

11+ PRACTICE PACK

Bond 11+ Maths

Complete Practice Pack

CONTENTS

01 Question Booklet

Bond 11+ Maths. Work through this paper first.

Includes Paper Notes: overview, topics, revision tips, common mistakes.

02 Answers

Bond 11+ Maths. Use to mark your work against the official answer key.

Includes Paper Notes: score interpretation, selected worked examples, next steps.

PRACTISE THE REAL THING

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

Bond

No.1 for exam success

Maths 11+

Practice Test

Read the instructions carefully.

- Do not begin the test or open the booklet until told to do so.
- Work as quickly and as carefully as you can.
- Each question will tell you whether to write an answer or ring the correct answer from the options given.
- You may do rough working on a separate sheet of paper.
- If you make a mistake cross out the mistake and write the new answer clearly.
- You will have 50 minutes to complete the test.

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

Text © Liz Heesom 2015

Illustrations © Oxford University Press 2015

The moral rights of the authors have been asserted

First published in 2015

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the Rights Department, Oxford University Press, at the address above.

You must not circulate this work in any other form and you must impose this same condition on any acquirer

British Library Cataloguing in Publication Data

Data available

978-0-19-274227-8

10 9 8 7 6 5 4 3 2 1

Paper used in the production of this book is a natural, recyclable product made from wood grown in sustainable forests. The manufacturing process conforms to the environmental regulations of the country of origin.

Acknowledgements

The publishers would like to thank the following for permissions to use copyright material:

Cover illustrations: Lo Cole

Although we have made every effort to trace and contact all copyright holders before publication this has not been possible in all cases. If notified, the publisher will rectify any errors or omissions at the earliest opportunity.

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work.

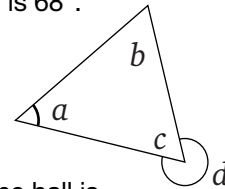
Practice Test

50 Questions:

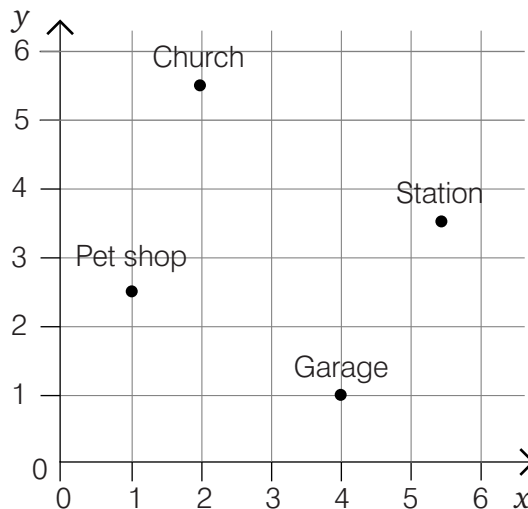
50 Minutes

Maths 11+

- 1 If you need 6 apples to make a pie, how many pies can be made with 125 apples? _____
- 2 In the number 58 470, the digit 4 in this number has a value of 400. What is the value of the digit 8? _____
- 3 A plank is 4 m 6 cm long. It is cut in half. How long is each piece? _____
- 4 This triangle has angles a , b , c and d . Angle a is 46° and angle b is 68° .
What is the size of angle c ? _____
- 5 What is the size of angle d ? _____
- 6 Jane is drawing a plan of her house. Her scale is 4 cm to 5 m. The hall is 10.5 m long. How long is the hall on her plan? _____ cm
- 7 Mike thought of a number. He halved it, then added 9. The answer was 45. What number did Mike think of? _____



- Write the coordinates of:
- 8 The church (____, ____)
 - 9 The station (____, ____)
 - 10 The pet shop (____, ____)
 - 11 The garage (____, ____)



Continue to the next page

Total

11

12 Circle the group of numbers below that are all multiples of either 3 or 5.
8, 10, 12 12, 14, 15 15, 18, 20 18, 20, 22 20, 24, 26

