a | | | 0707 | | | 0737 | | 0759 | 0806 | | 0829 | 0836 | 0846 |

a) How long does the 0548 from Winnersh take to reach London Waterloo?

Answer:.....

[1 mark]

b) How long does the fastest train take to travel from Wokingham to Richmond?

Answer:.....

[2 marks]

c) Bob lives in Earley, and needs to be in Waterloo before 8.30am for work. If it takes him 8 minutes to walk from his house to Earley station, what's the latest time he can leave the house?

Answer:.....

[2 marks]

26. a) Tommy thinks of a number. When he doubles the number and then subtracts 11, he gets the answer 17. What was his number?

Answer:.....

[1 mark]

- b) Lilly thinks of a number. When she takes away 11 from the number and then doubles the answer, she gets 82. What was her number?

Answer:.....

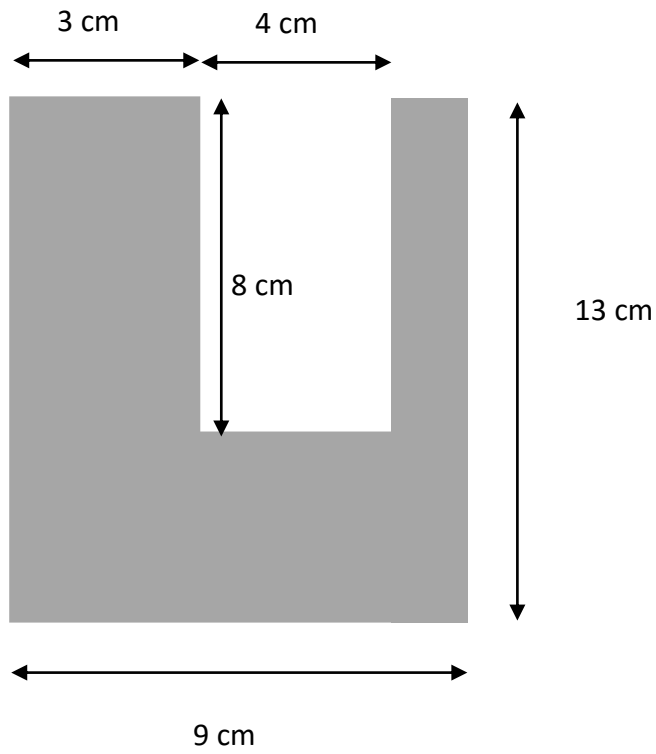
[1 mark]

- c) I'm thinking of a number. When I subtract the number from 45, I get the same answer as when I double the number. What's my number?

Answer:.....

[2 marks]

27. What is the area of the shape below?



(Diagram not to scale)

Answer:.....

[3 marks]

28. Imran notices that when he takes the digits of the number 652 and multiplies them together he gets 60.

a) How many three digit numbers are there whose digits multiply to give 60? Write down all the ones you can find.

Answer:.....

[2 marks]

b) What's the biggest three digit number whose digits multiply together to give 40?

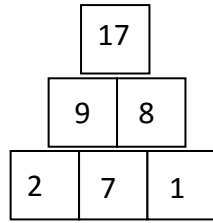
Answer:.....

[2 marks]

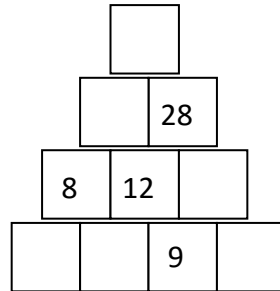
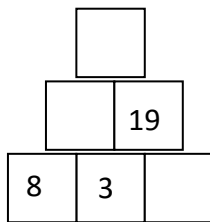
c) Imran says he has found a three digit number whose digits multiply together to give 65. Explain carefully why he must be wrong.

[1 mark]

29. The diagram below is made using the following rule: the number in each square is the total of the numbers in the two squares below it:



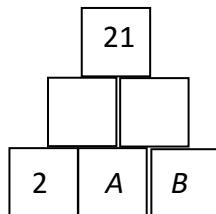
- a) Complete the diagrams below using the same rule.



[3 marks]

- b) The same rules are used in the diagram below. Also:

- A and B are positive, whole numbers
- A is bigger than B



What are the possible values of A and B ?

[2 marks]

End of Questions

Please go back and check your answers

Paper Notes: 11+ Maths Sample Paper (11+ Maths Sample Paper (2019))

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 **sample 11+ entrance examination** published by **Latymer Upper School and Latymer Prep** in London for entry to Year 7 in 2019. It comprises two distinct papers: an **English paper** (Part 1 multiple-choice reading comprehension and Part 2 descriptive writing) and a **Mathematics paper** (Section A multiple-choice and Section B extended-response problem-solving). Both components are typical of the selective 11+ entrance examinations set by independent schools seeking to assess verbal reasoning, literacy, numeracy, and analytical thinking in candidates aged 10-11.

The English paper begins with a challenging extract from **Charlotte Brontë's Vilette**, asking students to engage with vocabulary, inference, and literary devices through 25 multiple-choice questions. The descriptive writing task then invites creativity and control of tone. The Mathematics paper spans arithmetic, fractions, percentages, time, perimeter, area, and multi-step word problems, with 20 quick-fire multiple-choice questions and nine longer investigations requiring clear working.

This sample paper offers families preparing for Latymer entry or similar London independent school 11+ exams a realistic rehearsal under timed conditions. The breadth of topics and the blend of recall, application, and reasoning reflect the intellectual standards expected at highly selective day schools.

How this paper is organised

The English paper is divided into **Part 1 (35 minutes)** and **Part 2 (45 minutes)**. Part 1 contains a printed reading passage (the Brontë extract) followed by 25 multiple-choice questions split into Section A (comprehension and inference, questions 1–15), Section B (vocabulary in context, questions 16–20), and Section C (grammar and literary technique, questions 21–25). Each question is worth 1 mark, making 25 marks in total. Part 2 offers a choice of two descriptive writing tasks, worth 25 marks, with candidates expected to write 1.5 to 2 sides of prose.

