



DAME ALICE OWEN'S  
SCHOOL  
est. 1613

## Practice Test 5

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

The alphabet is here to help you with these questions.

Find the next pair of letters in each series and mark it on your answer sheet.

**Example** FN GM HL IK [ ? ]  
A JK B JJ C IJ D KK E HL

**Answer** **JJ**

**Solution** The letters are grouped into pairs. The first letters of the pairs are in alphabetical order: F, G, H, I. The second letters of the pairs are in reverse alphabetical order: N, M, L, K. Following this pattern, the next pair of letters after IK must be **JJ**.

**1** XT DQ HS JR JR [ ? ]  
A IR B IS C HR D HT E HS

**2** HV LS PP TM [ ? ]  
A YI B XJ C XK D XI E WJ

**3** FS AT VU QV [ ? ]  
A KW B LX C MW D LW E MX

**4** QH JG KT PR NI MF NU MQ [ ? ]  
A KJ B LJ C KI D LK E LI

**5** OM JV PN NT QO RR RP VP [ ? ]  
A SR SP TQ SS SQ E

**6** QF RZ RV ST ST [ ? ]  
A SW TV SV UV UW E

**7** IQ MN JO LL KM [ ? ]  
A JK KK KJ JJ KI E

In these questions, one letter can be moved from the first word to the second word to make two new words.

The letters must **not** otherwise be rearranged and **both** new words must make sense.

Find the letter that moves and mark it on your answer sheet.

**Example**      blank      ate

A b      B l      C a      D n      E k

**Answer**      I

**Solution**      The answer is I: when you remove 'I' from the word 'blank', you get a new word '**bank**', and when you add 'I' to the word 'ate', you get a new word '**late**'.

8      stile      thirty

A s      B t      C i      D l      E e

9      tacking      lamp

A t      B a      C c      D n      E g

10      finger      rumble

A i      B n      C g      D e      E r

11      shovel      below

A h      B o      C v      D e      E l

12      planet      card

A p      B l      C n      D e      E t

13      whole      bran

A w      B h      C o      D l      E e

14      plain      robe

A p      B l      C a      D i      E n

15      bought      land

A b      B o      C u      D g      E h

In these questions, find the **two** words, **one** from each group, that will complete the sentence in the best way.

Mark **both** words on your answer sheet.

**Example** Up is to (vertical forward down) as left is to (horizontal right turn).

- |            |              |
|------------|--------------|
| A vertical | X horizontal |
| B forward  | Y right      |
| C down     | Z turn       |

**Answer** **down right**

**Solution** The correct sentence is: **Up** is to **down** as **left** is to **right**. The pairs of words are antonyms (opposites). For other questions, the word relationship will be something different (pay attention to word type as well as meaning). The important thing to remember is that the two relationships in each sentence are connected.

16 Fish is to (batter omega swim) as hamburger is to (cow cook bun).

- |          |        |
|----------|--------|
| A batter | X cow  |
| B omega  | Y cook |
| C swim   | Z bun  |

17 Room is to (furniture broom dust) as ladder is to (step splinter bladder).

- |             |            |
|-------------|------------|
| A furniture | X step     |
| B broom     | Y splinter |
| C dust      | Z bladder  |

18 Marble is to (rock arch atom) as silver is to (ion metal shiny).

- |        |         |
|--------|---------|
| A rock | X ion   |
| B arch | Y metal |
| C atom | Z shiny |

19 Cinema is to (director film popcorn) as theatre is to (word stage play).

- |            |         |
|------------|---------|
| A director | X word  |
| B film     | Y stage |
| C popcorn  | Z play  |

20

Strike is to (stick match work) as turn is to (go rotate tap).

- |         |          |
|---------|----------|
| A stick | X go     |
| B match | Y rotate |
| C work  | Z tap    |

21

Cause is to (course claws effect) as wax is to (white wane board).

- |          |         |
|----------|---------|
| A course | X white |
| B claws  | Y wane  |
| C effect | Z board |

22

Foil is to (aluminium plan wrap) as hatch is to (opening material scheme).

- |             |            |
|-------------|------------|
| A aluminium | X opening  |
| B plan      | Y material |
| C wrap      | Z scheme   |

In these questions, find the **two** words, **one** from each group, that are **most opposite** in meaning.

Mark **both** words on your answer sheet.

**Example**

(knew new known)

(think meet old)

- |         |         |
|---------|---------|
| A knew  | X think |
| B new   | Y meet  |
| C known | Z old   |

**Answer**

**new old**

**Solution**

The two words, one from each group, that are **most opposite** in meaning are '**new**' from group one and '**old**' from group two.

23

(flavoured harsh delicacy) (smelt mild spicy)

- |             |         |
|-------------|---------|
| A flavoured | X smelt |
| B harsh     | Y mild  |
| C delicacy  | Z spicy |

24

(splendid bank bland) (awful tourist poverty)

- |            |           |
|------------|-----------|
| A splendid | X awful   |
| B bank     | Y tourist |
| C bland    | Z poverty |

**25**

(loathing unjust courage) (timidity harmony exactly)

- |            |            |
|------------|------------|
| A loathing | X timidity |
| B unjust   | Y harmony  |
| C courage  | Z exactly  |

**26**

(hosting flattery celebrity) (dieting sinking criticism)

- |             |             |
|-------------|-------------|
| A hosting   | X dieting   |
| B flattery  | Y sinking   |
| C celebrity | Z criticism |

**27**

(solution descend under) (stumble climb mountain)

- |            |            |
|------------|------------|
| A solution | X stumble  |
| B descend  | Y climb    |
| C under    | Z mountain |

**28**

(follow charge acid) (battery stoppage lead)

- |          |            |
|----------|------------|
| A follow | X battery  |
| B charge | Y stoppage |
| C acid   | Z lead     |

**29**

(weed paste harvest) (farmer crop plant)

- |           |          |
|-----------|----------|
| A weed    | X farmer |
| B paste   | Y crop   |
| C harvest | Z plant  |

**30**

(border country domestic) (flight foreign garden)

- |            |           |
|------------|-----------|
| A border   | X flight  |
| B country  | Y foreign |
| C domestic | Z garden  |

In these questions, there are two pairs of words.

Only one of the five possible answers will go equally well with **both** of these pairs.

Find the word and mark it on your answer sheet.

**Example** (twig cane) (adhere affix)

A stick B branch C glue D cling E sugar

## **Answer stick**

**Solution** The word that goes equally well with both pairs is **stick**. It can be used as a noun to mean a piece of wood (as in twig and cane) and as a verb to mean to attach something (as in adhere and affix).