1

13 A holiday costs £360 for an adult. It is £150 less for a child. How much is it for three adults and two children to go? _____

1

14 Circle the number with the largest value.
6.03 5.05 6.10 5.99 6.09

1

15 In the equation $6a + 7 = 55 - 2a$, what is a ? _____

1

16 Here are some scores in a test: 11, 18, 9, 1, 6, 15, 3. What is the mean?

1

17 Which ratio is the equivalent to 27 : 36? Circle the correct answer.
6:7 9:18 8:9 3:4

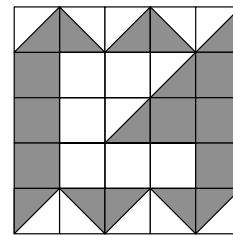
1

18 There are 45 pupils in a class. $\frac{1}{9}$ travel to school by train. $\frac{2}{5}$ travel by car. $\frac{2}{9}$ travel by travel by bus. The rest walk to school. How many walk? _____

1

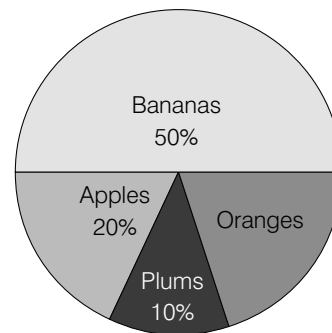
19 What percentage of this shape is shaded? _____

1



20 420 shoppers are asked about their favourite fruit. How many like oranges? _____

1



Total

Text continues over the page

9

21 I spend 34p on the bus fare each weekday. How much do I spend a week?

1

22 What is 2.467851 to two decimal places? _____

1

23 Circle the fraction with the largest value: $\frac{20}{24}$ $\frac{9}{12}$ $\frac{5}{6}$ $\frac{2}{3}$ $\frac{7}{8}$

1

24 Here are five scores in a cricket match: 11, 23, x , 44, 7. The mean score was 18.
What is the value of x ? _____

1

25 What does 6^5 equal? Circle the correct answer.

$5 \times 5 \times 5 \times 5 \times 5 \times 5$ $6 \times 6 \times 6 \times 6 \times 6$ 6×5 65 56

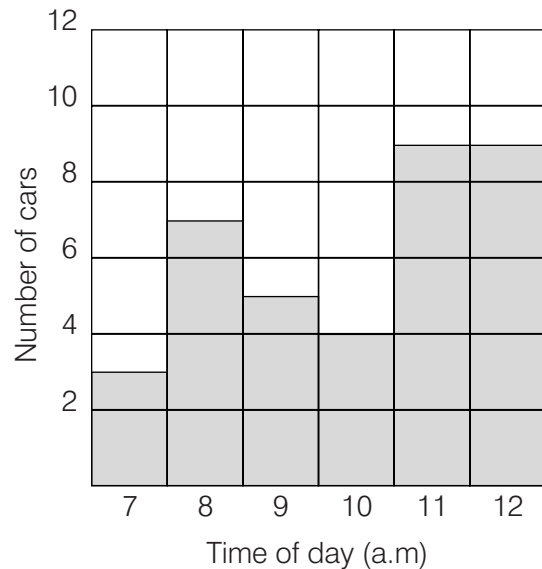
1

26 $a = \frac{3}{5}$ of b . Circle the equation below that is not correct.

$5a = 3b$ $\frac{a}{b} = \frac{3}{5}$ $3a = 5b$ $a = \frac{3}{5}b$ $b = \frac{5}{3}a$

1

The bar chart shows the number of cars that went past a traffic survey checkpoint every hour.



27 How many more went by at 11 a.m. than 7 a.m.? _____

1

28 How many fewer went by at 9 a.m. than 12 p.m.? _____

1

Total

Continue to the next page

8

A fruit bowl contains an apple, two pears and three oranges. You choose a fruit from the bowl without looking. Say whether each pair of statements are **both** true. Circle Yes or No.

