



11 + Practice Papers

Give your child the best!

11+ Practice Papers

(English Paper)

11+ Admissions Test: English Practice Paper

There are 2 sections to the English Test

30 Minutes of each section

Section A

Name:



Section A Reading (30 minutes)

You should spend 30 minutes on this section. There are 20 marks available. Read the material and provided and answer the questions.

Charlotte's Web by E.B. White

"Look out for Lurvy!" called the cows.

"Look out for Zuckerman!" yelled the gander.

"Watch out for the dog!" cried the sheep.

"Listen to me, listen to me!" screamed the goose.

Poor Wilbur was dazed and frightened by this hullabaloo. He didn't like being the center of all this fuss. He tried to follow the instructions his friends were giving him, but he couldn't run downhill and uphill at the same time, and he couldn't turn and twist when he was jumping and dancing, and he was crying so hard he could barely see anything that was happening. After all, Wilbur was a very young pig-not much more than a baby, really. He wished Fern were there to take him in her arms and comfort him. When he looked up and saw Mr. Zuckerman standing quite close to him holding a pail of warm slops, he felt relieved. He lifted his nose and sniffed. The smell was delicious -warm milk, potato skins, wheat middlings, Kellogg's Corn Flakes, and a popover left from the Zuckermans' breakfast.

"Come, pig!" said Mr. Zuckerman, tapping the pail. "Come pig!"

Wilbur took a step toward the pail.

"No-no-no!" said the goose. "It's the old pail trick, Wilbur. Don't fall for it, don't fall for it! He's trying to lure you back into captivity-ivity. He's appealing to your stomach."

Wilbur didn't care. The food smelled appetizing. He took another step toward the pail.

"Pig, pig!" said Mr. Zuckerman in a kind voice, and began walking slowly toward the barnyard, looking all about him innocently, as if he didn't know that a little white pig was following along behind him.

"You'll be sorry-sorry-sorry," called the goose.

Wilbur didn't care. He kept walking toward the pail of slops.

"You'll miss your freedom," honked the goose. "An hour of freedom is worth a barrel of slops."

Wilbur didn't care.

When Mr. Zuckerman reached the pigpen, he climbed over the fence and poured the slops into the trough. Then he pulled the loose board away from the fence, so that there was a wide hole for Wilbur to walk through.

"Reconsider, reconsider!" cried the goose.



Wilbur paid no attention. He stepped through the fence into his yard. He walked to the trough and took a long drink of slops, sucking in the milk hungrily and chewing the popover. It was good to be home again.

While Wilbur ate, Lurvy fetched a hammer and some 8-penny nails and nailed the board in place. Then he and Mr. Zuckerman leaned lazily on the fence and Mr. Zuckerman scratched Wilbur's back with a stick.

"He's quite a pig," said Lurvy.

"Yes, he'll make a good pig," said Mr. Zuckerman.

Wilbur heard the words of praise. He felt the warm milk inside his stomach. He felt the pleasant rubbing of the stick along his itchy back. He felt peaceful and happy and sleepy. This had been a tiring afternoon. It was still only about four o'clock but Wilbur was ready for bed.

"I'm really too young to go out into the world alone," he thought as he lay down.



Answer all questions in this section using the extract from Charlotte’s Web. Please write your answers in the spaces provided.

1. Read the Passage. List 4 things you find out about Wilbur.

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(4 MARKS)

2. Look in detail at each example below from the source. How does the writer use language to create narrative tension?

a) Poor Wilbur was dazed and frightened by this hullabaloo.

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(2 MARKS)

b) “It’s the old pail trick, Wilbur! Don’t fall for it, don’t fall for it!”

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(2 MARKS)



c) He walked through the trough and took a long drink of slops, sucking in the milk hungrily and chewing the popover.

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(2 MARKS)

d) He felt peaceful and happy and sleepy.

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(2 MARKS)

3. Think about the order in which each of these events happens in the text. List these in the correct order.

a) Mr Zuckerman used a stick to scratch Wilbur's back.	b) Mr Zuckerman pulled away the loose board.
c) Wilbur was unable to see because of crying so much.	d) Mr. Zuckerman praises Wilbur.

1) write a), b), c) or d)

2) write a), b), c) or d)

3) write a), b), c) or d)

4) write a), b), c) or d)

(4 MARKS)



4. You now need to think about the whole of the source. Select three to five examples showing how the writer structures the text to engage the reader.

You may want to write about:

- The opening
- How we are introduced to each character
- The order of information given
- The ending

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(4 MARKS)



11+ Admissions Test: English Practice Paper

There are 2 sections to the English Test

30 Minutes of each section

Section B

Name:



Section B Writing (30 minutes)

You should spend 30 minutes on this section. There are 20 marks available in Section B.

14 marks are for organisation and content; 6 marks are for spelling, punctuation and grammar.

Choose **one** question. Remember to use paragraphs.

Either:

Describe a dangerous situation that you need to get out of.

Or:

Write about a visit to a farm.

Title:

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A series of horizontal dotted lines for handwriting practice.

Mark Scheme

Section A Reading

1.

Any four of these:

He doesn't like being the centre of attention.