The Mathematics paper allocates approximately **20 minutes to Section A** (20 multiple-choice questions, 1 mark each) and **40 minutes to Section B** (9 structured questions worth 40 marks in total). Section A covers rapid calculation and concept recognition. Section B includes sequences (question 21), clock angles (question 22), fractions

(question 23), problem-solving with constraints (questions 24, 26, 28, 29), a train timetable (question 25), and area of composite shapes (question 27).

Overall, students face **60 minutes of Mathematics** and **80 minutes of English** (split across two separately timed sections), with a combined mark total reflecting both technical accuracy and expressive skill. Candidates should expect no use of calculators and must show all working in Section B of the Maths paper.

Topics covered

- Reading comprehension of a 19th-century literary extract (Charlotte Brontë) with multiple-choice questions on inference, tone, and narrative voice
- Vocabulary in context: identifying synonyms and understanding words such as conveyed, palsied, inexorable, timorously, and parsonic
- Grammatical analysis: identifying adjectives, adverbs, subordinate clauses, and sentence types within a literary passage
- Literary techniques: recognising alliteration, similes, metaphors, and the use of italics for emphasis
- Descriptive creative writing: producing a vivid, engaging narrative from a specified viewpoint with attention to spelling, punctuation, and ambitious vocabulary
- Mental arithmetic and standard written algorithms: addition, subtraction, multiplication, and division of whole numbers, including remainders
- Fractions: calculating fractions of amounts, adding and subtracting fractions with different denominators, ordering fractions by converting to common denominators
- Percentages: finding a percentage of a number and reversing the calculation to find an original value from a percentage
- Time problems: elapsed time, clock arithmetic, and calculating angles between clock hands at specified times
- Perimeter and area: finding perimeter and area of compound shapes (rectilinear figures and diamonds), including the use of subtraction to find missing dimensions
- Multi-step word problems: combining operations (money, shopping, change), solving problems involving two unknowns with constraints (ages, number properties), and interpreting timetables
- Number sequences: recognising and extending arithmetic, additive, and multiplicative patterns, including negative numbers
- Logical reasoning and systematic listing: finding all possible solutions to problems with constraints on odd/even status, digit products, and sums
- Algebraic thinking without formal algebra: forming and solving word problems involving unknown quantities, inverse operations, and working backwards from a result

How to use this paper for revision

- Read the Brontë passage at least twice before answering questions. On the first read, underline key emotional shifts (confusion, isolation, determination) and unfamiliar vocabulary; on the second, note how the narrator's voice changes from external description to internal reflection.
- For Part 2 writing, spend 5 minutes planning structure and sensory detail. If you choose the homeless person task, think about time of day, weather, sounds, and internal thoughts; for the insect task, zoom in on textures, movement, habitat features, and lifecycle stage to demonstrate observation.
- In Maths Section A, answer every question even if you must guess; there is no negative marking. Work through systematically, skipping any that take more than 90 seconds, then return to these at the end.
- For Section B, always show your method step by step. Even if your final answer is incorrect, marks are awarded for clear working (e.g. setting up an equation, labelling a diagram, or listing possibilities methodically).
- Practise clock angle problems by sketching a clock face and remembering that each hour represents 30 degrees and each minute represents 6 degrees. Work out where each hand sits, then subtract to find the angle.
- When ordering fractions (Question 23c), convert them all to a common denominator or to decimals. Write your working clearly so that even if you make an arithmetic slip, your method earns credit.
- For train timetable questions, use a ruler to track times across the row and down the column. Check whether you are asked for journey time or clock time, and remember to add or subtract any walking/waiting time as instructed.

Common mistakes to avoid

- In vocabulary questions (Section B of English), choosing a word that sounds similar rather than reading the sentence context carefully. For example, parsonic means 'priest-like', not 'like a parsnip', even though the words look alike.
- Confusing the narrator's self-talk with dialogue. In the Brontë extract, 'she' in lines 17–23 personifies the narrator's common sense, not another character. Students often misidentify the referent and select 'the maid' or 'the porter'.
- Rushing the descriptive writing and producing a list of events rather than a developed description. The task asks for detail and atmosphere, not plot. Focus on sensory imagery and precise vocabulary, not simply 'what happens next'.
- In Section A Maths, misreading questions that ask for the **smallest** or **largest** value, or failing to notice constraints such as 'positive whole numbers' or 'different odd numbers'. Always underline the key words in the question stem.
- Forgetting to show working in Section B, then losing method marks when a final answer is wrong. For example, in question 27 (area of composite shape), you must show how you split the shape and calculated each part, not just write a number.
- In fraction arithmetic (Question 23b), adding numerators and denominators directly without finding a common denominator first. Always convert to equivalent fractions with the same denominator before adding or subtracting.
- Reading train timetables incorrectly by confusing rows and columns, or by adding the time shown in the timetable to the departure time instead of calculating the difference between departure and arrival.

Exam technique

In the English paper, complete Part 1 methodically: spend the first 5 minutes reading and annotating the passage, then allocate roughly 1 minute per multiple-choice question. If two answers seem equally plausible, eliminate the obviously incorrect options first, then reread the relevant lines of the passage before choosing. For Part 2, reserve 5 minutes for planning (jot down a structure, sensory words, and a clear opening) and 5 minutes at the end for proofreading. Check for sentence variety, paragraphing, and spelling of ambitious vocabulary. Do not cross out your plan; examiners may award credit for well-organised ideas even if you run out of time.

In the Mathematics paper, aim to finish Section A in 18–20 minutes, leaving 40–42 minutes for Section B. Move briskly through Section A; if a calculation looks long-winded, skip it and return later. In Section B, read each question fully before starting (some have multiple parts with escalating difficulty), and write your method clearly even if pressed for time. For multi-step problems (train times, digit products, number

pyramids), write down intermediate results and label them. If stuck, attempt the next part of the question; parts (b) and (c) sometimes give clues to earlier parts.