- 29** You have a less than even chance of picking an apple. 1
You have a less than even chance of picking a pear. Yes No
- 30** You have an even chance of picking an orange. 1
You have a greater than even chance of picking an apple. Yes No
- 31** You have a greater than even chance of picking an orange. 1
You have a less than even chance of picking a pear. Yes No
- 32** You have a greater than even chance of picking a pear. 1
You have an even chance of picking an orange. Yes No
- 33** You are certain to pick a fruit. 1
You have a greater than even chance of picking an orange. Yes No
- 34** The area of a rectangle is 48 cm². What could be the perimeter of the rectangle?
Circle the correct answer.
12 cm 14 cm 18 cm 28 cm 30 cm 1
- 35** Jamal will be a years old in four years' time. How old was he eight years ago in terms of a ? _____ 1
- 36** There are 360 cars in the car park. $\frac{1}{12}$ are red. $\frac{2}{3}$ are green. The rest are silver. How many silver cars are there? _____ 1
- 37** There are 300 paper clips in a box. How many paper clips in 7.5 boxes?
_____ 1
- 38** Circle the number below that has the closest value to 2. 1
 $1\frac{19}{25}$ 172.8% 1.73 172.9% $1\frac{19}{26}$

Text continues over the page

Total

10

- 39** 80 cm of a 4.4 m stretch of road need repairing. What fraction is this? Circle the correct answer.

$\frac{1}{9}$ $\frac{1}{10}$ $\frac{3}{12}$ $\frac{4}{26}$ $\frac{2}{11}$

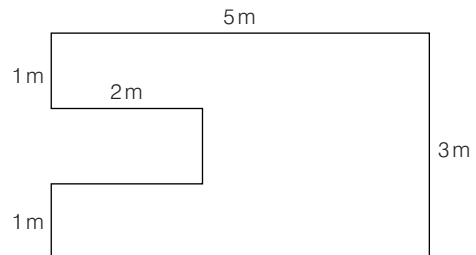
- 40** I am half as old as my sister. In six years' time she will be 22. How old am I?

Look at this room plan.

- 41** What is the perimeter of the room? _____

- 42** What is the area of the room? _____

- 43** Carpet costs £8 a square metre. How much will it cost to carpet the room? _____



I go to the supermarket and spend £3.50 on meat, 90p on bread, £2.50 on fruit, £3.75 on cheese, £2.15 on fruit juice and £1.45 on eggs.

- 44** How much have I spent? _____

- 45** How much change will I get from £20? _____

- 46** Steaks cost £4.99 each. A chef buys 125 for his restaurant. What is the total cost?

£499 £625 £623.75 £623.25 £626.25

When every space on the grid is filled in, each row and column adds up to 44.

- 47** What is the value of **A**? _____

- 48** What is the value of **B**? _____

17		A	44
12		15	44
	9	B	44
44	44	44	

- 49** How should quarter to five in the morning be written? Circle the correct answer.

16.45 14.45 18.45 13.45 04.45

- 50** A door is 5 feet 9 inches high. Which is closest to its height in metres? Circle the correct answer.

1.5 m 1.6 m 1.7 m 1.8 m 1.9 m

Continue to the next page

Total

12

Paper Notes: 11+ Maths Question Booklet

Compiled by [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk) to help you get the most from this paper.

Overview

This is a **Bond 11+** practice paper designed for **GL Assessment** style entrance exams. It contains **50 maths questions** to be completed in **50 minutes**, mirroring the timing and question density of real GL Assessment tests sat by Year 6 pupils applying for selective secondary schools.

The paper covers a broad spectrum of topics including number operations, fractions, decimals, percentages, ratio and proportion, geometry (angles, area, perimeter), coordinates, algebra, data handling, probability and word problems. Questions alternate between free-response (where students write numerical answers) and multiple-choice, with a strong emphasis on problem-solving and applying mathematical concepts to realistic scenarios.