31 (climb     ascend)        (ratio     proportion)

- A scale
- B size
- C rise
- D helping
- E mount

32 (outing excursion) (stumble fall)

- A exit
- B journey
- C trip
- D descend
- E autumn

33 (business company) (solid stable)

- A friendship
- B hard
- C work
- D firm
- E level

34 (equal fellow) (peek gaze)

- A gawp
- B peer
- C lord
- D cohort
- E look

35

(estate ground)

(alight perch)

- A roll
- B dive
- C earth
- D land
- E plot

36

(cloth wiper)

(tabloid newspaper)

- A periodical
- B textile
- C rag
- D fabric
- E publication

37

(chorus melody)

(calibrate adjust)

- A tune
- B horn
- C theme
- D hone
- E jingle

Read the following information, then find the correct answer and mark its letter on your answer sheet.

38

There are 33 books on a shelf.

All the books are about chess, politics, history or dogs.

There is the same number of books about dogs as books about chess.

**Which of the following statements must be true?**

- A There is an even number of books about chess and an even number of books about dogs.
- B There is an odd number of books about chess and an even number of books about politics.
- C There is either an odd number of books about history or an odd number of books about politics.
- D There is an even number of books about chess and an even number of books about politics.
- E There is either an even number of books about chess or an even number of books about history.



In these questions, find the **two** words, **one** from each group, that go together to make one correctly spelt word without changing the order of the letters.

The word from the first group will always come first.

Mark **both** words on your answer sheet.

**Example** (con par four) (ride text ward)

- |        |        |
|--------|--------|
| A con  | X ride |
| B par  | Y text |
| C four | Z ward |

**Answer** **con text**

**Solution** When put together, 'con' from the first group of words and 'text' from the second group of words make the word '**context**'. These are the only two words that together make one correctly spelt word.

**46** (moth mill bat) (mitre tar her)

- |        |         |
|--------|---------|
| A moth | X mitre |
| B mill | Y tar   |
| C bat  | Z her   |

**47** (bran can in) (dish quit dye)

- |        |        |
|--------|--------|
| A bran | X dish |
| B can  | Y quit |
| C in   | Z dye  |

**48** (add growl pill) (age errs fur)

- |         |        |
|---------|--------|
| A add   | X age  |
| B growl | Y errs |
| C pill  | Z fur  |

**49** (beau put goat) (tea rid ham)

- |        |       |
|--------|-------|
| A beau | X tea |
| B put  | Y rid |
| C goat | Z ham |

50

(suit fan dare)

(wind egg able)

- |        |        |
|--------|--------|
| A suit | X wind |
| B fan  | Y egg  |
| C dare | Z able |

51

(dim ram ham)

(pant mark mint)

- |       |        |
|-------|--------|
| A dim | X pant |
| B ram | Y mark |
| C ham | Z mint |

52

(deck deaf char)

(rate brine chair)

- |        |         |
|--------|---------|
| A deck | X rate  |
| B deaf | Y brine |
| C char | Z chair |

In these sentences, the word in capitals has had three letters **next to each other** taken out. These three letters make one correctly spelt word without changing their order.

Mark the correct three-letter word on your answer sheet.

The sentence that you make must make sense.

**Example** For how many days will you go on **HOAY**?

- A LAD    B PIN    C LID    D NOT    E FUN

**Answer** **LID**

**Solution** The three-letter word that has been removed from **HOAY** is **LID**. If you place this three-letter word between HO and AY, it makes the word **HOLIDAY** and thus completes the sentence sensibly.

53

The manager's **MONOU**E finally ended.

- A SIT    B SAT    C LOG    D TOG    E RAT

54

The railway has had no **DERRAILTS** for 50 years.

- A BAR    B EAR    C FOR    D MAN    E MEN

55

The bird's-eye view of London from a **HELITER** is spectacular.

- A BAR    B CAT    C MOP    D COP    E TOE

56

One more **SENCE** and then my story is complete.

- A ART    B TEN    C SPA    D TAN    E TAR

57

Conspiracy **ORIES** should be taken with a pinch of salt.

- A THE      B HAT      C BAT      D WAR      E TAB

58

**CAULIFER** cheese is my favourite dish.

- A BAN      B DOE      C LOW      D RAN      E ORB

59

The cleaning fluid will eliminate **BERIA**.

- A MAR      B MAT      C CAT      D ACE      E ACT

In these questions, you must unscramble the words to form the longest sentence possible. **One** of the words is not needed.

Identify the word that is not needed and mark it on your answer sheet.

**Example** camping huge holiday family a of amount with going my is fun

- A a      B holiday      C with      D camping      E of

**Answer** **holiday**

**Solution** The longest sentence that can be made from these letters is: Going camping with my family is a huge amount of fun. The word '**holiday**' is not needed.

60

and with both working is challenging teenagers rewarding nor

- A and      B teenagers      C with      D nor      E rewarding

61

at the got of nerves anxious better me the interview

- A better      B anxious      C of      D nerves      E got

62

evening creeps crawled in the along cars traffic

- A cars      B creeps      C along      D crawled      E evening

63

asleep for it ticking making fall the is hard me clock times to

- A hard      B times      C asleep      D fall      E clock

**64**

of arrival the boisterous struggling the old yet with puppy  
the is dog

- A arrival    B puppy    C of    D yet    E the

**65**

humanity to faith kindness my your renewed in

- A to    B my    C your    D in    E faith

**66**

crying eyes been puffy sadden bitterly had her she that suggested

- A puffy    B bitterly    C that    D suggested    E sadden

In each question, find the number that will complete the equation correctly and mark it on your answer sheet.

**Example**     $1 + 4 = 3 + [ ? ]$

- A 1    B 2    C 3    D 4    E 5

**Answer**    **2**

**Solution**    The calculation on the right-hand side of the equals sign must have the same value as the calculation on the left-hand side. In this case, the calculation on the left-hand side makes **5**. Therefore, the question mark must be replaced by the number **2** so that the right-hand side also makes **5**.

**67**

$$3 + 5 = 4 + [ ? ]$$

- A 1    B 2    C 3    D 4    E 5

**68**

$$11 + 16 = 9 \times [ ? ]$$

- A 18    B 27    C 3    D 1    E 5

**69**

$$32 \div 4 = 15 - [ ? ]$$

- A 7    B 11    C 1    D 3    E -1

**70**

$$4 + 4 \times 2 = 6 + [ ? ]$$

- A 16    B 6    C 10    D 4    E 8

**71**

$$7 - 15 + 24 = 3 \times 2 + [ ? ]$$

A 26

B 8

C 5

D 13

E 10

**72**

$$12 \times 11 \times 9 \div 3 \div 6 = 1 + [ ? ]$$

A 62

B 65

C 63

D 64

E 66

**73**

$$14 \times 19 \times 23 = [ ? ]$$

A 6117

B 6115

C 6119

D 6116

E 6118

Read the following information, then find the correct answer and mark its letter on your answer sheet.