Pace yourself by checking the clock every 10 minutes. If using this paper at home, mark your own work against a solution set (or have a parent do so) and review every mistake by writing out the correct method. Identify patterns in your errors (careless arithmetic, misreading questions, weak topic areas) and target these in further practice. Latymer values clarity of thought and resilience, so treat wrong answers as learning opportunities rather than failures.

What to revise alongside this paper

To prepare thoroughly for Latymer 11+ English, read widely in 19th-century fiction (Dickens, the Brontës, George Eliot) to build familiarity with formal narrative voice and complex sentence structures. Practise identifying literary devices in short passages and work on timed descriptive writing using prompts from other independent school papers. Vocabulary extension is crucial: use a thesaurus to find synonyms for common words and learn Latin and Greek roots to decode unfamiliar terms in context.

For Mathematics, consolidate Year 5 and early Year 6 topics: long multiplication and division, equivalent fractions, converting between fractions/decimals/percentages, properties of 2D shapes, and angle facts. Work through multi-step word problems without a calculator, focusing on organising information clearly (drawing diagrams, labelling unknowns, checking units). Investigate number patterns and sequences, including terms that increase by addition or multiplication, and practise problems where you must find all solutions that satisfy given criteria.

Both papers reward careful reading and disciplined time management. Alongside subject revision, practise working under timed conditions with past or sample papers from Latymer and comparable London day schools (City of London, St Paul's, King's College School Wimbledon). Review your performance after each paper to identify recurring errors and to build confidence in articulating your reasoning, whether in prose or mathematical working.

Key terms

Inference, Simile, Metaphor, Alliteration, Subordinate clause, Adjective, Adverb, Remainder, Common denominator, Percentage, Perimeter, Area, Composite shape, Elapsed time, Constraint, Systematic listing, Multiple, Factor, Digit product, Number sequence

For more free 11+ practice papers, past papers and online practice tests, visit [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk).



LATYMER
UPPER SCHOOL

11+

11+ SAMPLE PAPERS (2)

**ENGLISH AND
MATHEMATICS**

11+

M2



LATYMER
UPPER SCHOOL

**Entrance Examination
2019
E N G L I S H**

Reading Material

Read the passage that follows, then answer **ALL** the multiple choice questions in Section A, B and C.

This is an extract taken from 'Strange Case of Dr Jekyll and Mr Hyde' by Robert Louis Stevenson in which the author introduces a London setting and the story of a recent shocking incident.

1 It chanced on one of these rambles that their way led them down a by-
2 street in a busy quarter of London. The street was small and what is
3 called quiet, but it drove a thriving trade on the weekdays. The
4 inhabitants were all doing well, it seemed and all emulously hoping to do
5 better still, and laying out the surplus of their grains in coquetry; so that
6 the shop fronts stood along that thoroughfare with an air of invitation, like
7 rows of smiling saleswomen. Even on Sunday, when it veiled its more
8 florid charms and lay comparatively empty of passage, the street shone
9 out in contrast to its dingy neighbourhood, like a fire in a forest; and with
10 its freshly painted shutters, well-polished brasses, and general
11 cleanliness and gaiety of note, instantly caught and pleased the eye of
12 the passenger.

13 Two doors from one corner, on the left hand going east the line was
14 broken by the entry of a court; and just at that point a certain sinister
15 block of building thrust forward its gable on the street. It was two storeys
16 high; showed no window, nothing but a door on the lower storey and a
17 blind forehead of discoloured wall on the upper; and bore in every
18 feature, the marks of prolonged and sordid negligence. The door, which
19 was equipped with neither bell nor knocker, was blistered and distained.
20 Tramps slouched into the recess and struck matches on the panels;
21 children kept shop upon the steps; the schoolboy had tried his knife on
22 the mouldings; and for close on a generation, no one had appeared to
23 drive away these random visitors or to repair their ravages.

24 Mr. Enfield and the lawyer were on the other side of the by-street; but
25 when they came abreast of the entry, the former lifted up his cane and
26 pointed.

27 “Did you ever remark that door?” he asked; and when his companion
28 had replied in the affirmative. “It is connected in my mind,” added he,
29 “with a very odd story.”

30 “Indeed?” said Mr. Utterson, with a slight change of voice, “and what
31 was that?”

32 “Well, it was this way,” returned Mr. Enfield: “I was coming home from
33 some place at the end of the world, about three o’clock of a black winter
34 morning, and my way lay through a part of town where there was literally
35 nothing to be seen but lamps. Street after street and all the folks
36 asleep—street after street, all lighted up as if for a procession and all as
37 empty as a church—till at last I got into that state of mind when a man
38 listens and listens and begins to long for the sight of a policeman. All at
39 once, I saw two figures: one a little man who was stumping along
40 eastward at a good walk, and the other a girl of maybe eight or ten who
41 was running as hard as she was able down a cross street. Well, sir, the
42 two ran into one another naturally enough at the corner; and then came
43 the horrible part of the thing; for the man trampled calmly over the child’s
44 body and left her screaming on the ground. It sounds nothing to hear,
45 but it was hellish to see. It wasn’t like a man; it was like some damned
46 Juggernaut. I gave a few halloa, took to my heels, collared my
47 gentleman, and brought him back to where there was already quite a
48 group about the screaming child. He was perfectly cool and made no
49 resistance, but gave me one look, so ugly that it brought out the sweat
50 on me like running.

