



# IPSWICH SCHOOL

## Practice Papers Year 7 Entry

### General Information

All candidates will sit three tests, in the following order:

- |                |            |
|----------------|------------|
| 1. Reasoning   | 50 minutes |
| 2. Mathematics | 45 minutes |
| 3. English     | 60 minutes |

There are rest breaks between each exam and it is important that candidates stretch their legs and get some fresh air before the next examination.

Lunch is provided on the day of the test and candidates will also be given a tour of the School.

### Equipment needed for the day

- HB pencil, plus spares
- Rubber
- Ruler
- Blue / black pen

**IMPORTANT**

Please note that ***calculators*** and ***dictionaries*** are NOT permitted.

## Reasoning

Reasoning will be the first of the three tests on the entrance test day. Verbal and non-verbal reasoning tests are used to gauge a young person's logical thinking and problem-solving. Verbal reasoning refers largely to the literacy skills of word craft and vocabulary while non-verbal will usually involve numbers and basic Mathematics. Our test includes questions of both types. Candidates should think of these questions as problem-solving, often involving patterns of words or numbers, or requiring them to recognise anomalies or opposites. Candidates will have two practice tests before starting the main test.

### **Why do we not offer a sample paper?**

Reasoning is our single greatest test of *potential*, and it is well known that performance can improve with practice as candidates become more accustomed to the style of questions and likely answers. Commercial examples are readily available online and from various publishers.

## Mathematics 45 minutes

This is a non-calculator test, designed to assess candidates' confidence with numbers. All questions are based on the work that Year 6 pupils should have covered in their current schools and are pitched largely at Level 4 of the National Curriculum.

The test starts with easy questions to encourage confidence in the basics. Questions towards the end of the exam are more challenging and are designed to test the candidates' ability to solve more complex problems.

## English 60 minutes

### **Part 1 Reading (comprehension) 30 minutes**

Candidates will be given a piece of text, which could be in a variety of forms – a newspaper article, poem, extract from a novel, etc. There follows a series of questions which explore the candidates' understanding of any element of the text, from the use of certain adjectives, character development, simile and metaphor, etc. The style of text and questions should be consistent with what they have come across in their current work up to Year 6.

### **Part 2 Creative writing (essay) 30 minutes**

The aim of this part of the English assessment is to test the candidates' ability to use words creatively and accurately to tell a real or imagined story. Spelling, punctuation and grammar are all important in this test.

If you have any further questions regarding the Year 7 admissions process please contact the Admissions Team:

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# IPSWICH SCHOOL

## ENTRANCE EXAMINATION PRACTICE PAPER

### MATHEMATICS

Time allowed: 45 minutes

Calculators are not permitted. Write your answers in the spaces provided. Do not use correction fluid. Show some working where possible, using the spaces provided. You have 45 minutes and you will be told when there are 10 minutes left.

1. Write the following numbers in figures (for example, twenty-three is **23** in figures)

(a) Two hundred and nine .....

(b) Nine thousand and ninety .....

(c) Sixty-five thousand and sixty-five .....

2. Calculate the following:

(a)  $9 \times 6 =$  .....

(b)  $63 \div 9 =$  .....

(c)  $14 \times 10 =$  .....

(d)  $270 \div 100 =$  .....

(e)  $0.4 \times 1000 =$  .....

(f)  $5 \times 72 =$  .....

(g)  $325 \div 25 =$  .....

(h)  $24 \times 25 =$  .....

(i)  $6060 \div 5 =$  .....

(j)  $999 \div 5 =$  .....

(k)  $(10 - 7) \times 8 =$  .....

(l)  $6 \times 15 + 5 =$  .....

(m)  $8 + 3 \times 4 =$  .....

(n)  $9 - 2 \times 4 =$  .....

3. Use a method of your own choice to do the following calculations:

(a)  $417 \times 31$

(b)  $873 \div 9$

4. Calculate the following fractions:

- (a) two-thirds of thirty-six is .....
- (b)  $\frac{3}{4}$  of 36 is .....
- (c)  $\frac{5}{8} \times 32 = \dots\dots\dots$

5. Calculate the following as percentages – the first one is done for you.

- (a) 7 out of 10 is .....**70%**.....
- (b) 6 out of 30 is .....
- (c) 7 out of 100 is .....
- (d) 3 out of 1500 is .....

6. Continue the number patterns for three more places, as shown in the example.

Example: 1, 2, 3, 4, .....**5**..., .....**6**....., .....**7**.....

- (a) 35, 28, 21, ....., ....., .....
- (b) 2, 5, 10, ....., ....., .....
- (c) 10, 0.1, 0.001, ....., ....., .....