**74**

Maxim, Alex, Jake, Georgia and Lamar visit the cinema together. They sit in seats 1–5 in row A.  
Georgia and Jake have 3 seats between them.  
Maxim is sitting nearer to Lamar than to Georgia.  
Lamar has Alex sitting directly on her right.

**Which of the following statements must be true?**

- A Lamar is sitting directly next to Maxim.
- B There is one person sitting between Lamar and Maxim.
- C Maxim is sitting directly next to Jake.
- D Georgia is sitting directly next to Alex.
- E Alex is sitting directly between Lamar and Maxim.

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

The alphabet is here to help you with these questions.

You need to work out a different code for each question.

Choose the correct answer and mark it on your answer sheet.

**Example**

If the code for **LARGE** is **MBSHF**, what is the code for **SMALL**?

A TNBMM

B RLZKK

C TLBKM

D SNCNO

E TBNBM

**Answer**

**TNMBB**

**Solution**

If the code for LARGE is MBSHF, then the code for L is M, the code for A is B, the code for R is S, the code for G is H and the code for E is F. The code letter comes immediately after each letter in the alphabet. Using the same code for SMALL, the code for S is T, the code for M is N, the code for A is B and the code for L is M, so the answer is **TNBMM**.

75

If the code for **TIME** is **RGKC**, what is the code for **HAND**?

- A FYKB
- B FYLB
- C FYKA
- D EYKA
- E EYLA

76

If the code for **WASH** is **XZTG**, what is the code for **SOAP**?

- A TNBO
- B RPZQ
- C RNBO
- D TLZO
- E TNZQ

77

If the code for **TRICK** is **YVLEL**, what is the code for **CHECK**?

- A HKLEL
- B HKIEL
- C HLJEL
- D HLGEL
- E HLHEL

78

If the code for **HORSE** is **ESROH**, what does **ELAHW** mean?

- A NEIGH
- B REINS
- C WHISK
- D WHALE
- E COUGH

79

If the code for **BOARD** is **YLXOA**, what is the code for **PITCH**?

- A MFRAE
- B MFRAD
- C MFQZE
- D MFRZE
- E MFQAD

80

If the code for **FRIED** is **UIRVW**, what does **ILZHG** mean?

- A ROOTS
- B ROAST
- C ROLLS
- D ROLES
- E RINSE

## Passage

### **From *The Mill on the Floss* by George Eliot**

"Heyday!" said Aunt Glegg, with loud emphasis. "Do little boys and gells come into a room without taking notice of their uncles and aunts? That wasn't the way when *I* was a little gell."

5 "Go and speak to your aunts and uncles, my dears," said Mrs Tulliver, looking anxious and melancholy. She wanted to whisper to Maggie a command to go and have her hair brushed.

10 "Well, and how do you do? And I hope you're good children, are you?" said Aunt Glegg, in the same loud, emphatic way, as she took their hands, hurting them with her large rings, and kissing their cheeks much against their desire. "Look up, Tom, look up. Boys as go to boarding-schools should hold their heads up. Look at me now." Tom declined that pleasure apparently, for he tried to draw his hand away. "Put your hair behind your ears, Maggie, and keep your frock on your shoulder."

15 Aunt Glegg always spoke to them in this loud, emphatic way, as if she considered them deaf, or perhaps rather idiotic; it was a means, she thought, of making them feel that they were accountable creatures, and might be a salutary check on naughty tendencies. Bessy's children were so spoiled—they'd need have somebody to make them feel their duty.

20 "Well, my dears," said Aunt Pullet, in a compassionate voice, "you grow wonderful fast. I doubt they'll outgrow their strength," she added, looking over their heads, with a melancholy expression, at their mother. "I think the gell has too much hair. I'd have it thinned and cut shorter, sister, if I was you; it isn't good for her health. It's that as makes her skin so brown, I shouldn't wonder. Don't you think so, sister Deane?"

25 "I can't say, I'm sure, sister," said Mrs Deane, shutting her lips close again, and looking at Maggie with a critical eye.

30 "No, no," said Mr Tulliver, "the child's healthy enough; there's nothing ails her. There's red wheat as well as white, for that matter, and some like the dark grain best. But it 'ud be as well if Bessy 'ud have the child's hair cut, so as it 'ud lie smooth."

A dreadful resolve was gathering in Maggie's breast, but it was arrested by the desire to know from her aunt Deane whether she would leave Lucy behind. Aunt Deane would hardly ever let Lucy come to see them. After various reasons for refusal, Mrs Deane appealed to Lucy herself.

"You wouldn't like to stay behind without mother, should you, Lucy?"

"Yes, please, mother," said Lucy, timidly, blushing very pink all over her little neck.

35 "Well done, Lucy! Let her stay, Mrs Deane, let her stay," said Mr Deane, a large but alert-looking man, with a type of *physique* to be seen in all ranks of English society,—bald crown, red whiskers, full forehead, and general solidity without heaviness. You may see noblemen like Mr Deane, and you may see grocers or day-labourers like him; but the keenness of his brown eyes was less common than his contour.

He held a silver snuff-box very tightly in his hand, and now and then exchanged a  
40 pinch with Mr Tulliver, whose box was only silver-mounted, so that it was naturally a  
joke between them that Mr Tulliver wanted to exchange snuff-boxes also. Mr Deane's  
box had been given him by the superior partners in the firm to which he belonged, at  
the same time that they gave him a share in the business, in acknowledgment of his  
45 valuable services as manager. No man was thought more highly of in St Ogg's than Mr  
Deane; and some persons were even of opinion that Miss Susan Dodson, who was  
once held to have made the worst match of all the Dodson sisters, might one day ride  
in a better carriage, and live in a better house, even than her sister Pullet. There was  
no knowing where a man would stop, who had got his foot into a great mill-owning,  
50 ship-owning business like that of Guest & Co., with a banking concern attached. And  
Mrs Deane, as her intimate female friends observed, was proud and "having" enough;  
*she wouldn't let her husband stand still in the world for want of spurring.*

"Maggie," said Mrs Tulliver, beckoning Maggie to her, and whispering in her ear, as  
soon as this point of Lucy's staying was settled, "go and get your hair brushed, do, for  
shame. I told you not to come in without going to Martha first, you know I did."

55 "Tom come out with me," whispered Maggie, pulling his sleeve as she passed him;  
and Tom followed willingly enough.

"Come upstairs with me, Tom," she whispered, when they were outside the door.  
"There's something I want to do before dinner."

60 "There's no time to play at anything before dinner," said Tom, whose imagination was  
impatient of any intermediate prospect.

"Oh yes, there is time for this; *do* come, Tom."

Tom followed Maggie upstairs into her mother's room, and saw her go at once to a  
drawer, from which she took out a large pair of scissors.

"What are they for, Maggie?" said Tom, feeling his curiosity awakened.

65 Maggie answered by seizing her front locks and cutting them straight across the  
middle of her forehead.

"Oh, my buttons! Maggie, you'll catch it!" exclaimed Tom; "you'd better not cut any  
more off."