11+

M2



LATYMER UPPER SCHOOL

Entrance Examination 2019 E N G L I S H PART 1: Multiple Choice

Time allowed: 35 minutes

Instructions

- *You have been given a passage to read, this question paper and a multiple choice answer sheet.*
- *First, read the passage through. You may use highlighters or a pen to make notes on the passage.*
- *Then, answer the 25 multiple choice questions about the passage. You must choose one answer - A, B, C, D or E - for each question and write that letter in the box on the answer sheet.*
- *You will have 35 minutes to complete this section. At the end of the 35 minutes the teacher will collect in your answer papers.*

PART 1: MULTIPLE CHOICE

Each question is worth 1 mark

SECTION A

1. In line 1, 'It chanced on one of these rambles', tell us that the visit to this by-street:
 - a. Was fated to happen
 - b. Was a daily occurrence
 - c. Was a planned work visit
 - d. Was a random occurrence
 - e. Was a mistake

2. In lines 5-7 (starting with 'laying out the surplus'), the writer tell us that:
 - a. The shops were freshly painted and polished to appeal to customers
 - b. Sales people gave out free samples in front of each shop
 - c. Flowers were placed outside each shop to attract customers
 - d. Smiling saleswomen were placed outside each shop to appeal to customers
 - e. Food was arranged outside each shop to appeal to customers

3. The building described in the second paragraph is said to have 'a blind forehead' (lines 16 - 17). What does this mean?
 - a. The top half of the building has no windows
 - b. The top half of the building is larger than the rest, like a giant forehead
 - c. The whole building lacks any doors or windows
 - d. The building is so dark, it looks like it has been decorated by a blind person
 - e. The bottom half of the building has no windows

4. The description of the building in lines 20 - 23 implies **all** of the following, except:

- a. No one takes much care of the building
- b. Tramps and schoolboys treat the building poorly without consequence
- c. The building has been in an awful state for over 20 years
- d. The building functions as a homeless shelter and school
- e. The owner or occupant does not appear to visit the building regularly

5. In lines 24 - 26, 'the former' refers to:

- a. Mr Enfield and the lawyer
- b. The tramp
- c. Mr Enfield
- d. The schoolboy
- e. The lawyer

6. In line 28, what do you think an 'affirmative' reply means?

- a. to ignore
- b. to disagree
- c. to be confused
- d. to hesitate
- e. to agree

7. In line 33, what is meant by 'place at the end of the world'?

- a. A house on the other side of the world
- b. A faraway place
- c. The speaker's friend's house
- d. The block of buildings nearby
- e. The name of a pub

8. Whilst the narrator is on his way home, starting in line 32, the phrase in line 38 'begins to long for the sight of a policeman' tells us what about the narrator's feelings?

- a. It is so dark and quiet that he is beginning to fear for his safety
- b. He is desperate to find a policeman to report the crime he has just seen
- c. It is so dark that he wishes he could see as well as a policeman in the night
- d. He has been out until three in the morning and is worried he may be arrested
- e. He is hallucinating about seeing another person on the empty streets

9. In line 43, the phrase 'trampled calmly' is an oxymoron. Choose which of the below definitions you think is correct for oxymoron:

- a. A phrase which uses the alliteration of 'l'
- b. A phrase which contains a contradiction or opposition
- c. A phrase which sounds so horrible that it cannot be true
- d. A phrase which uses two verbs in a row
- e. A phrase which gives human qualities to something non-human

10. What do you think 'Juggernaut' (lines 45 - 46) means?

- a. A fictional X-Men character
- b. A massive, demonic beast
- c. An unstoppable force or heavy vehicle
- d. A German fighter plane
- e. An overflowing dam

11. What is unusual about the behaviour of the violent 'gentleman' in lines 45 - 50?

- a. He hands himself in for arrest and says nothing
- b. He does not resist arrest and he screams about the child
- c. He is difficult to capture and then remains oddly silent
- d. The group captures him and then he gives the narrator a horrible look
- e. He does not resist arrest and he remains silent

12. In lines 49-50, which description best describes the narrator's reaction to the man?
- a. The narrator makes odd facial expressions
 - b. The narrator prepares to run away
 - c. The narrator stares back at the man
 - d. The narrator is very scared
 - e. The narrator shouts at the man

13. In the phrase 'the two ran into each other naturally enough at the corner' (lines 41-42), 'naturally enough' means:

- a. Quite casually
- b. According to the laws of nature
- c. As you would expect
- d. Very quickly
- e. Like natural animals

14. Considering the passage as a whole, how would you best describe the setting?

- a. The area is most busy on the weekend
- b. There are very few inhabitants in this fancy area
- c. The streets are mostly well-kept but are mixed in with run-down areas
- d. The whole area is dingy and shabby
- e. The streets are full of dangerous criminals and there are no policemen

15. In Mr Enfield's account, how would you best describe his sentence structure?

- a. He only uses compound sentences
- b. His sentences are multi-clausal with lots of conjunctions
- c. His sentences are multi-clausal without conjunctions
- d. He mainly uses simple sentences
- e. His sentences are very short and command-like

SECTION B

Answer these questions about the meaning of words and phrases **as they are used in this extract**.

16. What is the closest definition to the word **surplus** in line 5?

- a. A protective covering
- b. A symmetrical layout
- c. Brightly coloured
- d. An amount that is more than is needed
- e. Something that is rotten or has gone off

17. What is the closest definition to the word **veiled** in line 7?

- a. Partially concealed or disguised
- b. Completely removed
- c. Covered in black, as if for a funeral
- d. Covered in smart clothing, as if for a Sunday church service
- e. Swapped

18. What is the closest definition to the word **gaiety** in line 11?

- a. Brand new
- b. Sweet-smelling
- c. High-pitched
- d. Bright
- e. Light-hearted or cheerful

19. What is the closest definition to the word **sordid** in line 18?

- a. Silent
- b. Broken in form or appearance
- c. Kept the same in form or appearance
- d. Filthy and unpleasant
- e. Expensive

20. What is the closest definition to the word **ravages** in line 23?

- a. The unknown impact of something
- b. The mistakes made by someone
- c. The improvements made by someone
- d. The bad behaviour of someone
- e. The destructive effects of something

SECTION C

Answer the following questions about these words and phrases **as they are used in the passage**.