7. Calculate the following:

- (a)  $7.53 + 8.04 = \dots\dots\dots$
- (b)  $9.71 + 32.8 = \dots\dots\dots$
- (c)  $29.73 - 12.69 = \dots\dots\dots$
- (d)  $27.2 - 9.33 = \dots\dots\dots$

8. Do this question on the axes provided. Draw the following points:

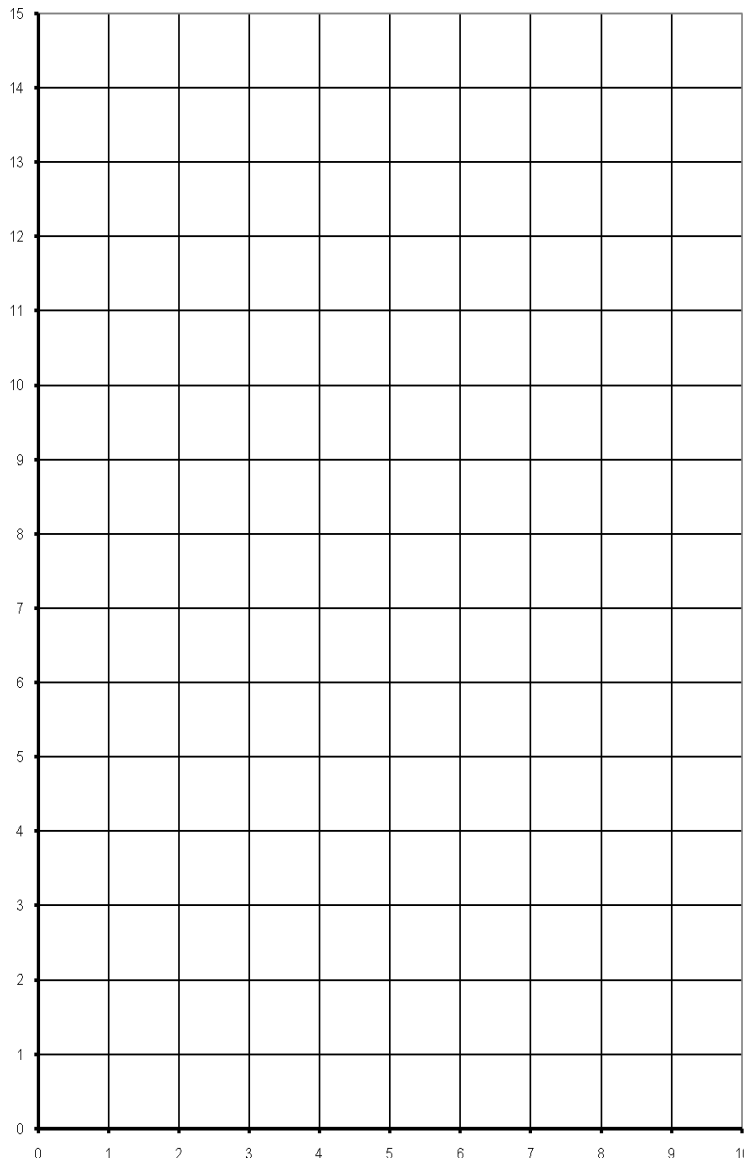
A(1,2), B(1,7), C(4,7), D(4,12), E(7,12), F(7,7), G(9,7), H(9,2) and join the points in that order.

(a) What is the perimeter of ABCDEFGH?

.....

(b) What is the area of ABCDEFGH?

.....



9. A class of 10 pupils takes two tests, in Maths and English. Here are the marks out of

100:

Maths: 46, 47, 48, 50, 50, 50, 50, 59, 60, 61

English: 40, 70, 55, 79, 70, 29, 70, 77, 79, 70

(a) What is the mode (i) in Maths.....

(ii) in English.....

(b) What is the range (i) in Maths.....

(ii) in English.....

Do you think that the class is better at Maths or English? Give reasons for your answer.

.....

.....

.....

10.

(a) Write down all the factors of 24 .....

(b) Circle the prime numbers in this list: 11 27 1 5 51 2 17

- (c) Put the following numbers in order of size, beginning with the smallest

95%, 0.875, 0.9,  $\frac{3}{4}$ , 0.809

.....

11. Round the following quantities to the nearest **centimetre**:

(a) 2.797 m  $\approx$  .....

(b) 917.5 cm  $\approx$  .....