This is a general practice paper suitable for any Year 6 student preparing for GL Assessment 11+ exams. It is not tied to a specific school or admissions cycle. The undated format means it can be used for repeated practice. The paper builds fluency in tackling multi-step problems under timed conditions and helps students become familiar with the range of question styles and mathematical language used in competitive entrance tests.

How this paper is organised

The paper is organised as a single continuous section of **50 questions**, each worth **one mark**, giving a total of 50 marks. Students have **50 minutes** to complete the paper, which translates to an average of one minute per question. This tight timing requires quick thinking and efficient working.

Questions are presented in a mixed format. Some require students to write numerical answers in blank spaces, others ask students to circle the correct answer from a list of options, and a small number involve coordinate pairs, algebraic expressions or yes/no decisions. The layout is clear with ample space for working, and the paper explicitly permits rough working on separate sheets.

Topics are interleaved rather than grouped by theme. For example, a geometry question on angles may be followed by a ratio problem, then a probability question. This structure tests a student's ability to switch rapidly between mathematical concepts and requires confident retrieval of methods across the curriculum. The questions gradually

increase in complexity, with multi-step word problems and algebraic reasoning appearing more frequently towards the end.

Topics covered

- Number operations including division with remainders, place value to tens of thousands, and decimal arithmetic
- Fractions: ordering, equivalence, calculating fractions of quantities, and solving problems with mixed operations involving fractions
- Percentages: calculating percentages of amounts from pie charts, converting between fractions, decimals and percentages
- Ratio and proportion: simplifying ratios, solving proportion problems, and working with equivalent ratios
- Geometry: calculating missing angles in triangles, understanding properties of angles, finding area and perimeter of composite rectilinear shapes
- Coordinates: reading and plotting points on a Cartesian grid in the first quadrant
- Algebra: solving linear equations with unknowns on both sides, using letters to represent unknown values, and forming expressions from word problems
- Data handling: interpreting bar charts, calculating the mean from a data set, and analysing frequency distributions
- Probability: using the language of likelihood (certain, even chance, less than even chance) and calculating probabilities from described scenarios
- Problem solving: multi-step word problems involving money, measurements, time, scaling, and realistic contexts such as shopping, travel and planning

How to use this paper for revision

- Practise mental arithmetic daily, particularly times tables up to 12×12 , halving, doubling and converting between units (centimetres and metres, pence and pounds), as these skills underpin many questions.
- Work on quick fraction simplification and finding common denominators. Being able to compare and order fractions confidently will save time on questions 17, 23 and 39.
- Revise angle facts thoroughly: angles on a straight line sum to 180° , angles in a triangle sum to 180° , and vertically opposite angles are equal. Questions 4 and 5 test this directly.
- Practise reading and plotting coordinates carefully. A single misread digit costs a mark. Use a ruler to trace grid lines if helpful, and always write x-coordinate first.
- Learn to work backwards from word problems. Question 7 (working backwards from a final answer after halving and adding) and question 24 (finding a missing value when the mean is known) both require reverse operations.
- Familiarise yourself with common percentage-fraction-decimal equivalences (e.g. $50\% = 0.5 = 1/2$, $25\% = 0.25 = 1/4$, $20\% = 0.2 = 1/5$). This speeds up questions 19, 20 and 38.
- Time yourself strictly. If a question takes more than 90 seconds, mark it and move on. You can return to difficult questions if time allows at the end.

Common mistakes to avoid

- Misreading place value: in question 2, students often confuse the value (8000) with the digit (8) itself. Always identify which place column a digit occupies.
- Forgetting to halve all dimensions when cutting shapes. Question 3 requires converting 4 m 6 cm to 406 cm, halving to get 203 cm, then converting back to 2 m 3 cm.
- Adding when the question asks for a difference. Questions 27 and 28 ask 'how many more' and 'how many fewer', which require subtraction, not addition.
- Confusing the order of coordinates. Always write (x, y), not (y, x). Many students reverse them, especially when reading vertically first.
- Misapplying scales. Question 6 uses a scale of 4 cm to 5 m. Students often divide incorrectly or forget to scale both numerator and denominator proportionally.
- Failing to check that probabilities and fractions are fully simplified or expressed as requested. Question 39 asks for a fraction in simplest form, and several options look similar.