21. Which of these words is an adjective?

- a. Chanced (line 1)
- b. With (line 6)
- c. Dingy (line 9)
- d. Instantly (line 11)
- e. Passenger (line 12)

22. Which of these words is an adverb?

- a. Freshly (line 10)
- b. Pleased (line 11)
- c. Entry (line 14)
- d. Discoloured (line 17)
- e. Random (line 23)

23. In the phrase “like a fire in a forest” (line 9), which two literary techniques are used?

- a. a metaphor and alliteration
- b. a simile and alliteration
- c. a metaphor and a simile
- d. a simile and personification
- e. a metaphor and personification

24. In the phrase ‘The door, which was equipped with neither knocker nor bell, was blistered’ (lines 18 - 19), ‘blistered’ is an example of?

- a. Personification
- b. Alliteration
- c. A symbol
- d. A simile
- e. A rhyme

25. ‘It sounds nothing to hear, but was hellish to see.’ (lines 44 - 45) is:

- a. A complex sentence
- b. An independent clause
- c. A compound sentence
- d. A subordinate clause
- e. A simple sentence

This is the end of Part 1. Please go back and check your answers.

11+

M2



LATYMER UPPER SCHOOL

Entrance Examination 2019 E N G L I S H PART 2: Descriptive Writing

Time allowed: 45 minutes

Instructions

- *This part is worth 25 marks.*
- *There are two writing tasks on the next page. Choose one of these to complete.*
- *You should write about 1 ½ - 2 sides.*
- *You should aim to make your writing engaging for your reader.*
- *Take care with your spelling, punctuation and grammar.*
- *Try to use some interesting and ambitious vocabulary.*



LATYMER UPPER SCHOOL

AWAITED FROM PDM

Entrance Examination MATHEMATICS

SAMPLE PAPER

Time allowed: 60 minutes

Instructions

- Calculators are NOT allowed. You may use a ruler.
- Attempt all questions.
- If you cannot do a question, go on to the next one and try again later on.
- Do not ask the teacher to explain a question to you.
- If you finish before the end, check your answers and then wait quietly in your place.
- If you do not finish, or if you cannot understand all the questions, do not worry.

Section A

- You should spend about 20 minutes on this section. Each question is worth 1 mark. There are **20** marks for section A.
- Each question is provided with FIVE possible answers, only ONE answer is correct.
- Write the correct answer in the box on the right, if you make a mistake, rub it out and try again.

Section B

- You should spend about 40 minutes on this section. Marks for each question are shown in square brackets after the question. There are **40** marks for section B
- Write your answers **and working** in the spaces provided. **DO NOT** use extra paper.

Section A

1. What number is twenty-three less than seventy thousand?

A: 67700 B: 69987 C: 69977 D: 50003 E: 47000

2. Multiply 304 by 12.

A: 3648 B: 3048 C: 3016 D: 3042 E: 3608

3. I think of a number. When I subtract it from 24, the answer is the same as when I double it. What's my number?

A: 12 B: 10 C: 8 D: 6 E: 9

4. What remainder do you get when you divide 283 by 9?

A: 4 B: 5 C: 6 D: 7 E: 8

5. What is $842 - 658$?

A: 184 B: 194 C: 294 D: 284 E: 394

6. Bob makes a sequence using the following rule: 'double and subtract 3'. If the first number in his sequence is 5, what will the fifth number in his sequence be?

A: 157 B: 77 C: 19 D: 35 E: 67

7. What digit should replace the * below?

$$\begin{array}{r} * 3 9 \\ \underline{ 2 6 1} \\ 5 7 8 \end{array}$$

A: 8 B: 7 C: 6 D: 5 E: 4

8. Two-thirds of a number is 66. What's the number?

A: 100 B: 99 C: 44 D: 33 E: 132

9. Femi takes 2 hours and 53 minutes to cycle from London to Reading. If he arrived at 3:21pm, at what time must he have set off?

A: 12:24pm B: 1:24pm C: 12:28pm D: 12:18pm E: 1:28pm

10. Two-thirds of a number is 3 more than three-fifths of the number. What's the number?

A: 20 B: 90 C: 54 D: 60 E: 45

11. Work out: $\frac{1}{5} + \frac{2}{3}$

A: $\frac{3}{15}$

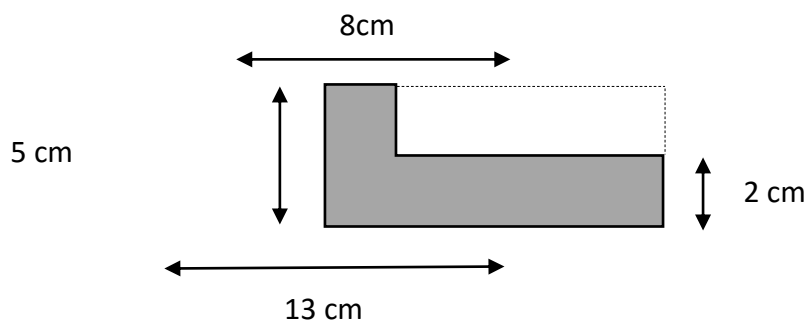
B: $\frac{3}{8}$

C: $\frac{13}{15}$

D: $\frac{11}{15}$

E: $\frac{2}{15}$

12. What is the area of the shaded shape below? [Diagram not to scale]



A: 41cm^2

B: 49cm^2

C: 56cm^2

D: 89cm^2

E: More information needed

13. I buy 7 bags of Cheezos at 55 pence each and 4 bags of Nuttees at 63 pence each. How much change do I get from £10?

A: £3.73

B: £3.63

C: £4.73

D: £4.63

E: £6.37

14. Three different, positive odd numbers add together to make 23. What is the smallest possible value of the largest of the three numbers?

A: 7

B: 9

C: 11

D: 13

E: 19

15. A train travels 80km in 24 minutes. How long will it take to travel 150km?

A: 48 minutes

B: $\frac{1}{2}$ hour

C: 42 minutes

D: 1 hour

E: 45 minutes

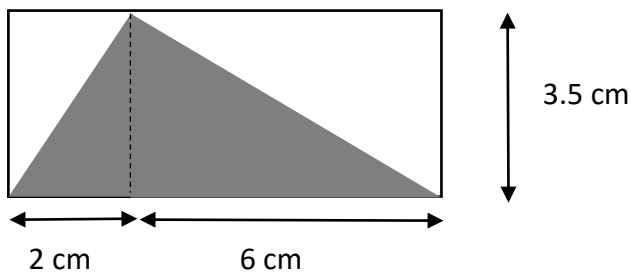
16. Which of these could be the correct measurement for the length of a bus?