70 Snip! went the great scissors again while Tom was speaking, and he couldn't help  
feeling it was rather good fun; Maggie would look so queer.

"Here, Tom, cut it behind for me," said Maggie, excited by her own daring, and  
anxious to finish the deed.

"You'll catch it, you know," said Tom, nodding his head in an admonitory manner, and  
hesitating a little as he took the scissors.

75 "Never mind, make haste!" said Maggie, giving a little stamp with her foot. Her cheeks  
were quite flushed.

The black locks were so thick, nothing could be more tempting to a lad who had  
already tasted the forbidden pleasure of cutting the pony's mane. I speak to those  
who know the satisfaction of making a pair of scissors meet through a duly resisting

80 mass of hair. One delicious grinding snip, and then another and another, and the hinder-locks fell heavily on the floor, and Maggie stood cropped in a jagged, uneven manner, but with a sense of clearness and freedom, as if she had emerged from a wood into the open plain.

- How did Mrs Tulliver feel in the company of the aunts?

Use evidence from the extract to suggest why she felt this way.

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(4 marks)

- Think of **two** adjectives that could be used to describe Aunt Pullet and give a separate reason for each of your choices.

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(4 marks)

- What **two** things can we infer about Maggie's personality from her cutting her own hair?

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(2 marks)

4. Give **two** reasons why Tom might have hesitated before cutting Maggie's hair.

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(2 marks)

5. Suggest **two** reasons why Mrs Deane might have been unwilling to leave Lucy at the Tullivers' house.

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(2 marks)

6. Explain the meaning of the following words, *as they are used in the passage*:

salutary (line 15)

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intimate (line 50)

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admonitory (line 73)

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(3 marks)

7. What was the 'resolve [that] was gathering in Maggie's breast' (line 28)?

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(1 mark)

- 8.** What do the words 'she wouldn't let her husband stand still in the world for want of spurring' in line 51 tell us about Mrs Deane?

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(2 marks)

- 9.** Why is the use of the word 'spurring' (line 51) effective?

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(2 marks)

- 10.** Give **two** examples from the extract that demonstrate gender inequality.

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(2 marks)

- 11.** Which **three** words from the last paragraph tell us that Tom enjoyed cutting Maggie's hair?

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(1 mark)

(Total: 25 marks)

**PLEASE CONTINUE TO SECTION B**

## **SECTION B**

**Imagine that you have been the victim of a home burglary. The burglar has been caught and found guilty. The judge gives you the opportunity to read out a statement about how the crime has affected you. Write your statement in a way that gets across the devastating impact the crime has had on you and which appeals to the judge to give the burglar the maximum possible prison sentence.**

You will be assessed on the quality of your writing in this section. Marks will be awarded for:

- variety of sentences and punctuation
  - use of appropriate tone and language
  - accuracy in punctuation, spelling and use of paragraphs.



1.  $40\,000 - 3085.9 =$

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2. How many quarters divide into 47?

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.....

3. One tonne is equal to 1000 kg.

How many grams are in one tonne?  
Write your answer in words.

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.....

4. How many times greater is the eighth cube number than the eighth square number?

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**For questions 5, 6 and 7, fill in the missing numbers.**

5.  $6701 - 2 \times 20 = 6701 + 4 \times \underline{\hspace{2cm}}$

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6.  $35 - \underline{\hspace{2cm}} = 4 \times 9$

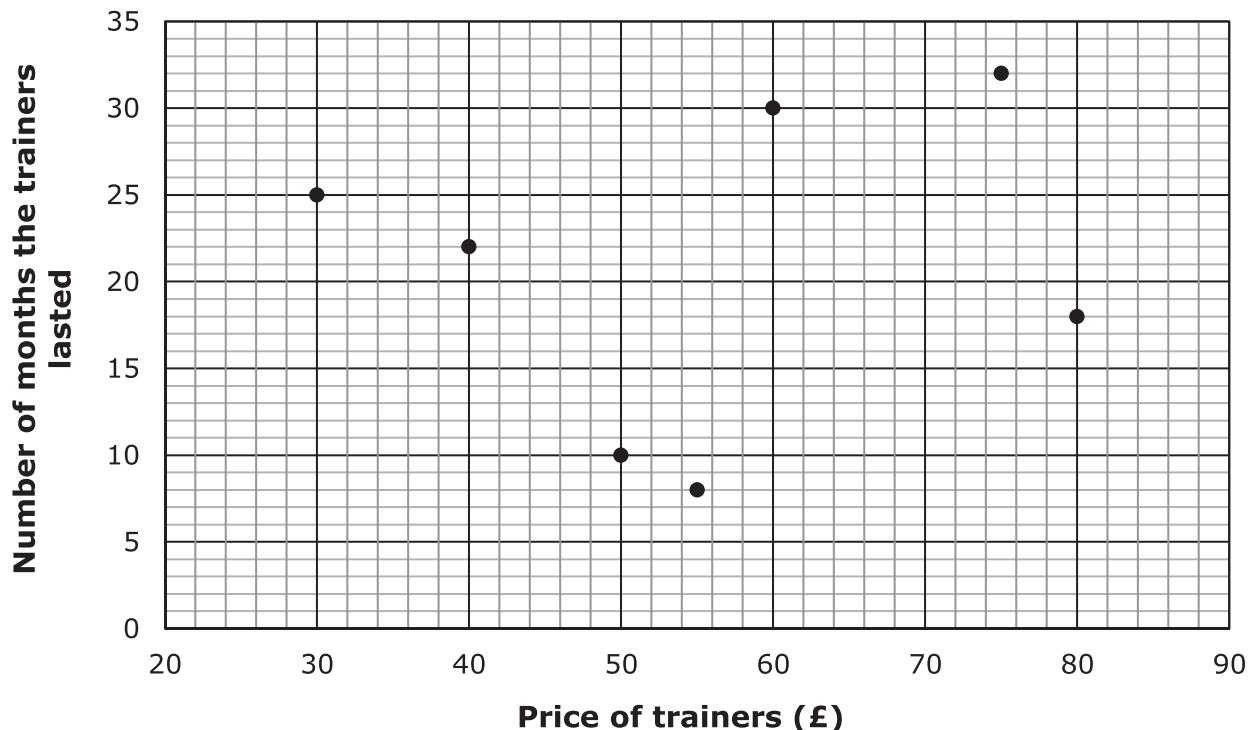
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7.  $100 \div (50 \div 2) = 16 \times \underline{\hspace{2cm}}$

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**For questions 8, 9, 10, 11 and 12, use this information.**

Seven children were asked the price of their last pair of trainers and how long they lasted.



8. How many months did the pair of trainers that cost £55 last?

.....

- 
9. What was the price of the trainers that lasted the longest?

£ .....

