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The Beginner's Guide to the...



11^{PLUS}

With
My Bluewater Tutor

Where Do You Start?

1

Choose your schools!



You must decide on which schools (or at least the type and region) you wish to apply to so that you know *what* you are preparing for!



2

Find out what the tests are

Once you know which schools you want to apply to, find out what their admissions criteria are and what exam board and test papers your local 11-Plus will be using



3

Tailor your prep to your papers!

Now that you know what tests your child will be facing, make sure that they focus on the areas that these tests emphasise



4

Manage your time management

Regardless of the which tests your child is facing, time management will be a crucial element of them all; use the Helpful Contacts page at the end of this booklet to hunt down some practice and past papers

Helpful Contacts:



The School Run
theschoolrun.com/eleven-plus-explained

Collins

Collins for free literature
collins.co.uk



CGP for free and paid literature
cgpbooks.co.uk/info/preparing-for-the-11-plus-with-cgp

Bond

Bond for free practice materials
cgpbooks.co.uk/info/preparing-for-the-11-plus-with-cgp

MyBluewaterTutor

Contact us for any of your unanswered questions:

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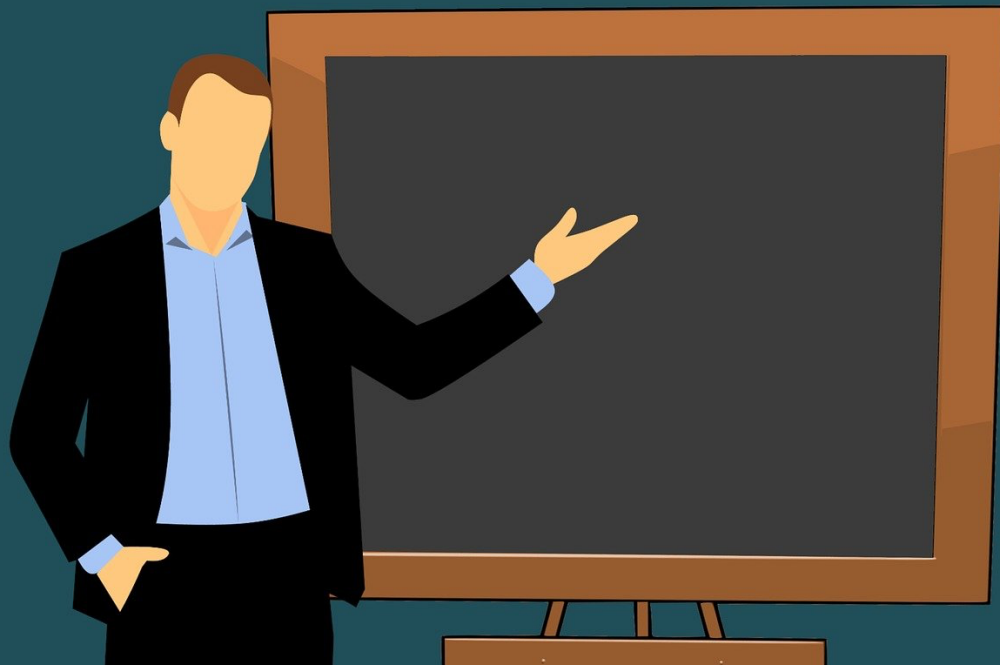
Ask for Support



It's not always easy to work out which areas your child needs the most help with, so ask their teacher (or us!) for guidance. It is also important to remember that you are not expected to know all the answers: you are there to help and guide your child's learning, not to teach them everything that they need to know. If you ever become stuck, ask us for help.

Some helpful contact details are:

> > >



An Introduction

The 11-Plus (also called the '11+' or 'Transfer Test') was first created in 1944 when there was a different school system in England. The 11-Plus was a test within this system that was used to determine which students were best suited to attend Grammar Schools. As Wales and Scotland do not have Grammar Schools, they do not use the 11-Plus system. There are also other 'Selective Schools' that are not Grammar Schools that may still look at 11-Plus results.

The 11-Plus is run by the Local Education Authority in each county, which means that it can differ greatly from place to place. In Lincolnshire and North Yorkshire, for example, students are only required to sit papers testing two subject areas, whilst in Kent it is four.

Whilst there are both positives and negatives to taking part, it is important to remember that it is never compulsory for your child to take part in the 11-Plus. Taking the 11-Plus does not guarantee your child a place at a Grammar or Selective School, and every school has different entry criteria, which is why it is important to check these

before making your decision.





Which School is Right?

Unfortunately, there is no way to say which school is the right school for you or your child as every child and every school is different! Before you despair, though, here are a few tips to help you make up your mind:

There are three main types of schools:

1. Community/Comprehensive – this is what most schools are; they are usually funded by the Local Educational Authority (or council); they accept children of all abilities
2. Academy/Free – these schools are funded directly by the government, and usually have greater freedom with the subjects that they can teach; they accept children of all abilities
3. Grammar/Selective – these schools are often run by the Local Educational Authority (but some have now converted to Academy status), they only accept children of a higher academic ability

It is important to visit the schools that you are considering and to evaluate how well they match the strengths and interests of your child: a not-very-academic child will likely be more comfortable in the top tier of a Community school than struggling in a Grammar school, and a not-very-sporty child is more likely to enjoy the increased choice of subjects at an Academy than being made to tolerate PE at a Comprehensive!



English

Objective

This puts your child's understanding of the English language to the test as they are challenged to plan, structure and create a written piece of work.

Subject Areas

- Comprehension of language
- Moderate spelling
- Understanding of grammar and sentence structure
- Accurate and appropriate use of punctuation
- Understanding how to plan and structure creative text

GL Sample Paper:

Answer these questions about the text. You can refer back to the text if you need to. Pick the best answer and mark its letter on your answer sheet.

- 1 Why did Hades abduct Persephone?
A He wanted the human population to starve.
B He was in love with Persephone.
C He wanted to be king of the Greek gods.
D He wanted to marry Demeter.
E He wanted to judge Persephone's soul.
- 2 Demeter behaved "Frantically" (line 28) because:
A the human population was starving.
B she wanted the Sun to tell her where Persephone was.
C she had lost interest in her duties as goddess of the crops.
D she was upset that Hades had abducted Persephone.
E she did not want Hades and Persephone to get married.
- 3 Why did the crops on Earth die?
A Hades was punishing the human race for being wicked.
B Hades took them into the Underworld to feed to Persephone.
C The human race had eaten the crops because they were starving.
D Demeter was too upset to care about the crops.
E Persephone had picked too many and killed them.



Mathematics

Objective

This is where a child's ability to understand and manipulate numbers is examined. It also covers the application of numbers to concepts such as geometry and measurement.

Subject Areas

- The ability to think and calculate quickly
- A thorough understanding of multiplication tables
- Using the four number operators correctly
- Basic understanding of data handling
- Application of numbers to geometry and measurement

GL Sample Paper:

CEM Sample Paper:

10 Pete, Mike and Sarah went to the seaside together. Pete took three times as many photos as Sarah. Sarah took half as many photos as Mike.

If Mike took 50 photos, how many photos did Pete take?

- A 150 B 75 C 90 D 450 E 300

11 The table below shows the price of different types of bread in a bakery.

| | |
|-----------|-------|
| Baguette | 85p |
| Bloomer | £1.15 |
| Split tin | £1.25 |
| Ciabatta | 90p |

Youssef spent exactly £2.10 on two loaves of bread. What did he buy?

- A A baguette and a bloomer
B A ciabatta and a bloomer
C A bloomer and a split tin
D A ciabatta and a split tin
E A baguette and a split tin

12 What is 126 multiplied by 251?

- A 31626 B 3162.6 C 316260 D 316.26 E 31.626

CEM 11+ Maths General Assessment

1. How many eggs can be put into 210 egg boxes, each with a capacity of half a dozen?
2. The train carriage is half full when it departs. At the first stop 12 passengers and it is now three-quarters full. What is the capacity of the train carriage?
3. What are the prime factors of 60?
4. What is the lowest common multiple of 2 and 15?
5. The average weekly sales at a shop is €4,200. A boost in tourism sees sales increase by two-thirds. What are the average weekly sales of the shop now?
6. The 6 in 5.863 is equivalent to what fraction?
7. Fill in this table of equivalent metric and imperial units:

| | Metric | Imperial |
|--------|---------------------|----------------------|
| Length | 1 kilometre = _____ | 1 mile = _____ yards |
| | metres _____ | 1 yard = _____ feet |

The Plus Side



If your child scores well enough in the 11-Plus exam, then they will be able to apply to attend Grammar and other schools that use this system. These schools tend to be those that focus more on academic learning through the use of more traditional teaching methods, however, entry can be heavily restricted to only those that score highly as they are considered to be most suitable to this type of learning.

In terms of the subjects offered, Grammar Schools still mirror other schools, however their focus is more on the academic rather than vocational subjects: for example, they are more likely to offer the sciences separately as Biology, Chemistry and Physics rather than as a single subject. Additionally, Grammar Schools tend to offer a wider range of languages to study as well as more specialised subjects, such as politics or economics.



Overall, this means that at a Grammar School your child is more likely to receive a wider ranging, yet more specialised education. Due to the Academic status of many of these schools, there is also potential for some GCSEs to be sat during Years 9 and 10, reducing the stress placed on them during Year 11.

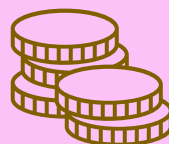
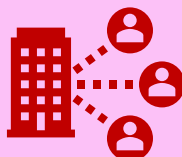
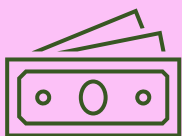




The Other Side

One negative to the 11-Plus is the additional stress and strain that it can place on your child. It is inevitable that they will feel increased pressure in their final year of primary school, knowing that the outcome of the test could determine which school they next move onto. Entry into a Grammar School is by no means guaranteed and it is important to prepare for the potential disheartenment that could come with failure.

It is also important to remember that the 11-Plus does NOT test every attribute that a child has: it does not examine their ability to create things with their hands, ability to work with or manage others, nor their behaviour and performance outside of test conditions. Focusing on scoring well in the 11-Plus should not stop you considering other, more vocational focused schools. This more hands-on approach, with learning through apprentice-style settings, can be more suitable for some children with career and earning prospects just as high as for those in Grammar Schools.



Spatial Awareness

Objective

These questions target the ability to mentally picture shapes or images, and the ability to then move them around in relation to one another

Subject Areas

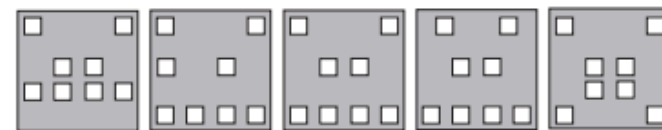
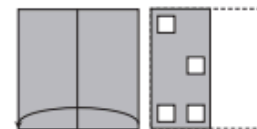
- Translating shapes from 2 to 3-dimensional space
- Assembling a collection of shapes into a larger shape
- Understanding how to mirror and rotate shapes
- Demonstrating the effects of symmetry

GL Sample Question:

Figure Analysis

Each of the following questions are about folding paper and punching holes or making patterns in it. You must decide how the paper would look when unfolded.

1)



A

B

C

D

E

2)





Non-Verbal Reasoning

Objective

This test is aimed at problem solving using diagrams and pictures. It tests the ability to understand and analyse visual information and reasoning.

Subject Areas

- Working out what a shape would look like when folded
- Identifying the mirror image of a shape
- Figuring out the next shape in a sequence
- Finding identical shapes in a group of shapes
- Identifying what shapes look like when rotated

GL Sample Paper:

CEM Sample Paper:

In the boxes on the left are shapes with code letters. The top letters have a different meaning to the bottom ones. Work out how the letters go with the shapes and then find the code for the new shape from the five codes on the right.

11.

12.

13.

5.

6.

7.

What Is The 11-Plus?



Due to regional differences throughout the country, it is impossible to say what the 11-Plus will consist of for your child. If you are unsure make sure to get in touch with us and we will be able to advise you on the current guidelines in your area. That being said, the 11-Plus can only ever comprise of 2 or more of the following test areas:

1. Verbal Reasoning
2. Non-Verbal Reasoning
3. Spatial Awareness
4. Mathematics
5. English



The scores from these tests are then balanced against your child's age, the difficulty of the test, the number of questions they were required to answer and in how much time. This is used to produce a standardised score so that schools can compare this against tests taken in other regions.



Why Does Region Matter?

A major reason for the regional differences with the 11-Plus is the use of two different exam boards to supply the tests that are used. These exam boards are called the 'Centre for Evaluation and Monitoring' (CEM) and 'GL Assessment' (GL). There are some major differences between the tests that each exam board produces, as well as the approach to preparing for the tests in advance:

CEM:



- Only covers Verbal Reasoning, Non-Verbal Reasoning and Numerical Reasoning (Maths)
- Paper contents are mixed, combining English and Verbal Reasoning in the same paper, and Maths with Non-Verbal Reasoning
- Advance preparation should focus on expanding vocabulary and understanding of the English language, as well as improving time-management

GL:



- Only covers Verbal Reasoning, English, Maths and Spatial Awareness
- Most papers are either Standard Format (short answers) or Multiple Choice
- Advance preparation should focus on test and practice papers and studying the GL Assessment Question Bank



Verbal Reasoning

Objective

The purpose of this test is to measure a child's ability to understand and reason using concepts that are framed in words, as well as their ability to think constructively.

Subject Areas

- Spotting letter sequences
- Cracking codes based on letters and numbers
- Following written instructions
- Spotting words within words
- Finding a letter to complete two other words

GL Sample Paper:

CEM Sample Paper:

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Verbal Reasoning Test 1

Underline the pair of words that are most similar in meaning.

e.g. backward, forward ruler, king ear, hear

| | | |
|-----------------|--------------|-------------|
| 1) white, black | right, write | glad, happy |
| 2) eat, drink | snip, cut | book, read |
| 3) sad, ill | tall, height | mad, crazy |

Underline one word from each set of brackets that go together to form a compound word. The word in the first set of brackets always comes first.

e.g. (start, stop, long) (clock, watch, time)

| | |
|-----------------------|-----------------------|
| 4) (dog, cart, case) | (shoe, wheel, in) |
| 5) (train, car, rain) | (ribbon, bow, paper) |
| 6) (four, ever, for) | (never, either, ever) |

5. Which of the following birds are definitely not passage migrants?
- A Arctic terns
B Sooty shearwaters
C Bar-tailed godwits
D Black terns
6. Which of the following is not mentioned in the text?
- A How often migration takes place
B The direction an arctic tern flies in
C Where a geolocator might be found on an animal
D Which insect is believed to migrate the furthest
7. According to the text, which of the following must be true?
- A The monarch butterfly prefers warmer climates.
B Animals are less likely to breed in cool waters.
C Hoopoes cannot be found in the UK in winter.
D No species of reptile migrates.
- Mark the word outside the brackets that has a similar meaning to the word