A: 140 m B: 1400 cm C: 140 mm D: 140 000 mm E: 0.0014 km

17. I'm thinking of a number. When I triple it and subtract the result from 70, I get half my original number. What's my number?

A: 24 B: 30 C: 18 D: 20 E: 25

18. What is the area of the shaded triangle below? [Diagram not to scale]



A: 42 cm² B: 14 cm² C: 28 cm² D: 24.5 cm² E: 17.5 cm²

19. How many different ways are there of paying exactly £1 using 5p and/or 10p pieces?

A: 15 B: 10 C: 21 D: 11 E: 100

20. I'm thinking of two numbers. When I double the first and add it to the second I get 160. One of the numbers is half of the other. Which of these could be one of my numbers?

A: 30 B: 45 C: 60 D: 64 E: 96

Section B

21. a) Work out $287 + 365$

Answer:.....

[1 mark]

b) Subtract -23 from -81

Answer:.....

[1 mark]

c) Divide 1898 by 26

Answer:.....

[2 marks]

22. a) Mr Humberstone's maths class has 26 pupils. There are 8 more girls than there are boys. How many girls are there?

Answer:.....

[1 mark]

- b) In Miss Homes' maths class, the number of girls is three-quarters the number of boys, and there are 28 children altogether. How many girls are there?

Answer:.....

[2 marks]

- c) In Miss Thompson's class, there are 5 girls for every 4 boys, and one-fifth of the girls wear glasses. There are three girls and two boys in the class who wear glasses. What fraction of all the pupils in the class wear glasses?

Answer:.....

[2 marks]

23. a) Mr Sahota is cycling around a track at a constant speed. He completes 5 laps every 4 minutes. How long will it take him to complete 8 laps? Give your answer in minutes and seconds.

Answer:.....

[3 marks]

- b) Mr Aldham is also cycling around the track at a constant speed. He completes 5 laps every 6 minutes. How long is it between the first time that Mr Sahota overtakes Mr Aldham and the second time that Mr Sahota overtakes Mr Aldham?

Answer:.....

[3 marks]

24. For each part of this question you should try to find **all** the different possible answers. You don't need to worry about different orderings of the piles – 3 beads, 2 beads, 1 bead is the same as 3 beads, 1 bead, 2 beads.

a) I have six identical beads which I want to put into three piles. Each pile must have at least one bead in it. How many beads could be in each pile? One possible answer is given to you.

| 1 st pile | 2 nd pile | 3 rd pile |
|----------------------|----------------------|----------------------|
| <i>3 beads</i> | <i>2 beads</i> | <i>1 bead</i> |
| | | |
| | | |
| | | |

[2 marks]

b) List all the ways of placing eight beads into four piles, with at least one bead in each pile. One possible answer is given to you.

| 1 st pile | 2 nd pile | 3 rd pile | 4 th pile |
|----------------------|----------------------|----------------------|----------------------|
| <i>3 beads</i> | <i>2 beads</i> | <i>2 beads</i> | <i>1 bead</i> |
| | | | |
| | | | |
| | | | |

[2 marks]

25. a) Sarah thinks of a number. When she triples the number and then adds 15, she gets the answer 39. What was her number?

Answer:.....

[1 mark]

- b) Kirsty thinks of a number. When she adds 15 to the number and then triples the answer, she gets 39. What was her number?

Answer:.....

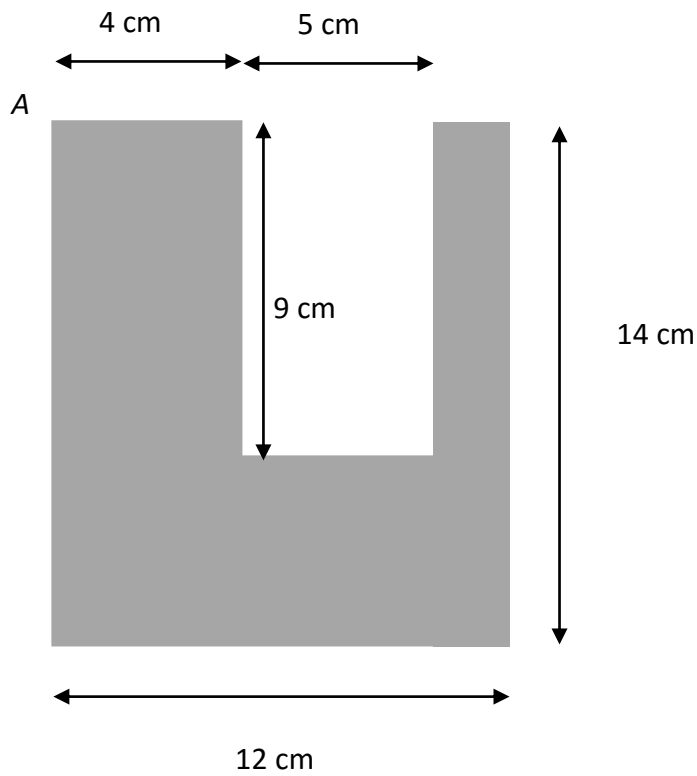
[1 mark]

- c) Zack thinks of a number. When he triples the number and subtracts the answer from 71, he gets one more than double his original number. What was his number?

Answer:.....

[2 marks]

26. Sid the spider goes for a walk around the whole perimeter of the shape below, starting at the point marked A. How far does he have to walk?

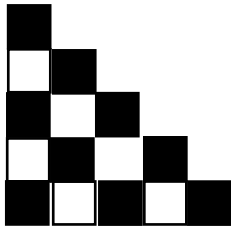


(Diagram not to scale)

Answer:.....