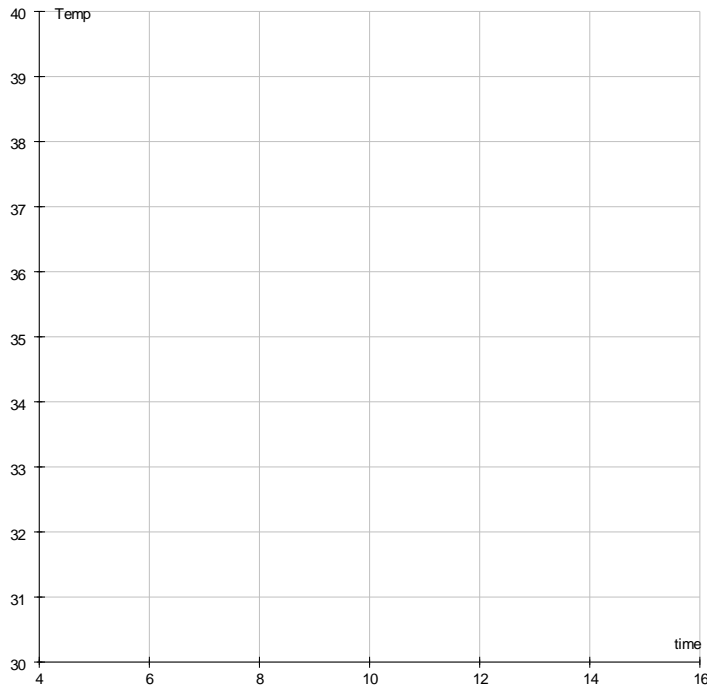
(c) 835 mm  $\approx$  .....

12. The table shows the temperature of a hospital patient over the course of a day.

Time	6 a.m.	8 a.m.	10 a.m.	12 p.m.	2 p.m.	4 p.m.
Temp (°C)	35	34.5	37	37.5	39	39.5



On the squared grid below, draw a line graph to display these data. Below your line graph make one comment about the condition of the patient.



My comment: .....

.....

13. Reflect the word 'Lysander' in the mirror line

LYSANDER



Mirror line

14. Consider the following three statements:

$$1 = 1$$

$$1 + 3 = 4$$

$$1 + 3 + 5 = 9$$

Showing your working clearly, can you find a quick way of adding up the first ten thousand odd numbers?



Circa 1399

# IPSWICH SCHOOL

**ENTRANCE EXAMINATION PRACTICE PAPER**

**ENGLISH**

Time allowed: 1 hour

We suggest that you spend 30 minutes on Section A,  
and 30 minutes on Section B.

## SECTION A: READING

Read the following passage:

Line  
number

Tom's journey to London was uncomfortable. Dim blue lights only partially illuminated the tightly-packed carriages in which the air was stifling. It was frustrating, too, not to be able to see the changing landscape; he could only glimpse a dark patchwork of fields that rolled by. He looked around the carriage. A young woman sat opposite with a child clasped in her arms; the small boy wriggled and fought, screwed up his face and finally cried out in frustration. The woman cast an apprehensive glance at Tom who smiled reassuringly at her. She abruptly turned away, murmured into the child's ear and stroked his hair. As the train rumbled on and the carriage rocked gently through the dark night, the boy heaved a sigh and finally slumped into an agitated sleep.

It was ten o'clock when the train pulled into London. Stiff and exhausted, Tom eased himself out of the seat and gathered up his bags. Stepping onto the platform, the sharp night air felt suddenly bracing. He looked around, startled but thrilled by the crowds that spilled from the train. He had never seen so many people, so much activity and colour. The aroma of coffee wafted from a brightly lit café outside which people sat at clusters of small tables. Although late, the adjacent shop was still open. Tom was drawn by the display in the window; shirts of gas blue, lilac and apple green were draped next to a pile of silk ties decorated in the most extraordinary patterns of swirling colours and shapes. So this, thought Tom excitedly, is the big city!

Information taken from 'Goodnight Mr Tom' (Michelle Magorian, 1981)

## SECTION A: READING

Answer the following questions using your own words as far as possible.

1. Explain the following words as they are used in the passage.

- (a) “stifling” (line 3)
- (b) “slumped ” (line 11)
- (c) “bracing” ( line 15)
- (d) “wafted” (line 18)

(1 mark each)

2. Write a full sentence to explain the meaning of the following:

- (a) “patchwork of fields” (line 4)
- (b) “apprehensive glance” (line 8)
- (c) “startled but thrilled” (line 16)
- (d) “spilled from the train” (line 16-17)

(2 marks each)

3. Now write a short paragraph of several sentences to answer each of the following two questions. You should use quotations from the passage to support your points.

- (a) Look carefully at lines 1-12. How does the writer suggest that Tom does not enjoy the train journey to London?
- (b) Look carefully at lines 15-23. How does the writer suggest that Tom is excited by London when he arrives?

(4 marks each)

(Total: 20 marks for Section A)

## SECTION B: WRITING

This section assesses your ability to use language creatively and accurately. The piece you produce can therefore be real or imagined.

**Either:**

1. Write a description of ***either*** a place that you know and love ***or*** somewhere that is new to you.

(30 marks)

**Or:**

2. Write an account of an exciting or frightening journey.

(30 marks)

**Or:**

3. Write the ***opening*** of a short story which begins with the following sentence:  
“As the doors of the train closed, my stomach tightened. I was, I now realised, trapped.....”

(30 marks)

**Please note:** The 30 marks available for Section B are allocated as follows:

- 10 marks for structure and development
- 10 marks for imagination and detail
- 10 marks for spelling, punctuation and grammar