**10.** What was the median price of the trainers?

£

---

**11.** What was the range of time in months that the trainers lasted for?

---

---

**12.** What was the mean price of the trainers, to the nearest pound?

---

£

**For questions 13, 14, 15, 16 and 17, use this information.**

Let  $5! = 5 \times 4 \times 3 \times 2 \times 1 = 120$

Let  $5? = 5 + 4 + 3 + 2 + 1 = 15$

Let  $5/ = 5 - 4 - 3 - 2 - 1 = -5$

For example,  $3! = 3 \times 2 \times 1 = 6$

**13.**  $7? =$

---

**14.**  $7/ =$

---

**15.**  $7! =$

---

**16.**  $4! \times 4? =$

---

- 17.** Let  $N$  be a positive whole number.

$$N! \div (N - 1)! = ?$$

---

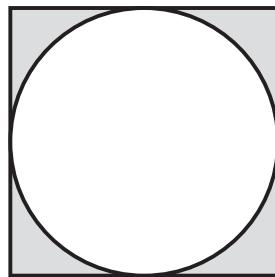
.....

**For questions 18, 19 and 20, use this information.**

A circle's area is  $20 \text{ cm}^2$  (to the nearest square centimetre).

The circle's radius is  $2.5 \text{ cm}$ .

A square is drawn around the circle as shown.



- 18.** What is the area of the square?

$\text{cm}^2$   
.....

---

- 19.** What is the total area of the shaded part of the shape?

$\text{cm}^2$   
.....

---

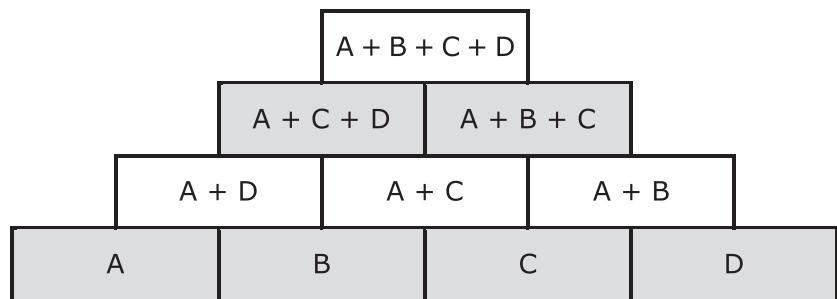
- 20.** What percentage of the total area of the diagram is unshaded?

$\%$   
.....

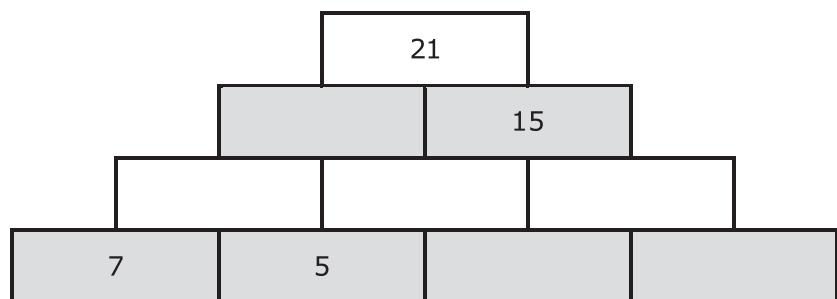
---

**For questions 21 and 22, use the information below.**

The numbers inside a pyramid are formed as shown.



Here is the pyramid with some of the numbers missing.



- 21.** What is the value of C?

.....

- 
- 22.** What is the value of D?

.....

- 
- 23.** A bag contains red marbles, blue marbles and yellow marbles.  
The ratio of red, blue and yellow marbles is 3:4:5.

If a marble is pulled out of the bag at random, what is the probability that it will **not** be a red marble?

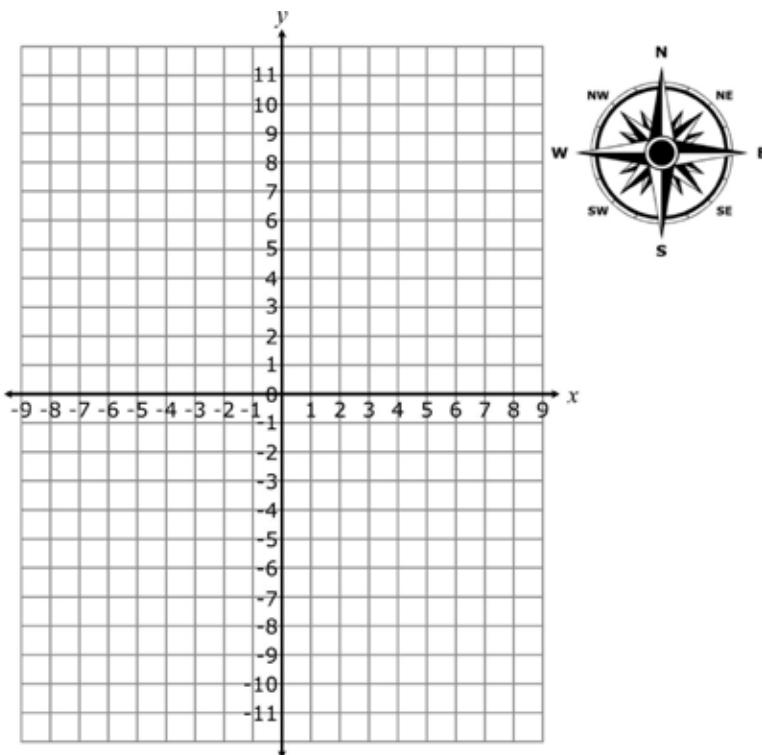
Write your answer as a fraction in its lowest form.

.....

**For questions 24, 25, 26 and 27, use the information below.**

The coordinate grid is made up of unit squares.

Mel starts at  $(0, 0)$  and draws a line (1 diagonal in length) in the NE direction to  $(1, 1)$ . From there, she draws another line (1 diagonal in length) in the NW direction to  $(0, 2)$ . Finally she draws a line (2 squares in length) in the S direction back to  $(0, 0)$ . To shorten the explanations, Mel writes 1NE, 1NW and 2S to describe the movement.



- 24.** Marie starts at  $(-3, -1)$ .  
Marie draws a line 5SE, 3E, 2N and 4NW.

At what pair of coordinates does Marie's line end?

.....

- 
- 25.** A shape starts at  $(0, -6)$ .  
If 5NW, 4N, 5E, 9S is applied, what quadrilateral is drawn out?

.....

- 
- 26.** Esme draws a line that ends at  $(8, 4)$  after drawing 2SE, 7E, 5NE and 4S.  
At what pair of coordinates did Esme's line start?

.....

- 27.** Ant A starts at  $(-9, -2)$  and travels 15E.  
Ant B starts at  $(1, -8)$  and travels 15N.  
Ant C starts at  $(6, -5)$  and travels 15NW.  
Ant D starts at  $(1, 3)$  and travels 15SW.

Which ant passes nearest to the origin  $(0, 0)$ ?

---

.....

- 28.** Three consecutive prime numbers have a sum of 109.

What is the median number?

---

.....

- 29.** Mr Prudence went into town with an amount of money ( $\text{£}M$ ).  
Mr Prudence spent one-quarter of his money on the return train fare.  
Then Mr Prudence spent one-fifth of what was left on a meal.  
Finally, Mr Prudence spent one-third of what was left on a book.  
At this point, Mr Prudence had £8 left.

How much money did Mr Prudence start with ( $M$ )?

---

£ .....

- 30.** Gaby has 75 stickers, which she shares between her and three friends.  
Gaby gets twice as many stickers as each of her three friends.

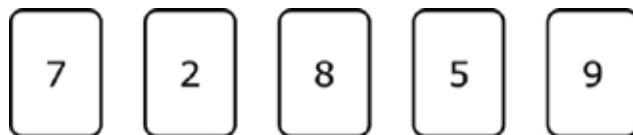
How many stickers does Gaby now have?

---

.....

**For questions 31, 32, 33, 34 and 35, use this information.**

Xixi has five number cards.



Choosing only from the five number cards for each question, which cards should Xixi select to make each number?

- 31.** Xixi is asked to make the smallest possible prime number using at least two cards.

.....

---

- 32.** Xixi is asked to make the largest possible number divisible by 3.

.....

---

- 33.** Xixi is asked to make the largest possible odd number.

.....

---

- 34.** Xixi is asked to make the largest possible number that is divisible by 9.

.....

---

- 35.** Xixi is asked to make a square number with two digits.

.....

---

**For questions 36, 37, 38 and 39, use this information.**

Before 1971, Britain used old money.

Old money mainly comprised of three units of currency: the penny, the shilling and the pound.

Pennies were written as 'd', shillings as 's' and pounds as '£'.

There were 12 pence (d) in every shilling (s) and 20 shillings in every pound (£).

- 36.** How many pennies made up a pound in old money?

.....

- 
- 37.** Apple pies cost 4d each.

If Florin gave a pound to buy four apple pies, what is her change in shillings and pence?

Make sure Florin receives as many shillings as possible.

s and d  
.....

- 
- 38.** If Fred started to save a penny in old money every day, starting on his tenth birthday, how many pounds, to the nearest whole, would he have saved by the time he was 18?

£  
.....

- 39.** Mr Pitt earned £2, 5s and 10d per week in old money.

When Mr Pitt received a 10% pay increase, what was his new wage?

£ ..... , ..... s and ..... d

---

**For questions 40, 41 and 42, use this information.**

Three fair dice are rolled at the same time.

Ella adds together the uppermost numbers.

You may use the table to help you answer the questions.

Dice 1	Dice 2	Dice 3	Totals

- 40.** What is the range of results that Ella can get when she throws the three dice?

.....

---

- 41.** It is equally likely that the numbers rolled total 4 or 17.

What total is equally as likely as 11?

.....

---

- 42.** What is the probability that all three dice land on the same number?  
Write your answer as a fraction.

.....

---

- 43.** Five containers are available in which to transport parcels.  
Each of the five containers can take a different weight of goods.

11 kg

26 kg

30 kg

18 kg

13 kg

If the following are the weights of the parcels waiting to be transported, what is the maximum weight of parcels that can be accepted by the five containers?

11 kg, 14 kg, 9 kg, 7 kg, 12 kg, 5 kg, 22 kg, 10 kg, 8 kg

kg  
.....

---

**For questions 44 and 45, use this information.**

Every number can be represented as the product of prime numbers.  
For example,  $6 = 3 \times 2$  and  $8 = 2^3$ .

- 44.** If  $64 = 2^n$ , what is the value of  $n$ ?

.....

---

- 45.** 3375 is in the form  $A^3 \times B^3$  when written as the product of its primes.

What is the value of  $A + B$ ?

.....

---

- 46.** Bilal wants to see the lions, seals, monkeys and pandas at the zoo.

In how many different orders can Bilal visit the animals?

.....

---

**For questions 47, 48, 49 and 50, use this information.**

Each letter of the alphabet is given a different number.

If G = 4, U = 5 and M = 1, the word GUM =  $4 \times 5 \times 1 = 20$ .

Multiplying the values of each letter produces the code.

The questions below use the same code (including these values).

**47.** MASS = 18.

What is the value of S?

.....

---

**48.** SAME = 60

What is the value of E?

.....

---

**49.** Write another word that is equal to 60.

.....

---

**50.** What number is the word GAMES equal to?

.....

---



DAME ALICE OWEN'S  
SCHOOL  
est. 1613

## Practice Test 5

### Answers

## **English: Section A**

*Answers must be written in full sentences.*

1. Award 1 mark for anything along the lines of her feeling anxious / stressed / not relaxed. Award 1 mark for anything along the lines of her feeling sad / unhappy. Award an additional mark for giving a logical explanation and using evidence for one of these and an additional 2 marks for giving a logical explanation and evidence for both.

**Example**

*Mrs Tulliver felt stressed in the company of the aunts. I know this because we are told she was 'looking anxious'. It is not surprising she found their company stressful because they were highly critical of her children: 'looking at Maggie with a critical eye'. She felt unhappy in their company. I know this because we are told she looked 'melancholy'. Again, this is not surprising when her children are criticised by the aunts, which implies she is not a good mother: "I think the gell has too much hair."*

2. Award 1 mark for anything along the lines of her being ignorant. Award 1 mark for anything along the lines of her being rude or critical. Award an additional mark for giving a reason for your first adjective and an additional 2 marks for giving a reason for both your adjectives. Make sure you use evidence from what Aunt Pullet (and not one of the other aunts) says.

**Example**

*I would describe Aunt Pullet as ignorant. I would use this adjective because she suggests it is Maggie having so much hair that 'makes her skin so brown'. This is obviously nonsense; the amount of hair you have does not impact the colour of your skin. I would also describe her as rude. It is rude of her to make unkind remarks about Maggie's appearance.*

3. Award 1 mark for having something along the lines of her being impetuous, supported by an explanation / evidence from the text. Award 1 mark for having something along the lines of her being sensitive to other people's comments or wanting to please other people, supported by an explanation / evidence from the text.

**Example**

*We can infer that Maggie is impetuous because she does not stop and think through why it would be a bad idea for her to cut her own hair. We can also infer that she is sensitive because she obviously takes the negative comments about her hair to heart and tries to make her hair 'better'.*

**4.** Any two of the following for 1 mark each:

- Maggie getting into trouble
- Getting himself into trouble
- Feeling a little guilty that Maggie would look silly
- Having an awareness that it was not the right thing to do

**Example**

*Tom might have hesitated before cutting Maggie's hair because he knew that Maggie was going to get into trouble and the worse her hair looked, the more trouble she was likely to get into. He also might have hesitated because he did not want to get involved, as that could mean he would get into trouble.*

**5.** Award 1 mark for having one logical suggestion and 2 marks for having two logical suggestions.

**Example**

*Mrs Deane might have been unwilling to leave Lucy at the Tullivers' house because she was an overprotective mother and didn't want Lucy out of her sight. She also might have been unwilling to leave her there because she thought Maggie was a bad influence on Lucy.*

**6.** Award 1 mark for each correct definition you have.

You need a response that shows you understand that *salutary* means good / beneficial / advantageous.

You need a response that shows you understand that *intimate* means close / dear.

You need a response that shows you understand that *admonitory* means reproachful / warning.

**7.** Award the mark for showing you understand that it was the resolve to cut her hair.

**Example**

*The 'resolve [that] was gathering in Maggie's breast' was the resolve to cut her hair.*

**8.** Award 1 mark for having something along the lines of it telling us that Mrs Deane is pushy. Award 1 mark for having something along the lines of it telling us that Mrs Deane is determined that her husband will progress in the world of work.

**Example**

*The words 'she wouldn't let her husband stand still in the world for want of spurring' tell us that Mrs Deane was pushy. They also tell us that it was important to her that her husband did well in the world of work.*

**9.** Award 1 mark for mentioning that 'spurring' can mean urging a horse forward by digging your spurs into its sides. Award 1 mark for mentioning something along the lines of it meaning that we can infer that Mrs Deane is the boss and controls her husband (Mrs Deane being like the horse rider and Mr Deane being like the horse).

**Example**

*The use of the word 'spurring' is effective because it can mean digging your spurs into the side of a horse to get it moving. This word creates a clear image in the mind of the reader. It means that we see Mrs Deane as being the rider and Mr Deane as the horse – from which we infer that Mrs Deane is the boss and in control.*

- 10.** Award 1 mark for mentioning one example of gender inequality and 2 marks for mentioning two.

**Example**

*An example of gender inequality from the extract is that Tom attends boarding-school but Maggie doesn't. This suggests that Tom's education is considered more important than Maggie's because he is a boy. Another example of gender inequality is the fact that Mrs Deane's status comes from her husband and his job rather than anything she does herself.*

- 11.** All three words are needed for the mark: 'pleasure', 'satisfaction' and 'delicious'.

**Example**

*The three words from the last paragraph that tell us Tom enjoyed cutting Maggie's hair are 'pleasure', 'satisfaction' and 'delicious'.*

(25 marks)

## **English: Section B**

Marking a composition is more subjective and less rigid than marking a comprehension. However, in general, marks should be awarded for:

- a focused response to the question that fulfils the length requirement without straying off topic
- a clear structure with a beginning, a middle and an end, defined through the use of paragraphs
- use of interesting vocabulary and expressive adjectives and adverbs
- correct use of punctuation, including dialogue (if appropriate), and the use of sub-clauses
- good spelling and handwriting.

### **Sample mark scheme**

Punctuation and Spelling	6 marks
Vocabulary	6 marks
Structure and Story Development	10 marks
Presentation	3 marks

To gain full marks your response must demonstrate imagination and excellent language skills. Your statement must make sense and be written in correct English.

You will lose marks if you make a lot of errors with grammar, punctuation and spelling, so be careful to avoid basic mistakes.

The mark scheme that follows illustrates how the 25 marks might be awarded. If your response meets all the criteria for the first range of marks, move on to the next, and so on. If it meets just one or two of the criteria for a range, it will be at the bottom end of that range. If it meets all of the criteria, it will be at the top of that range.

### **1-10 marks**

#### **Content**

- You have written your answer as a statement.
- Your statement includes at least two ways in which the crime has affected you.
- You have tried to use language in a way that makes the statement emotionally impactful.
- You have used some simple techniques, e.g. a common simile:  
*It made me feel as helpless as a baby.*

### **Organisation**

- The piece has a clear opening, middle and ending.
- You have used paragraphs but not always accurately.

### **Technical accuracy**

- You have written some clear sentences and with correct but basic punctuation.
- You have used basic sentence forms, e.g. simple and compound sentences.
- You have mostly used Standard English.
- Your basic spelling is accurate.

## **11–20 marks**

### **Content**

- Your statement includes at least three ways in which the crime has affected you.
- You have used appropriate vocabulary to get across how the crime has affected you, e.g. devastated, vulnerable, violated, traumatic.
- You address the judge directly to appeal for the maximum sentence.
- You have used effective literary techniques, e.g. a rhetorical question:  
*How can my home ever be my sanctuary again after it has been invaded by such evil?*

### **Organisation**

- You lead the reader fluently through your statement, following a logical sequence of events. For example, you describe how the crime impacted you when it happened and then how it still impacts you long after the event.
- You have used paragraphs accurately.
- Your ending feels considered and does not feel abrupt or rushed.

### **Technical accuracy**

- Your sentences are mainly clear and accurate.
- You have used a range of punctuation.
- You have used a variety of sentence forms for effect.
- You have used Standard English appropriately and shown good control of grammar.
- Your spelling is generally accurate, including for complex and irregular words.

## **21–25 marks**

### **Content**

- You convey a strong sense of how the crime has affected you in the short term and longer term.
- You may have included details of how the crime has affected other people too, e.g. other members of your family, your neighbours.
- You have used a wide and ambitious vocabulary.
- You have used a range of different literary techniques to good effect.
- You get across how the crime has changed you as a person.

### **Organisation**

- You have fluently linked paragraphs using connectives.
- You have included a range of descriptive details and woven them seamlessly into the statement.

### **Technical accuracy**

- Your sentences are clear and accurate throughout the statement.
- You have used a wide range of punctuation accurately.
- You have used a full range of sentence forms for effect.
- You have used Standard English consistently and shown strong control of grammar.
- There is a high level of accuracy in your spelling.

**On the following pages you will find two examples of responses to the question. The first is at the lower end of the marks range, and the second is at the higher end of the marks range.**

## **Example Response: Lower Level**

Dear Judge<sup>1a</sup>,

Please send him to prison for a very long time. He has really upset<sup>2a</sup> me by braking<sup>3a</sup> into my home and taking my things. I no longer feel happy<sup>2b</sup> in my home. I worry that someone else will brake<sup>3a</sup> in.

I cannot sleep because I am worried. I stay awake listening. That means I am exhausted<sup>3b</sup> the next day. I then can't do my job properly<sup>3c</sup>. He is a theif<sup>3d</sup> and should be sent prison<sup>4a</sup> for a long time. He can't do the same to other people if he is in prison<sup>5a</sup>.

He do not deserve to be free after what he done<sup>4b</sup>. I don't want him doing it to me again. I dont<sup>3e</sup> want him doing it to nobody<sup>4c</sup> else.

I hope you will read this and think about it. You should feel sorry for me and not him. Nobody made him do it. He is just a bad man and bad men should be in prison. He can't do it again if he's in prison<sup>5b</sup>.

I look forward to your reply.

Yours faithfully<sup>1b</sup>,

M. Patel

## **Examiner's Comments**

1. This has been written as a letter and not a statement. It should be written in a way that reflects the fact that you would be reading it out loud to a judge in a court of law.
2. Try to use words that are more emotive.
  - a. Your statement, for example, would have more impact if you had 'destroyed' and 'devastated', rather than 'really upset'.
  - b. The words 'no longer feel happy' do not get across very well the emotional impact of the crime. 'I feel terrified and tense in the place that is meant to be my sanctuary' would be better.
3. Be careful with your spelling.
  - a. It should be 'breaking' and 'break'. You should be familiar with common homophones.
  - b. It should be 'exhausted'.
  - c. It should be 'properly'.
  - d. It should be 'thief'.
  - e. It should be 'don't'. Remember to use an apostrophe when you need to indicate a missing letter or letters.

4. Make sure that your grammar is correct.
  - a. It should be 'sent to prison'.
  - b. It should be 'He *does* not deserve to be free after what he *has* done.'
  - c. It should be 'anybody' or 'somebody'.
5. Don't be repetitive. Repetition should be avoided unless it is for effect.
6. Try to use a wider variety of sentence structures. Variety makes work more interesting to read.
7. Only full stops have been used. Try to use a wider variety of punctuation.
8. Give more of a sense of your character – the person you were before the crime and how you have changed because of the crime.

### **Example Response: Higher Level**

Madam, thank you for giving me the opportunity to tell you and the court how this crime has affected me. It is my hope that the culprit, Mr Brown, will listen to what I say and realise just how much damage his actions have caused and that you will impose the maximum possible sentence on him.

The crime took place while I was at work on May 21st. I work gruelling hours as a nurse and look forward to getting home, putting my feet up and relaxing. Imagine my horror when I returned home to a house that had been ransacked; my personal space, my sanctuary, my home had been invaded. It is hard to describe how traumatic that is. I had been out, working hard and helping people while someone else thought they had the right to break into my house and take what they wanted.

How has it impacted me? Well, in the short term, I was too terrified to stay in my own home and went to stay with my parents. The thought of being in my home caused me to have panic attacks. What if Mr Brown returned? What if someone else burgled me? Every little noise had me jumping out of my skin, my heart raced and I would sweat. Living at my parents' house meant a two-hour commute to work each day. I was exhausted, tense and tearful.

Furthermore, sentimental items were taken – items that I cannot replace, items that Mr Brown has not had the decency to return to me. Pictures of my children when they were little are priceless to me, as are the rings my mother gave to me when I turned eighteen and when I graduated. I intended to pass these rings on to my daughter one day, but this is no longer an option to me because of this man.

Months later, I am still suffering. Yes, I am back in my own house, but I never completely switch off. Each time I look at my patio doors, I have a flashback to the glass shards that were lying on the floor and one of them being open. I remember my underwear having been thrown on my bedroom floor. Can you imagine how violated that makes me feel each time I recall it? My doctor says I am suffering from post-traumatic stress disorder. I used to be a cheerful, trusting and optimistic person, but now I am nervy and suspicious and I feel low most of the time.

Also, I want to let you know that my parents suffer too. They fret about me constantly, wondering if I am safe, calling me at least twice a day. They feel helpless and hate to see my distress.

Please give Mr Brown the maximum sentence. Please prevent him from being able to damage other people in the way that he has damaged me. A man like him deserves to spend a long time behind bars. Thank you.

# **Mathematics**

**Each correct answer is worth 1 mark.**

- 1.** 36 914.1  
**2.** 188  
**3.** one million  
**4.** 8  
**5.** -10  
**6.** -1  
**7.** 0.25      **36.** 240  
**8.** 8            **37.** 18s and 8d  
**9.** £75          **38.** 12  
**10.** £55         **39.** £2, 10s and 5d  
**11.** 24           **40.** 15  
**12.** £56          **41.** 10  
**13.** 28           **42.**  $\frac{1}{36}$   
**14.** -14          **43.** 93  
**15.** 5040        **44.** 6  
**16.** 240          **45.** 8  
**17.**  $N$            **46.** 24  
**18.** 25           **47.** 3  
**19.** 5             **48.** 10  
**20.** 80           **49.** Accept any word (using G = 4, U = 5, M = 1, A = 2, S = 3 and E = 10) in which the letters multiply together to produce 60, e.g. SMUG, GUMS, MUGS.  
**21.** 3  
**22.** 6  
**23.**  $\frac{3}{4}$   
**24.** (1, 0)  
**25.** Trapezium  
**26.** (-6, 5)  
**27.** Ant C  
**28.** 37  
**29.** £20  
**30.** 30  
**31.** 29  
**32.** 9852  
**33.** 98 725  
**34.** 972  
**35.** 25

- 1** HS
- 2** XJ
- 3** LW
- 4** KJ
- 5** SQ
- 6** TV
- 7** KJ
- 8** s
- 9** c
- 10** g
- 11** l
- 12** e
- 13** w
- 14** p
- 15** b
- 16** batter / bun
- 17** broom / bladder
- 18** rock / metal
- 19** film / play
- 20** match / tap
- 21** effect / wane
- 22** plan / scheme
- 23** harsh / mild
- 24** splendid / awful
- 25** courage / timidity
- 26** flattery / criticism
- 27** descend / climb
- 28** follow / lead
- 29** harvest / plant
- 30** domestic / foreign
- 31** scale
- 32** trip
- 33** firm
- 34** peer
- 35** land
- 36** rag

37 tune  
38 C  
39 2  
40 26  
41 17  
42 7  
43 29  
44 36  
45 60  
46 bat her  
47 bran dish  
48 pill age  
49 put rid  
50 suit able  
51 ram pant  
52 deck chair  
53 LOG  
54 MEN  
55 COP  
56 TEN  
57 THE  
58 LOW  
59 ACT  
60 nor (Working with teenagers is both challenging and rewarding.)  
61 anxious (Nerves got the better of me at the interview.)  
62 creeps (Cars crawled along in the evening traffic.)  
63 times (The ticking clock is making it hard for me to fall asleep.)  
64 yet (The old dog is struggling with the arrival of the boisterous puppy.)  
65 to (Your kindness renewed my faith in humanity.)  
66 sadden (Her puffy eyes suggested that she had been crying bitterly.)  
67 4  
68 3  
69 7  
70 6  
71 10  
72 65  
73 6118  
74 C  
75 FYLB  
76 TNBO  
77 HLHEL  
78 WHALE  
79 MFQZE  
80 ROAST