[3 marks]

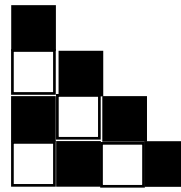
27. Jonny makes patterns from black and white tiles. His patterns always start with a black tile at the top. Here are some of his patterns:



Pattern 5



Pattern 2



Pattern 4

a) How many tiles of each colour will there be in Pattern 3?

Black tiles:

White tiles:

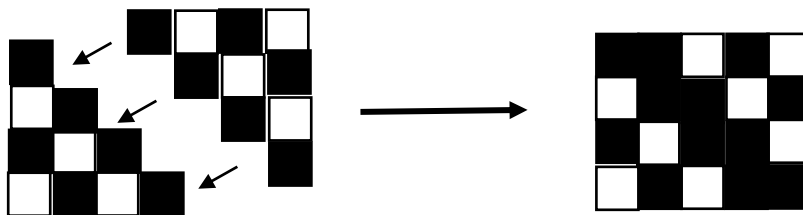
[1 mark]

b) How many black tiles will there be in Pattern 12?

Answer:.....

[2 marks]

Robin notices that he can take two copies of Pattern 4 and make them into a 4x5 rectangle:



c) Can you use Robin's idea to work out the total number of tiles in Pattern 20?

Answer:.....

[2 marks]

28. Tess is playing a game with whole numbers. She takes each of the digits of the number, squares them and then finds the total. So if she starts with the number 47, she gets the result 65, because:

- $4^2 + 7^2 = 16 + 49 = 65$

a) What result does Tess get when she starts with the number 732?

Answer:.....

[2 marks]

b) Find four different whole numbers, each under 1000 which all give Tess a result of 25.

Answer:.....

[2 marks]

c) Explain why it's not possible to find a two-digit number which gives Tess a result of 14.

[1 mark]

29. In Rainbow Land there are lots of wuzzles. Wuzzles are all green, pink or blue and have either big ears or small ears. They like to live together in houses.

a) In one wuzzle household, all the following statements are true:

- There are more green wuzzles than any other colour
- There are equal numbers of big-eared greens and small-eared greens
- There are three wuzzles with big ears
- There are twice as many big-eared greens as big-eared pinks
- There are three times as many pink wuzzles as blue wuzzles

How many of each kind of wuzzle (big-eared green, small-eared green, big-eared pink, ...) are there in this household?

[2 marks]

b) In another wuzzle household, all of these statements are true:

- There are the same number of pink wuzzles as green wuzzles
- There are twice as many big-eared green wuzzles as small-eared green wuzzles
- There are the same number of big-eared green wuzzles as big-eared blue wuzzles
- All but one of the wuzzles have big ears.

How many of each kind of wuzzle are there in this household?

[2 marks]

End of Questions

Please go back and check your answers

Paper Notes: 11+ Maths Sample Paper (11+ Maths Sample Paper (2019))

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+ entrance exam sample paper** published by **Latymer Upper School and Latymer Prep** in London, dated **2019**. The paper assesses both **English** and **Maths**, making it a comprehensive test of the core skills expected of candidates applying for Year 7 entry. It is designed to give prospective pupils and their families an authentic feel for the format, difficulty, and scope of the school's actual entrance examination.

The **English section** opens with a reading comprehension extract from Robert Louis Stevenson's *Strange Case of Dr Jekyll and Mr Hyde*, followed by **25 multiple-choice questions** covering inference, vocabulary, literary devices, and grammar. Candidates then have **45 minutes** to complete a descriptive writing task from a choice of two prompts, each inviting a different perspective (an elderly person's solitude or a detailed portrait of a bird). The Maths section consists of **20 multiple-choice questions** (Section A) and **nine longer problem-solving questions** (Section B), covering arithmetic, fractions, area, perimeter, sequences, ratio, and logic puzzles. Calculators are not permitted.

This paper is ideal for Year 6 pupils preparing for competitive London day-school entry, particularly those targeting Latymer itself or schools with similar academic standards. It offers a high-quality benchmark for assessing readiness across verbal reasoning, writing fluency, and mathematical problem-solving under timed conditions.

How this paper is organised

The paper is split into two distinct subjects, each with its own timing and structure. The **English component** comprises two parts: Part 1 (Multiple Choice) allows **35 minutes** and is worth **25 marks**, one per question, testing close reading of a Victorian prose extract. Part 2 (Descriptive Writing) allows **45 minutes** and is also worth **25 marks**, with candidates choosing one of two prompts and writing approximately one and a half to two sides. Both parts must be completed in sequence, with the reading material booklet provided separately.

The **Mathematics component** is divided into Section A and Section B, with a total time allowance of **60 minutes**. Section A contains **20 multiple-choice questions**, each worth **1 mark**, and candidates are advised to spend about **20 minutes** on this section. Topics range from place value and multiplication to fractions, time, and simple algebra.

Section B contains **nine extended questions** worth a total of **40 marks** (individual questions carry between 1 and 3 marks each, as indicated in square brackets). These require written working and involve multi-step reasoning, including ratio, speed, area, perimeter, sequences, and logic. Calculators are explicitly forbidden, and pupils are instructed to work in the spaces provided.

Overall, the paper totals **50 marks for English** and **60 marks for Maths**, giving a combined maximum of **110 marks**. The layout is clear and professional, with questions numbered sequentially and sections labelled prominently.