He didn't listen to the other animals/his friends

He is a young pig.

He had had a tiring afternoon.

He wanted Fern to comfort him.

He thought he was too young to go out alone in the world.

Wilbur didn't care about losing freedom to food.

Any other reasonable answer.

2.

NB: no mark on any section for saying language makes them excited or frightened (take care on fairground one!); **no mark for rewording the quote.**

If they don't use terminology but understanding / analysis is clear and well explained - can still get two marks.

a) Poor Wilbur was dazed and frightened by this hullabaloo.

Mark	Skill descriptors	Content descriptors
2	Clear understanding of language Analyses the effects of writer's choice of language	Specific adjectives – 'dazed' and 'frightened' emphasize Wilbur's feelings of anxiety/confusion/fear/excitement or also childlike innocence. This allows the reader to empathise or sympathise with him. Colloquial language – word 'hullabaloo' creates an informal connection between the reader and Wilbur, It also brings more attention to the noisy setting and situation Wilbur is in – could be common when considering farm animals in general.
1	Shows some understanding of language Attempts to comment on the writer's choice of language	Some comment on adjectives and/or words 'dazed' and 'frightened' showing Wilbur being scared.
0	No comment on language	Wilbur was frightened.

b) "It's the old pail trick, Wilbur! Don't fall for it, don't fall for it!"

Mark	Skill descriptors	Content descriptors
2	Clear understanding of language Analyses the effects of writer's choice of language	Foreshadowing – it is hinted that Wilbur will give in to the trick. The fact that it is referred to as an 'old trick' suggests that it has been used before successfully. Repetition – repetition of 'don't fall for it' gives a sense of urgency and builds suspense for the reader. It also emphasizes that it is a goose that is talking, hinting at how geese honk repeatedly, and thus creating a more dramatic effect as well as humour.
1	Shows some understanding of language Attempts to comment on the writer's choice of language	Some comment on repetition suggesting urgency.
0	No comment on language	The goose didn't want Wilbur to fall for the trick.

c) He walked through the trough and took a long drink of slops, sucking in the milk hungrily and chewing the popover.

Mark	Skill descriptors	Content descriptors
2	Clear understanding of language Analyses the effects of writer's choice of language	Consonance – 'through the trough and took', 'slops, sucking' the use of consonance adds a lyrical feel to the writing, creating a vivid image as well as a rhythm that adds to the pace of Wilbur's journey from walking to eating. This pace appears a lot like 'trotting' which is what pigs do, hence keeping the reader following in time with Wilbur. Onomatopoeia - slops, sucking' sound like the actual sounds that they are describing, keeping the reader interested by creating humour as well as really emphasizing how much Wilbur was enjoying his food.
1	Shows some understanding of language Attempts to comment on the writer's choice of language	Some comment on the use of consonance and/or repetition of the same letter 't' creating a faster paced journey the reader shares with Wilbur.
0	No comment on language	Wilbur was eating his food.

d) He felt peaceful and happy and sleepy.

Mark	Skill descriptors	Content descriptors
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2	Clear understanding of language Analyses the effects of writer's choice of language	Repetition of 'and' rather than listing – This emphasizes how Wilbur was feeling all at once, contrasting how he felt earlier. The specific adjectives used slow down the pace, suggesting an effective closing or conclusion to the chapter, allowing the reader's emotions to settle down, similarly to Wilbur's.
1	Shows some understanding of language Attempts to comment on the writer's choice of language	Some comment on the use of adjectives creating a more laid back atmosphere for the reader.
0	No comment on language	Wilbur felt sleepy and happy.

3.

Correct **sequence and place**:

C/B/A/D

4.

No marks for making generic comments that could apply to the opening of any novel

Mark	Skills descriptors	Content descriptors
4	Judicious selection of examples – at least three features discussed. Analyse the effect of structural features	<p>Could consider the following: (3 – 5 examples needed)</p> <ul style="list-style-type: none"> - The opening and the effect of it – potential danger approaching, could be mid-climax, or rising action. Creates high drama setting. - The opening and character introduction – characters are introduced through individual speech/ dialogue, with cows, gander, sheep, goose. Cows are focused on Lurvy, gander on Zuckerman, sheep on the dog and the goose on itself.
3	Selects two features. Clearly explains the effects of them. Three features identified but not explained.	
2	Identifies one feature. Explains this feature. Two features identified but not explained.	
1	Identifies one or more features with no explanation.	



0	No comment on structure.	<ul style="list-style-type: none"> - Shifting focus – focus shifts to Wilbur and how he is feeling, reader is looking at the situation from Wilbur’s perspective now. - The order in which events take place – it’s quite linear or chronological, the rising action – conflict – obligatory moment – climax – the resolution – the falling action. This is sometimes common in children’s stories, and can be compared to the perspective of a child. - The ending – quite anti-climactic, but leaves the reader in suspense, wondering if Wilbur made the right decision, yet still leaving the reader feeling relieved for Wilbur. Contrasts to the opening of the extract.
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Section B Writing

Content and Organisation

NB – 2 well developed paragraphs giving $\frac{3}{4}$ of a side is ‘sustained’. Candidates who fulfil half the criteria in a band get the lower mark e.g. 11 in lower level 4; all criteria fulfilled is full marks for that level e.g. 12 in lower level 4.

Convincing for an 11 year old.

<p>Level 4 11-14 marks</p> <p>Content is convincing and crafted</p> <p>Organisation is structured, developed, complex</p>	<p>Upper Level 4 13-14 marks</p> <p>Content</p> <ul style="list-style-type: none"> • Communication is convincing and compelling throughout • Tone style and register assuredly matched to purpose, form and audience; manipulative, subtle and increasingly abstract • Extensive and ambitious vocabulary with sustained crafting of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Highly structured and developed writing, incorporating a range of integrated and complex ideas • Fluently linked paragraphs with seamlessly integrated discourse markers • Varied and inventive use of structural features
	<p>Lower Level 4 11-12 marks</p> <p>Content</p> <ul style="list-style-type: none"> • Communication is convincing • Tone, style and register consistently match purpose, form and audience • Extensive vocabulary with evidence of conscious crafting of linguistic devices



	<p>Organisation</p> <ul style="list-style-type: none"> • Structured and developed writing with a range of engaging complex ideas • Consistently coherent use of paragraphs with integrated discourse markers • Varied and effective structural features
<p>Level 3 7-10 marks</p> <p>Content is clear and chosen for effect</p> <p>Organisation is engaging and connected</p>	<p>Upper Level 3 9-10 marks</p> <p>Content</p> <ul style="list-style-type: none"> • Communication is consistently clear and effective • Tone, style and register matched to purpose, form and audience • Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of appropriate linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Writing is engaging with a range of detailed connected ideas • Coherent paragraphs with integrated discourse markers • Effective use of structural features
	<p>Lower Level 3 7-8 marks</p> <p>Content</p> <ul style="list-style-type: none"> • Communication is clear • Tone, style and register generally matched to purpose, form and audience • Vocabulary clearly chosen for effect and successful use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Writing is engaging with a range of connected ideas • Usually coherent paragraphs with range of discourse markers • Usually effective use of structural features
<p>Level 2 3-6 marks</p> <p>Writing is controlled</p> <p>Organisation is linked/relevant and paragraphed</p>	<p>Upper Level 2 5-6 marks</p> <p>Content</p> <ul style="list-style-type: none"> • Communication is mostly successful • Sustained attempt to match purpose, form and audience; some control of register • Conscious use of vocabulary with some use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Increasing variety of linked and relevant ideas • Some use of paragraphs and some use of discourse markers • Some use of structural features
	<p>Lower Level 2 3-4marks</p> <p>Content</p> <ul style="list-style-type: none"> • Communicates with some success • Attempts to match purpose, form and audience; attempts to control register



	<ul style="list-style-type: none"> • Begins to vary vocabulary with some use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Some linked and relevant ideas • Attempt to write in paragraphs with some discourse markers, not always appropriate • Attempts to use structural features
Level 1 1-2 marks Content is simple Organisation is simple and limited	Higher Level 1 2 marks Content <ul style="list-style-type: none"> • Simple success in communication of ideas • Simple awareness of purpose, form and audience; limited control of register • Simple vocabulary; simple linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • One or two relevant ideas, simply linked • Random paragraph structure • Evidence of simple structural features
	Lower Level 1 1mark Content <ul style="list-style-type: none"> • Communicates some meaning • Occasional sense of purpose, form and/or audience • Simple vocabulary <p>Organisation</p> <ul style="list-style-type: none"> • One or two unlinked ideas • No paragraphs • Limited or no evidence of structural features
No marks	Candidates will not have offered any meaningful writing to assess. Nothing to reward.

Technical Accuracy

Students should not lose more than 1 mark for spelling in levels 3 or 4 here.

Level 4 5-6 marks	Sentence demarcation is consistently secure and consistently accurate Wide range of punctuation is used with a high level of accuracy Uses a full range of appropriate sentence forms for effect Uses Standard English consistently and appropriately with secure control of complex grammatical structures High level of accuracy in spelling, including ambitious vocabulary Extensive and ambitious use of vocabulary
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<p>Level 3 3-4 marks</p>	<p>Sentence demarcation is mostly secure and mostly accurate Range of punctuation is used, mostly with success (full stop , comma + two other forms) Uses a variety of sentence forms for effect Mostly uses Standard English appropriately with mostly controlled grammatical structures Generally accurate spelling, including complex and irregular words Increasingly sophisticated use of vocabulary</p>
<p>Level 2 2 marks</p>	<p>Sentence demarcation is mostly secure and sometimes accurate Some control of a range of punctuation (evidence of commas and full stops used with general accuracy) Attempts a variety of sentence forms Some use of Standard English with some control of agreement Some accurate spelling of more complex words</p>
<p>Level 1 1 mark</p>	<p>Occasional use of sentence demarcation Some evidence of conscious punctuation Simple range of sentence forms Occasional use of Standard English with limited control of agreement Accurate basic spelling Simple use of vocabulary</p>
<p>Level 0 No marks</p>	<p>Candidates' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.</p>