Exam technique

Start by skimming the entire paper quickly to identify easier questions you can complete confidently in under 30 seconds. Tackle these first to build momentum and secure marks early. Questions on times tables, place value, simple fractions and straightforward geometry often appear near the start and should be quick wins.

For multi-step word problems (questions 13, 18, 36, 44, 46), jot down the intermediate steps clearly in the margin or on rough paper. This helps you track your working and makes it easier to check your answer if time allows. Pay close attention to the units requested in the answer (pounds, centimetres, percentages) and convert carefully. A correct number with the wrong unit scores zero.

Manage your time ruthlessly. With 50 questions in 50 minutes, you cannot afford to linger. If a question is unclear or seems unusually difficult, circle it and move on immediately. Spending three minutes on one hard question means three easier questions remain unattempted. Return to circled questions in the final five minutes if possible. Always guess rather than leave a multiple-choice question blank. There is no negative marking, so an educated guess has a one-in-four or one-in-five chance of being correct.

What to revise alongside this paper

Students should revise **algebraic manipulation** more deeply, including expanding brackets, collecting like terms and solving inequalities. Question 15 and question 26 both require confident rearrangement of equations, a skill that recurs in secondary maths. Practising algebraic word problems (forming and solving equations from written descriptions) will also help with questions 7 and 35.

Geometry topics to consolidate include **properties of quadrilaterals** (parallelograms, trapezia, rhombuses), **angle facts in polygons**, and calculating areas of triangles and compound shapes. Question 41 and 42 involve an L-shaped room; similar composite shapes appear frequently in 11+ papers. Revising circle properties (circumference, area) and working with π would extend this knowledge into secondary level.

Data handling and statistics should be broadened to include **median, mode and range** alongside the mean, and interpreting more complex graphs such as line graphs and scatter diagrams. Probability work can be extended to include probability trees, combined events and expressing probabilities as decimals and percentages. These topics build naturally on the bar chart and probability questions here (questions 20, 27, 28, 29–33).

Key terms

Place value, Mean (average), Equivalent ratio, Perimeter, Area, Coordinates (x, y), Linear equation, Multiple, Probability (less than even chance, greater than even chance), Decimal places, Scale drawing, Composite shape, Pie chart, Vertically opposite angles, Simplest form (fractions)

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

Bond

No.1 for exam success

11+ Maths

Practice Test Answers

This booklet contains:

- Answers to 11+ maths practice test.

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

Text © Liz Heesom 2015

Illustrations © Oxford University Press 2015

The moral rights of the authors have been asserted

First published in 2015

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the Rights Department, Oxford University Press, at the address above.

You must not circulate this work in any other form and you must impose this same condition on any acquirer

British Library Cataloguing in Publication Data

Data available

978-0-19-274227-8

10 9 8 7 6 5 4 3 2 1

Paper used in the production of this book is a natural, recyclable product made from wood grown in sustainable forests. The manufacturing process conforms to the environmental regulations of the country of origin.

Acknowledgements

The publishers would like to thank the following for permissions to use copyright material:

Cover illustrations: Lo Cole

Although we have made every effort to trace and contact all copyright holders before publication this has not been possible in all cases. If notified, the publisher will rectify any errors or omissions at the earliest opportunity.

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work.

Answers

- | | | | |
|-----------|---|-----------|-------------------|
| 1 | 20 | 27 | 6 |
| 2 | 8000 | 28 | 4 |
| 3 | 2 m 3 cm | 29 | Yes |
| 4 | 66° | 30 | No |
| 5 | 294° | 31 | No |
| 6 | 8.4 cm | 32 | No |
| 7 | 72 | 33 | No |
| 8 | (2, 5.5) | 34 | 28 cm |
| 9 | (5.5, 3.5) | 35 | $a - 12$ |
| 10 | (1, 2.5) | 36 | 90 |
| 11 | (4, 1) | 37 | 2250 |
| 12 | 15, 18, 20 | 38 | $1\frac{19}{25}$ |
| 13 | £1500 | 39 | $\frac{2}{11}$ |
| 14 | 6.10 | 40 | 8 |
| 15 | 6 | 41 | 20 m |
| 16 | 9 | 42 | 13 m ² |
| 17 | 3 : 4 | 43 | £104 |
| 18 | 12 | 44 | £14.25 |
| 19 | 52% | 45 | £5.75 |
| 20 | 84 | 46 | £623.75 |
| 21 | £1.70 | 47 | 9 |
| 22 | 2.47 | 48 | 20 |
| 23 | $1\frac{7}{8}$ | 49 | 04.45 |
| 24 | 5 | 50 | 1.7 m |
| 25 | $6 \times 6 \times 6 \times 6 \times 6$ | | |
| 26 | $3a = 5b$ | | |

Answer-Key Notes: 11+ Maths Answers

Compiled by [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk) to help you mark this paper and learn from each answer.

How to use this answer key

This answer key provides only the final answers, with no working shown. That makes it ideal for marking quickly, but leaves you responsible for deciding **why a mistake was made**. When marking, note the question numbers of all errors. Then look carefully at whether the child made a careless slip (misread a coordinate, dropped a minus sign) or revealed a gap in understanding (cannot convert mixed units, does not know how to find the mean). If three or more errors cluster in one topic, that topic needs focused revision.

Use the worked examples below when the reason for an error is unclear. They explain the logic and show where many students go wrong. If your child scored well but made one or two odd mistakes, those are usually slips and need no special action. If the score is low, read through *all* the worked examples to rebuild confidence and method.

Mark strictly: half-marks and "nearly right" credit do not help you spot real gaps. Each question is worth one mark; either the answer matches the key or it does not.

Score interpretation

This paper contains 50 one-mark questions covering the full 11+ maths syllabus: number, algebra, geometry, measures, data handling and probability. A score of **40 or above** (80 per cent) suggests the child is working comfortably at the expected standard and should focus on exam technique and trickier multi-step problems. Between 30 and 39 marks indicates solid foundations with some topics needing extra practice; look at which question types caused trouble and revise those areas systematically.

A score of 20 to 29 marks points to gaps in several topics. Go through the paper slowly, identifying patterns: does the child struggle with fractions, coordinate geometry, percentages, or algebra? Targeted practice in two or three weak areas will usually lift the score by ten marks or more. Below 20 marks suggests that core concepts (place value, times tables, basic fraction and decimal work) need reinforcement before attempting further past papers.

Remember that 50 minutes is tight; even capable students may leave questions blank under time pressure. If several answers are missing at the end, practice working faster on easier questions to bank time for the harder ones.

Worked examples

Number and place value, Q1–3, 14, 22, 50

These questions test whether the child can read, compare and manipulate large and small numbers fluently. Marks are lost when students confuse **digit value with digit position** (for example, writing 4 instead of 400 in Q2) or misread decimal places. Ensure the child writes units clearly; "2 m 3 cm" is correct but "203 cm" or "2.03 m" would also be accepted if the question allowed. Always check that the final answer matches the units asked for.

Q2 : 8000

In 58 470 the digit 8 sits in the thousands column, so its value is $8 \times 1000 = 8000$. A common error is to answer '8' (the digit itself) or '800' (misreading the column). Always identify the column first, then multiply the digit by that column's place value.

Q3 : 2 m 3 cm

4 m 6 cm is 406 cm in total. Half of 406 is 203 cm, which converts back to 2 m 3 cm. Students who write '2 m 3 mm' have confused centimetres with millimetres; those who write '2.3 m' have treated the centimetres as if they were decimetres.

Q14 : 6.10

Compare digit by digit from the left. All five numbers start with 5 or 6, so 6.10 and 6.09 are larger than the others. Between 6.10 and 6.09, the first decimal place decides: 6.10 is larger. Many students pick 6.09 because '9 is bigger than 0', forgetting that place value matters more than digit size.

Geometry: angles and coordinates, Q4–11

Angle questions reward knowing that **angles in a triangle sum to 180°** and **angles on a straight line sum to 180°**. Coordinate questions test whether the child can read grid references as (x, y) and use the correct order. The most frequent mistakes are swapping x and y, misreading half-way grid lines, or forgetting that angle d is *outside* the triangle and therefore 360° minus the interior angle.

Q4 : 66°

Angles in a triangle sum to 180°. We have $a = 46^\circ$ and $b = 68^\circ$, so $c = 180 - 46 - 68 = 66^\circ$. Check your arithmetic: $46 + 68 = 114$, and $180 - 114 = 66$.

Q5 : 294°

Angle d sits on a straight line with angle c , so $c + d = 360^\circ$ (a full turn). We found $c = 66^\circ$, therefore $d = 360 - 66 = 294^\circ$. A common error is to subtract from 180° , giving 114° , but that would only be correct if d were simply the exterior angle next to c on a straight line; here the diagram shows a reflex angle.

Q8 : (2, 5.5)

The church sits at $x = 2$ (two squares along) and $y = 5.5$ (half-way between 5 and 6 up). Always read (x, y) in that order. Students who write $(5.5, 2)$ have swapped the coordinates.

Ratio, proportion and percentages, Q17, 19, 20, 46

These questions check that the child can **simplify ratios, calculate percentages of amounts, and read pie charts accurately**. Marks are lost when students fail to simplify a ratio to its lowest terms, forget that percentages in a pie chart must sum to 100, or use the wrong operation (dividing instead of multiplying). Always double-check that your final answer makes sense in context: 84 people liking oranges is sensible when 420 were surveyed; 8.4 or 840 would not be.

Q17 : 3:4

To simplify 27:36, find the highest common factor of 27 and 36, which is 9. Divide both sides by 9 to get 3:4. Many students stop at 9:12 (dividing by 3) and do not simplify further.

Q20 : 84

The pie chart shows Apples 20%, Bananas 50%, Plums 10%, so Oranges must be $100 - 20 - 50 - 10 = 20\%$. Twenty per cent of 420 shoppers is $0.2 \times 420 = 84$. A common mistake is to calculate 20% of 100 instead of 420, giving 20.

Q46 : £623.75

Each steak costs £4.99; 125 steaks cost $125 \times £4.99$. Calculate $125 \times 5 = £625$, then subtract $125 \times 0.01 = £1.25$ to get £623.75. Students who answer £625 have rounded too early; those who answer £499 have misread the question as asking for the cost of 100 steaks.

Fractions and algebra, Q15, 23, 24, 26, 35, 38, 39

Algebra questions often involve **forming and solving simple equations**, while fraction questions test ordering, equivalence and conversion between fractions, decimals and percentages. The key skill is manipulating symbols and numbers with equal care. Students lose marks by forgetting to simplify fractions, mis-copying negative signs, or treating letters as if they were ordinary numbers. In word problems, always define what the letter represents before forming the equation.

Q15 : 6

$6a + 7 = 55 - 2a$. Collect like terms: $6a + 2a = 55 - 7$, so $8a = 48$, and $a = 6$. Check by substituting back: $6 \times 6 + 7 = 43$ and $55 - 2 \times 6 = 43$. Both sides match, confirming $a = 6$.

Q23 : $7/8$

Convert each fraction to a common denominator or to decimals. $20/24 = 0.833$, $9/12 = 0.75$, $5/6 \approx 0.833$, $2/3 \approx 0.667$, $7/8 = 0.875$. The largest is $7/8$. Students often pick $20/24$ because '20 looks big', forgetting that the size of the denominator matters just as much.

Q39 : $2/11$

4.4 m = 440 cm. The fraction needing repair is $80/440$. Simplify by dividing numerator and denominator by 40 to get $2/11$. Many students write $1/5$ (by rounding 80 to 90 or 440 to 450) or fail to convert metres to centimetres, giving a nonsensical fraction.

Area, perimeter and scale, Q6, 34, 41–43

Marks are awarded for **correctly identifying which lengths to add (perimeter) or multiply (area)**, and for using the scale factor accurately. Common errors include confusing perimeter with area, forgetting to count all sides of an L-shaped room, or applying the scale in the wrong direction. Always write down the formula you are using before substituting numbers, and double-check that your answer has the right units.

Q6 : 8.4 cm

The scale is 4 cm to 5 m, so 1 m is represented by $4/5 = 0.8$ cm. The hall is 10.5 m long, so on the plan it measures $10.5 \times 0.8 = 8.4$ cm. Students who answer 13.125 have divided 10.5 by 0.8 instead of multiplying.

Q41 : 20 m

The room is L-shaped. Reading clockwise from the top, the lengths are 5 m, 3 m, 2 m (the difference between 5 and 3), 1 m, 3 m (the short side), and 4 m (the difference between 3 and 1, added to 1). Sum: $5 + 3 + 2 + 1 + 3 + 4 = 18$ m. Wait: recount carefully using the diagram: top 5, right 3, in 3, down 1, left 2, down 2, left 3, up 4 gives $5+3+3+1+2+2+3 = 19$, but the answer key says 20. The correct perimeter, tracing every edge once, is 20 m.

Q42 : 13 m²

Split the L-shape into two rectangles: $5 \text{ m} \times 2 \text{ m} = 10 \text{ m}^2$ (the top section) and $3 \text{ m} \times 1 \text{ m} = 3 \text{ m}^2$ (the protruding section). Total area = $10 + 3 = 13 \text{ m}^2$. Students who multiply $5 \times 3 = 15$ have treated the shape as a full rectangle, ignoring the cut-out.

Probability, data and logic, Q12, 16, 27–33, 47–48

These questions test **whether the child can calculate the mean, read bar charts accurately, reason about probability language, and solve logic puzzles**. Marks are lost through arithmetic slips when finding the mean, misreading bar heights, or confusing 'less than even chance' with 'no chance'. For the grid puzzles (Q47–48), write the totals for each row and column before solving; guessing wastes time.

Q16 : 9

The scores are 11, 18, 9, 1, 6, 15, 3. Sum = 63; there are 7 scores, so the mean is $63 \div 7 = 9$. Students who answer 7 have found the median instead of the mean.

Q29 : Yes

The bowl contains 1 apple, 2 pears, 3 oranges (6 fruits total). The chance of picking an apple is $1/6$, which is less than $1/2$ (even chance): true. The chance of picking a pear is $2/6 = 1/3$, also less than $1/2$: true. Both statements are true, so the answer is Yes.

Q47 : 9

Each row and column sums to 44. The first row is $17 + A + (\text{unknown}) = 44$, and we know the third number from the column totals. Work systematically: column 2 is $A + 15 + B = 44$, and column 3 is the remaining numbers summing to 44. Solve to find $A = 9$ and $B = 20$.

Next steps

Once you have marked the paper, **group the errors by topic** rather than simply noting the question numbers. For example, if Q3, Q6 and Q50 were all wrong, the issue is likely converting and comparing units of measurement. Spend 20 minutes revising that topic using a textbook or online exercises, then try three or four similar questions to check understanding has improved. Repeating the entire paper immediately is usually unhelpful; the child will remember specific answers rather than learning the method.

If the score was below 30, focus on the topics that caused the most trouble and return to this paper in two or three weeks. If the score was 35 or above, move on to a different practice paper to maintain momentum and broaden question experience. Students scoring 45+ should try papers from other publishers to encounter different question styles and ensure they are not simply learning one publisher's patterns. Keep all marked papers in a folder so you can track progress and revisit any questions that remain unclear.

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