Topics covered

- Reading comprehension of a Victorian literary extract (Robert Louis Stevenson's Dr Jekyll and Mr Hyde) with inference, tone, and contextual vocabulary questions
- Vocabulary in context, including definitions of words such as 'surplus', 'veiled', 'gaiety', 'sordid', 'ravages', and 'affirmative'
- Literary techniques: simile, metaphor, personification, alliteration, and oxymoron identification and analysis
- Grammar and sentence structure, including identification of adjectives, adverbs, compound sentences, complex sentences, and subordinate clauses
- Descriptive writing from varied perspectives (elderly person's experience of living alone or detailed description of a bird in its habitat), assessing vocabulary range, punctuation, spelling, and engagement
- Place value and number operations, including large-number arithmetic (addition, subtraction, multiplication, and division with remainders)
- Fractions: addition of fractions with different denominators, finding fractions of quantities, and comparing fractional parts
- Area and perimeter of composite rectilinear shapes and triangles, with measurements given in centimetres
- Time calculations, including elapsed time (hours and minutes) and unit conversion (metric units of length)
- Ratio and proportion problems, including scaling, speed-distance-time, and part-whole relationships
- Number sequences and pattern recognition, including term-to-term rules ('double and subtract 3') and visual tile patterns with algebraic reasoning
- Multi-step word problems involving money (change from purchases), logic puzzles (wuzzles with attributes), and algebraic thinking ('think of a number' puzzles)
- Systematic reasoning and combinatorics (ways of arranging beads into piles, ways of making £1 with 5p and 10p coins)

How to use this paper for revision

- For the English reading section, annotate the passage as you read: underline unfamiliar words, circle metaphors, and note shifts in tone or perspective. This will save time when answering the 25 multiple-choice questions.
- Practise defining words from context rather than relying on prior knowledge. The vocabulary questions reward close reading of surrounding sentences, not just memorised definitions.
- In the descriptive writing task, plan for five minutes before you start: jot down sensory details, varied sentence openers, and at least two or three ambitious vocabulary choices. Aim for a clear structure with distinct paragraphs.
- For Section A of the Maths paper, attempt every question even if you are unsure. With five options, elimination often narrows the field to two plausible answers, and there is no penalty for guessing.
- In Section B, always show your working. Partial credit is often awarded for a correct method even if the final answer is wrong, so write down intermediate steps clearly.
- Time management is critical: aim to finish Section A of Maths in 20 minutes, leaving a full 40 minutes for the longer Section B questions. Use any remaining time to check your arithmetic.
- Revise metric unit conversions (mm, cm, m, km) and time calculations (minutes and seconds) thoroughly. These appear in multiple questions and are easy marks if you know the conversions by heart.

Common mistakes to avoid

- Rushing the reading passage and missing key inferences. Many multiple-choice questions hinge on understanding tone or implicit meaning (e.g. why Mr Enfield 'longs for the sight of a policeman'), not just surface facts.
- Confusing literary terms such as simile and metaphor, or failing to spot personification when objects are given human qualities (e.g. 'blistered' door). Revise definitions and practise spotting examples in context.
- In the writing task, producing a narrative rather than a description. The prompts ask you to 'describe' an experience or a scene, not to tell a story with dialogue and plot twists. Focus on imagery and sensory detail.
- In fraction addition (Question 11), adding numerators and denominators separately without finding a common denominator first. Always convert to equivalent fractions before adding.
- Misreading composite area questions (Question 12). Break L-shapes or other rectilinear figures into rectangles, calculate each area separately, and then add or subtract as required. Draw dividing lines on the diagram if necessary.
- In 'think of a number' problems (Questions 3, 17, 25c), setting up the equation incorrectly or reversing the order of operations. Write out what you know step by step and solve systematically, checking your answer by substituting back.

Exam technique

Begin the **English paper** by reading the Stevenson extract carefully, pencil in hand. Underline or highlight phrases that relate to setting, character, and tone. When tackling the multiple-choice questions, eliminate obviously wrong answers first and re-read the relevant lines before choosing. For the descriptive writing task, spend five minutes planning: decide on your perspective (elderly person or bird), list sensory details, and sketch a paragraph structure. Write steadily, aiming for one and a half to two sides, and reserve five minutes at the end to check spelling, punctuation, and clarity.

In the **Maths paper**, tackle Section A briskly but carefully. Each question is worth one mark, so do not dwell on any single problem for more than a minute. If stuck, move on and return later. In Section B, read each question twice to ensure you understand what is being asked, particularly in multi-part problems. Show all working, even for questions that seem straightforward; examiners award method marks generously. If a question involves drawing or geometry, sketch a quick diagram to clarify your thinking. Finally, if you finish early, use the remaining time to re-check arithmetic rather than second-guessing answers you are confident about.

Pace yourself throughout: the combined paper lasts around **140 minutes** (35 + 45 for English, 60 for Maths), so keep an eye on the clock. Do not let one difficult question derail your rhythm. Answer what you can, flag uncertainties, and return to them if time permits. Staying calm and methodical will yield better results than panicking or leaving questions blank.

What to revise alongside this paper

To deepen preparation for the **English section**, read more Victorian and early twentieth-century prose (Charles Dickens, H. G. Wells, Edith Nesbit) to familiarise yourself with formal narrative style, extended sentences, and period vocabulary. Practise identifying literary devices in short extracts and writing under timed conditions on descriptive prompts. Work on expanding your vocabulary through synonym and antonym exercises, and revise clause types (independent, subordinate) and sentence structures (simple, compound, complex) to strengthen your grammar skills.

For the **Maths section**, consolidate your understanding of fractions (adding, subtracting, finding fractions of amounts) and ensure you are fluent in times tables up to 12×12 , as these underpin many questions. Practise calculating area and perimeter of composite shapes, working without a calculator, and solving multi-step word problems involving time, money, and ratio. Sequences and pattern-spotting appear frequently in 11+ papers, so explore number sequences, visual patterns, and algebraic thinking (expressing a rule in words or symbols).

Once confident with this paper, progress to past papers from other London day schools (City of London, St Paul's, Haberdashers') or use publisher materials from **Bond, GL Assessment**, and **CGP** to broaden your question exposure. Timed practice under exam conditions is the single most effective way to build stamina, improve time management, and reduce anxiety on test day.

Key terms

Inference, Oxymoron, Personification, Simile and metaphor, Alliteration, Compound sentence, Adjective and adverb, Place value, Common denominator, Area and perimeter, Ratio and proportion, Elapsed time, Sequence (term-to-term rule), Composite shape, Systematic reasoning

For more free 11+ practice papers, past papers and online practice tests, visit [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk).