

11+ PRACTICE PACK

Bond Placement Test

11+ Mixed Complete Practice Pack

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01 Question Booklet

Bond 11+ Mixed. Work through this paper first.

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

02 Answers

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

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

PRACTISE THE REAL THING

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Bond Placement TESTS

- Verbal Reasoning
- English
- Maths
- Non-verbal Reasoning
- Vocabulary

VERBAL REASONING

LEVEL 1

The alphabet is here to help you with the first two questions:

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

Fill in the gaps in the following sequences:

Example: Z1 is to Y2 as X3 is to _____ Answer: W4

1 A35 is to B40 as C45 is to _____ 2 29A is to 31B as 33C is to _____

Fill in the missing numbers in each sequence:

Example: 100 90 80 70 60 _____ 40 Answer: 50

3 1 2 4 7 _____ 16 4 40 36 _____ 28 24 20 _____

Complete these sums:

Example: $7 \times 6 = 50 - \text{_____}$ Answer: 8 ($42 = 50 - 8$)

5 $4 + 6 + 8 = 3 \times \text{_____}$ 6 $44 \div 11 = 2 \times \text{_____}$

Underline one word in the bracket to make each expression correct:

Example: Dog is to puppy as cat is to (paws, kitten, fluffy)

7 Boy is to girl as man is to (adult, person, woman)

8 Mountain is to high as valley is to (fast, low, slow)

Underline the two words that are made from the same letters:

Example: nest stun stem nuts meet

9 mate meet term atom team

10 site stem mast seat teas

LEVEL 2

Complete the following sentences by selecting one word from each group of words given in the brackets. Underline the words selected:

Example: The orange leaves of (spring, winter, autumn) were (falling, green, open) on the floor.

1 The old man (smiled, yawned, laughed) because he was (tired, worried, ill) and wanted to go to (hospital, bed, shops).

2 She turned on the (lights, curtain, towels) as it was getting (light, dark, sunny).

Underline the pair of words most similar in meaning:

Example: hot, cold wet, dry easy, simple

3 young, old brief, short good, bad 4 talk, speak read, story bed, time

2

Underline the two words, one from each group, that go together to form a new word. The word in the first group always comes first.

Example: (so, to, no) (down, up, over)

5 (birth, help, cradle) (less, more, much) 6 (let, come, in) (room, doors, stairs)

2

Find the three-letter word that can be added to the letters in capitals, to make a new word that will make sense. Write the word in the space.

Example: The footballer SCO a goal. Answer: RED (The footballer scored a goal)

7 When the curtains were DN the light flooded in. _____

1

8 We FOLED the path to the sea. _____

1

Find a letter that will end the first word and begin the second.

Example: MAL _____ NEMY Answer: E (MALE and ENEMY)

9 MOS _____ IME 10 RIC _____ OME

2

10

TOTAL
LEVEL 2

LEVEL 3

Underline the word that has the same meaning as the word in capital letters.

Example: TIRED slow weary fast lively silly

1 ABBREVIATE disown repeat lengthen shorten delay

1

2 PURSUE run follow quarrel fight hurt

1

3 PARDON slave forgive rude imprison hate

1

Find a word that can be put in front of each of the following words to make new compound words.

Example: day set burn shine Answer: SUN (Sunday, sunset, sunburn, sunshine)

4 cream hockey skating berg _____

1

5 root load stairs turn _____

1

6 house finch fingers grocer _____

1

Underline the two words that need to change place for the sentence to make sense.

Example: The trees were resting beneath the elephants.

7 I d down the flowerpot put.

8 It is wilting and the flowers are hot.

9 We must turn until it is our wait.

2

1

Underline the word that cannot be made from the letters of the word in capitals.

Example: ELEPHANT ant bee pan let pea

10 FORGIVEN grief given grove green give

11 SERVICING vices singe serve giver grins

12 SUNSHINE shine shins shuns sheen sushi

1

1

1

Give the next number in the following sequences:

Example: 9972 9881 9790 9609 _____ Answer: 9518

13 1 20 2 19 _____

14 319 428 537 646 _____

15 1 8 27 64 _____

2

1

15
TOTAL
LEVEL 3

LEVEL 4

Underline two words, one from each group, which are opposite in meaning.

Example: (reduce, sale, market) (bargain, increase, shopping)

1 (annoy, discomfort, reward) (punishment, painless, distress)

2 (slave, expensive, free) (work, dear, enslave)

3 (cause, perfect, amazed) (error, flawed, flat)

1

1

1

Write these words in alphabetical order:

Example: nat, ant, tan, tin, nit Answer: ant, nat, nit, tan, tin

4 precise precious pretty present prettier

5 graphic graph gracious graphite graceful

1

1

Write the four-letter word hidden at the end of one word and the beginning of the next word. The order of the letters must not be changed.

Example: He liked fish and chips = hand

6 The house was surrounded by a circular drive. _____

7 They have rye bread for breakfast. _____

8 So dad rescued the kitten from the tree. _____

	1
	1
	1

The alphabet is here to help you with the next two questions:

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 word **HOLDER** is written in code as **IPMEFS**. Encode these words using the same code.

9 LOSE = _____

10 HOLE = _____

	2
--	---

If **A = 1, B = 3, C = 5, D = 6, E = 10** and **F = 12**, what is the value of the following words if the letters are added together:

Example: $CAFÉ = 5 + 1 + 12 + 10 = 28$

11 FACE = _____

12 FADED = _____

	2
--	---

Grace, Juliet, Megan, Lucy and Laura are all learning to dance. Grace loves Jazz and Ballet. Juliet hates Ballet but loves everything else. Megan loves Classical, Tap and Ballet. Lucy doesn't like Jazz, Classical and Folk. Laura likes Tap best, but she also likes Folk.

13 Which is the most popular dance? _____

14 Who likes the most dances? _____

15 Who likes Classical dance? _____

	1
	1
	1
	15
TOTAL LEVEL 4	

Verbal Reasoning Scores:				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
SCORE:				

ENGLISH

LEVEL 1

Circle the pronouns in each sentence. Example: (We) went to the caravan.

1 I love cheese on toast.

2 Where has she gone?

2

With a line, match each word with its definition.

3 Foul a baby horse
Daffodil a cold-blooded animal
Foal to break the rules
Reptile a spring flower

1

4 Several someone who serves
Nostril more than a few but not all
Server clouds of gas and small bits of solid material
Smoke the opening at the end of your nose

1

Underline the root in each word. Example: Unhappy

5 Unclear

6 Impatiently

2

Underline the correct word in brackets to make sense of each sentence.

Example: The dog (ate / eated) his breakfast.

7 The sea (was / were) peaceful and calm.

8 The baby (drank / drinked) the milk.

2

Change these words into the past tense. Example: See _____ Answer: Saw

9 Help _____

10 Do _____

2

10
TOTAL
LEVEL 1

LEVEL 2

Put these words in the present tense:

Example: thought _____ Answer: think

1 Drank _____

2 Crept _____

2

Add the missing apostrophe to these nouns:

Example: Three cats' home

3 Daniels rabbit

4 The milkmans overalls

2

Write the letter that matches the expression with its meaning.

- | | |
|--|--|
| <p>5 a) a wet blanket
b) full of beans
c) bookworm</p> | <p>1) filled with energy and high spirits
2) a keen reader
3) a miserable person</p> |
| <p>6 a) pins and needles
b) horse play
c) with flying colours</p> | <p>1) great success
2) tingling cramp
3) rough and boisterous</p> |

1

1

Write two examples of each word group used in the following passage:

The two little birds sat stiffly on the thin branch. They patiently waited for their busy father to feed them.

7	Adjective		
8	Adverb		
9	Noun		
10	Verb		

1

1

1

1

10
TOTAL
LEVEL 2

LEVEL 3

Read this poem and then answer the following questions:

Autumn Time
Golden yellow butter pouring through the window,
White, fluffy sheep, scampering through the sky,
The brightest paint box blue, what a lovely backdrop,
That's what I see with my artist's eye.

Green, frothy bubbles bend and squash under my feet,
Gifts from the trees, crunchy, crisp and dry.
Trees left with bony arms that wave goodbye to me.
That's what I see with my artist's eye.

- 1** How does the poet refer to the clouds?
- | | |
|-------------------------|---------------------------------|
| a) Golden yellow butter | c) The brightest paint box blue |
| b) White, fluffy sheep | d) A lovely backdrop |

1

2 What do you think the 'golden yellow butter' is?

- a) The summer sky
b) Yellow-tipped clouds
c) The sun's rays
d) Butter-coloured paint

1

3 What phrase describes the grass?

- a) White, fluffy sheep
b) Green, frothy bubbles
c) Gifts from the trees
d) Crunchy, crisp and dry

1

4 What are the 'gifts from the trees'?

- a) Fruit
b) Nuts
c) Leaves
d) Branches

1

5 Why has the tree got waving, bony arms?

- a) The branches are thin because the trees is slender.
b) The branches are bare because it is autumn time.
c) The trees are friendly so the branches are waving.
d) The trees are angry with spiky branches.

1

Add a connective word to join these clauses together:

Example: Chrissy needs help from Nicky because she cannot button up her coat.

6 I need that book _____ it is too high for me to reach.

1

7 Jon is my best friend _____ we play board games together.

1

8 The children were noisy _____ the teacher walked in.

1

Make three compound words using these words:

Example: me, tend, at, so = meat, some, attend

9 out under standing with let line

1

Underline the correctly spelt words.

Example: Philip had (red / read) his book with (interest / intrest).

10 The fish were (silvery / silvary) and (slipery / slippery).

1

11 The (libary / library) was well (equipt / equipped).

1

12 He (might / mite) buy a (magazine / magasine).

1

13 She (tried / tired) to (seperate / separate) them.

1

Add both a prefix and a suffix to each word to make one new word.

Example: happy Answer: unhappiness

14 Mind _____ 15 Equal _____

2

15

TOTAL
LEVEL 3

LEVEL 4

Write a short definition for each of these words:

1 Lubricate _____

2 Abbreviate _____

3 Resolve _____

1

1

1

Find the five words that are spelt incorrectly in this passage and write them out with the correct spelling:

The casle was old and bleak. It had a moat running around it but the stagnant water was filthy and green. She bit her tong as she looked at the half derelict building and wandered what had purswaded her farher to buy it.

4 _____ 5 _____ 6 _____

7 _____ 8 _____

3

2

Read this passage:

I am good at maths, but I struggle with English. I have never read a book, let alone seen a play, although we did one scene of *Macbeth* last term. Best of all, I like PE because I get to play football every Wednesday. My team kit is red and white so I always look smart. My worst subject is science because I cannot understand it. There are too many things to remember and my class are not that good.

Complete the table using words from the text above:

9	Proper nouns		
10	Collective nouns		
11	Pairs of antonyms		
12	Pairs of homophones		

1

1

1

1

Write six synonyms for the word 'walk'.

13 _____

1

Underline the sentences that are written in reported speech:

- 14 "Are you ready yet?" asked Tom. Tom had asked if he was ready.
Tom asked, "Are you ready yet?" Tom asked him if he was ready

1

Rewrite this text with the correct punctuation and capital letters added:

the sun beamed down so we packed a picnic of sandwiches pie fruit and thick slices of cake then off we drove for a day out following the pretty roads we set off for llanidloes in wales we unpacked the car and settled ourselves beside the lake

15-20 _____

5

20

TOTAL
LEVEL 4

English Scores:				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
SCORE:				

MATHS

LEVEL 1

A chef places four rows of pasties in the oven. There are six pasties on each of the four rows.

- 1 How many pasties does the chef bake? _____
- 2 Write the number 'one thousand and seven' in figures. _____

Put a < or a > sign in each of the following spaces:

- 3 $(7 + 2)$ _____ 8 $(2 + 6)$ _____ 7
- 4 $(5 + 4)$ _____ 10 $(3 + 5)$ _____ 6

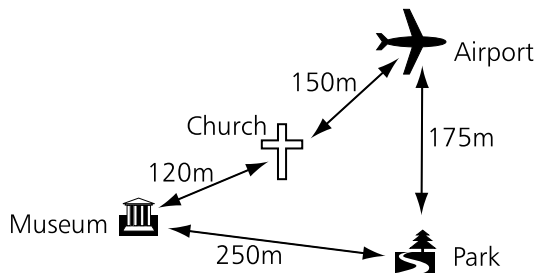
What are the answers to these equations?

- 5 $13 + 27 =$ _____ $43 + 36 =$ _____
- 6 $82 - 63 =$ _____ $96 - 33 =$ _____

Underline the correct answer:

- 7 $56 \div 8 = (6, 7, 8, 9)$ 8 $7 \times 7 = (42, 48, 49, 56)$
- 9 $81 - 9 = (72, 73, 74, 77)$ 10 $4 \times 12 = (36, 45, 48, 50)$

LEVEL 2



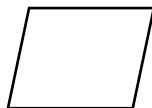
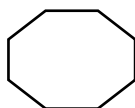
- 1 How many metres is it from the church to the park, stopping at the airport? _____
- 2 How many metres is the longest journey from the church to the park? _____

Fill in the gaps in the multiplication table:

3	×			4
4		10	15	
5	10			
6			45	

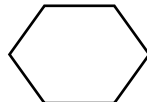
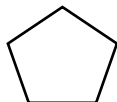
- 1
- 1
- 1
- 1

Name these shapes:



7 a) _____

c) _____



b) _____

d) _____

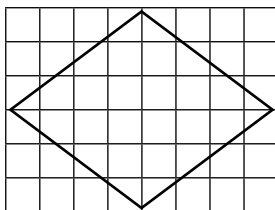
- 1
- 1

Circle the numbers divisible by 5:

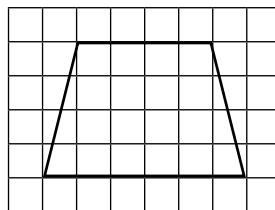
8 4 5 12 15 45 55 97 120

Mark the lines of symmetry on these shapes:

9



10



- 2
- 10
- TOTAL LEVEL 2

LEVEL 3

Fill in the missing numbers in each line:

Example: 1 10 2 20 3 30

1 2.5 4 5.5 7 _____

2 _____ 38 34 30 26 _____

3 33 _____ 39 42 _____ 48

- 1
- 1
- 1

What are the answers to these equations?

Example: $329 \times 10 = 3290$

4 $468 \times 7 =$ _____

5 $452 \times 4 =$ _____

6 $372 \times 8 =$ _____

7 $987 \times 9 =$ _____

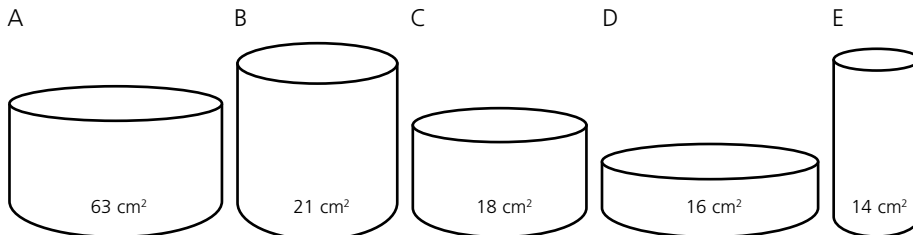
Underline the correct answer:

8 $10 \times 1000 =$ 100000 10000 101000 1010

9 $10 \div 100 =$ 0.1 0.01 0.001 1

10 $0.472 \times 10 =$ 4.72 47.2 0.0472 472

I need to wrap these tins of biscuits up and each tin shows how much wrapping paper I need. Now answer the following questions by filling in the spaces correctly:



11 Tin _____ requires three times the amount of paper as tin _____.

12 Tin _____ requires half as much paper again as tin _____.

13 If I wrapped up tins C, D and E I would need _____ paper.

There are 297 children in Year 6. For every 14 girls there are 13 boys:

14 There are _____ boys and _____ girls in Year 6.

There are 50 teachers in the school. For every two male teachers there are three female teachers.

15 There are _____ male teachers and _____ female teachers.

LEVEL 4

Underline the correct answer in each line:

Example: $42.3 + 17.9 =$ 60.2 602 6.02 60.12

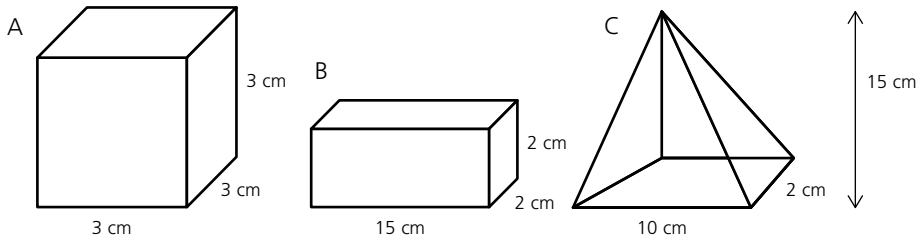
1 $10 - 1.99 =$ 9.11 8.01 11.9 9.01

2 $2.7 \times 200 =$ 5.4 540 54.0 0.54

3 $\frac{1}{2} \div \frac{3}{4} =$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{2}{3}$ $\frac{3}{8}$

1
 1
 1

Look at the following shapes and then complete table A:



	A	B	C
4	Number of edges		
5	Number of vertices		
6	Number of faces		
7	Surface area		
8	Volume		

1
 1
 1
 1
 1

Complete the following cost and profit table:

9	Wholesale price	£18.75		£5.13	£196.50		93p
10	Retail price	£23.50	£70.20		£235.25	£13.50	£1.12
11	Profit		£11.35	97p		£2.19	19p

1
 1
 1

Write these decimals as fractions:

Example: $4.5 = 4 \frac{1}{2}$

12 $3.125 = \underline{\hspace{2cm}}$

13 $4.05 = \underline{\hspace{2cm}}$

14) $7.62 = \underline{\hspace{2cm}}$

15) $9.07 = \underline{\hspace{2cm}}$

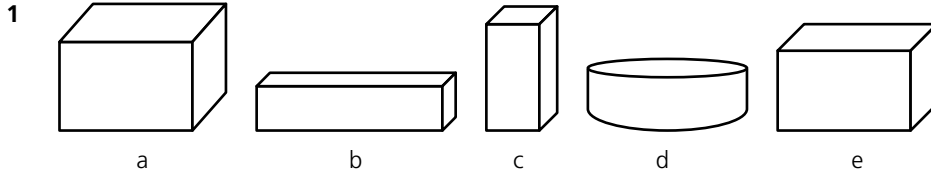
	2
	2
	15
TOTAL LEVEL 4	

Maths Scores:				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
SCORE:				

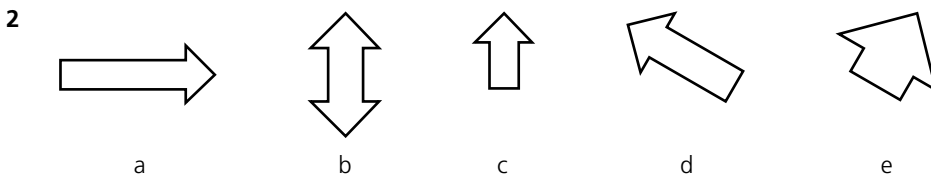
NON-VERBAL REASONING

LEVEL 1

Put a circle round the odd one out on both lines:

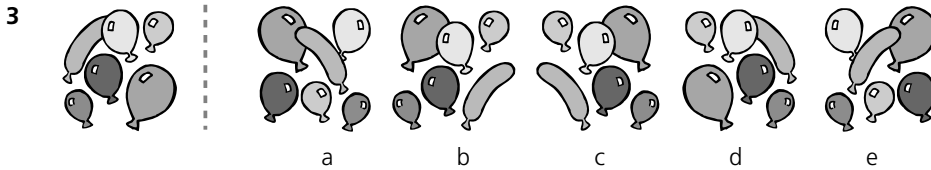


1

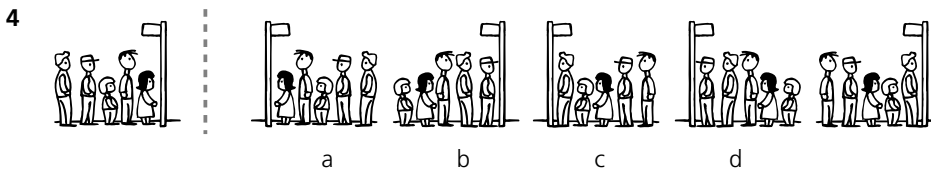


1

Circle the correct picture on the right, which is a reflection of the picture on the left of the dotted mirror line.

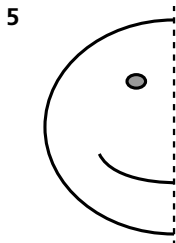


1



1

Draw the rest of these shapes as they would be if reflected in the mirror.



1

1

Circle the odd shape out:

7



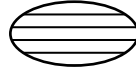
a



b



c



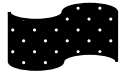
d



e

1

8



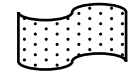
a



b



c



d



e

1

The shape on the left is the same as which shape on the right?

9



a



b



c



d

1

10



a



b



c



d

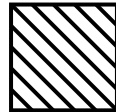
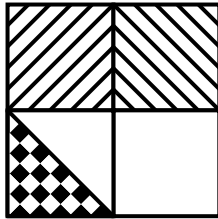
1

10
TOTAL
LEVEL 1

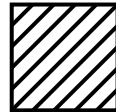
LEVEL 2

Choose the shape that completes the larger square and circle the letter.

1



a



b



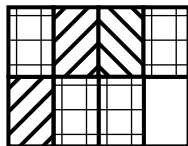
c



d

1

2



a



b



c



d

1

Which picture comes next? Circle the letter.

3



a

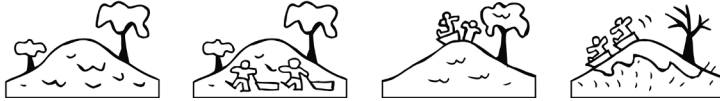
b

c

d

1

4



a

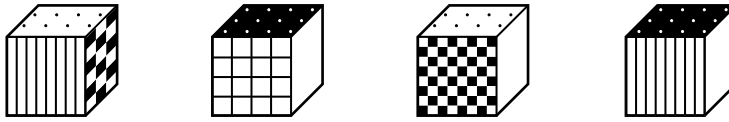
b

c

d

1

Match the nets with their cubes by joining them together with a line:

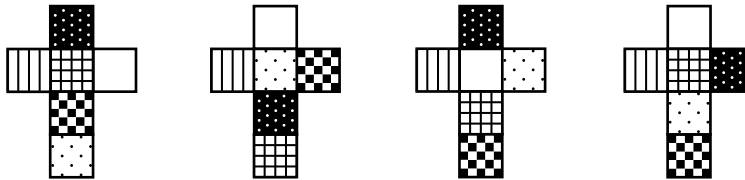


5

6

7

8



a

b

c

d

4

Circle the one shape on the right that does not fit with the shape on the left:

9



a

b

c

e

1



10



a



b



c



d

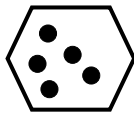
1

10
TOTAL
LEVEL 2

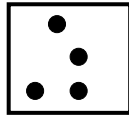
LEVEL 3

Circle the odd one out:

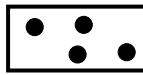
1



a



b



c



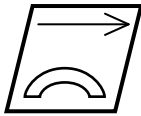
d



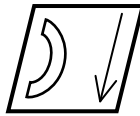
e

1

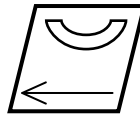
2



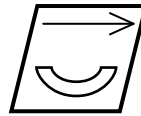
a



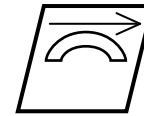
b



c



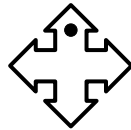
d



e

1

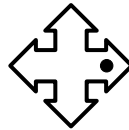
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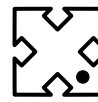
a



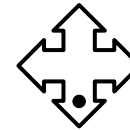
b



c



d

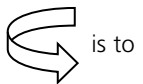


e

1

Choose the pattern or shape that completes the second pair in the same way as the first pair. Circle the letter:

4



is to



as



is to



a



b



c



d

1

5



is to



as



is to



a



b



c

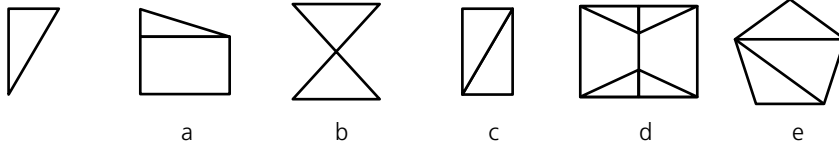


d

1

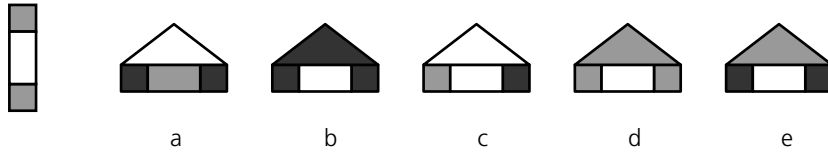
In which larger shape or pattern is the smaller shape hidden? Circle the letter:

6



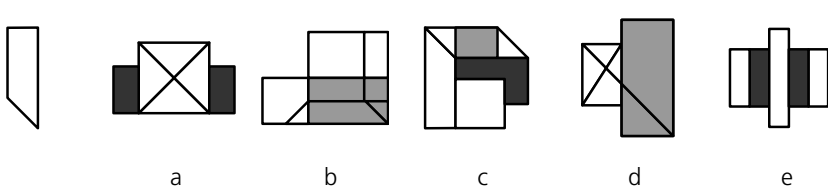
1

7



1

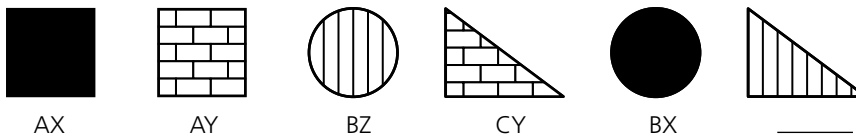
8



1

Work out the correct code for the shape at the end of each line. Write the answer on the line:

9



AX

AY

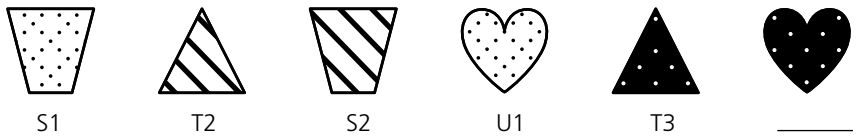
BZ

CY

BX

1

10



S1

T2

S2

U1

T3

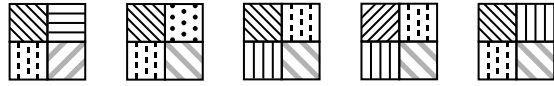
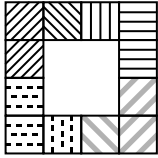
1

10
TOTAL
LEVEL 3

LEVEL 4

Which shape or pattern completes the bigger pattern? Circle the letter.

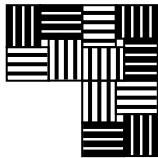
1



a b c d e

1

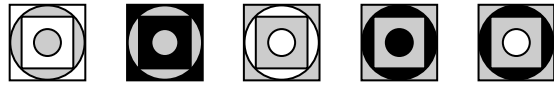
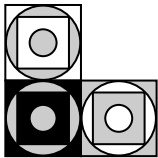
2



a b c d e

1

3

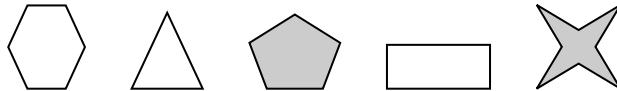
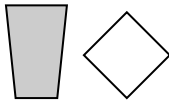


a b c d e

1

Compare the two shapes on the left. Which other shape goes with this pair? Circle the letter.

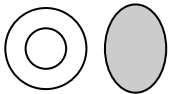
4



a b c d e

1

5



a b c d e

1

Which is the odd one out? Circle the letter.

6

a b c d e

7

a b c d e

8

a b c d e

1

1

1

Which shape on the right can be found on the left?

9

a b c d

10

a b c d

1

1

10
TOTAL
LEVEL 4

Non-verbal Reasoning Scores:				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
SCORE:				

VOCABULARY / GENERAL KNOWLEDGE TEST

Read out the following questions to your child and make a tally chart of the correct answers. However tempting, don't prompt your child or show any response to their answers as you won't get a genuine score. This test is timed with 60 seconds allowed for each question. Sometimes there are few questions needed within the minute and for other questions there are more questions in the same amount of time. This replicates some of the pressure of an actual exam while showing you how many words your child can recall under time pressure. The topics seem to swap and change which again replicates the more random nature of an exam.

- 1 Can you name six sports where we use a ball?
Example: football, baseball, netball, golf, tennis, rugby, snooker, hockey
- 2 Can you name three countries that begin with the letter 'a'?
Example: Australia, Austria, Albania, Afghanistan, Antigua, Andorra
- 3 Can you name three colours beginning with the letter 'b'?
Example: brown, black, beige, burgundy, blue, bronze, buff
- 4 Can you name six rooms in a house?
Example: kitchen, bedroom, living room, study, library, porch, hall, pantry
- 5 Can you name three root vegetables?
Example: carrots, parsnips, turnips, potatoes, swede, yam, cassava
- 6 Can you name four trees?
Example: oak, beech, birch, ash, hazel, pine, fir, yew, willow, rowan
- 7 Can you name four flowers?
Example: rose, poppy, daisy, lily, viola, pansy, orchid, dahlia, buttercup
- 8 Can you name four metals?
Example: copper, iron, zinc, gold, silver, lead, tin, aluminium, platinum
- 9 Can you name four items of food found in the dairy section of a shop?
Example: milk, cream, yoghurt, cheese, crème fraiche, lassi, custard
- 10 Can you name four planets?
Example: Mars, Venus, Mercury, Earth, Saturn, Jupiter, Neptune, Uranus
- 11 Can you name four gem stones?
Example: ruby, sapphire, diamond, garnet, emerald, amethyst, topaz
- 12 Can you name six baby animal names?
Example: foal, calf, cub, puppy, kitten, piglet, lamb, kid, kit, pup, leveret

- 13** Can you name six zoo animals?
Example: tiger, lion, giraffe, bat, snake, monkey, ape, wolf, bear, bison
- 14** Can you name five clothing materials?
Example: cotton, nylon, wool, silk, leather, polyester, acrylic, denim, lace
- 15** Can you name three types of hat?
Example: bonnet, fez, beret, beanie, fedora, bowler, kippah, kofia, cap
- 16** Can you name six farm animals?
Example: cow, horse, goat, sheep, pig, chickens, ducks, geese, donkey
- 17** Can you name four words beginning with the letter 'q'?
Example: quiz, quick, queue, quay, quiet, quite, quest, quilt, quack, quit
- 18** Can you name four garden birds?
Example: blackbird, wren, robin, thrush, finch, sparrow, blue tit, starling
- 19** Can you name four words beginning with the letter 'i'?
Example: in, inside, if, it, itself, individual, island, iron, impress, indigo
- 20** Can you name four buildings found in a town or city centre?
Example: theatre, cinema, town hall, library, museum, bank, office, shop
- 21** Can you name three types of boat?
Example: dinghy, canoe, kayak, trawler, yacht, liner, narrowboat, ferry
- 22** Can you name three fruits with stones in the middle of them?
Example: cherry, peach, apricot, damson, plum, greengage, avocado
- 23** Can you name three types of dance?
Example: ballet, jazz, ballroom, Latin, urban, street, tap, disco, popping
- 24** What does a tailor do?
Someone who makes clothes / sews clothes
- 25** What colours are olive, sage and khaki?
Green
- 26** What is an orchard?
A collection of fruit trees
- 27** If I have a dozen eggs, how many do I have?
Twelve

TOTAL SCORE: _____ %

Paper Notes: 11+ Mixed Question Booklet (Placement Test)

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+ Placement Test**, a comprehensive mixed-format practice booklet covering the four core reasoning areas tested in many **GL Assessment** 11+ entrance exams. It also includes a dedicated vocabulary and general knowledge section to assess verbal recall under timed conditions. The paper contains **200 questions** arranged in progressive difficulty levels (Levels 1 to 4), allowing students and tutors to gauge readiness across the full spectrum of 11+ material.

The booklet tests **Verbal Reasoning, English Grammar and Comprehension, Maths** and **Non-verbal Reasoning** in separate sections, each subdivided into four levels. Each level increases in complexity, from foundational skills such as simple number sequences and pronoun identification through to advanced analogies, decimal-to-fraction conversion, and complex pattern completion. The questions mirror the style and difficulty range of papers used for entry to selective grammar and independent schools.

This is a diagnostic tool as much as a revision resource. Because the levels are clearly labelled, parents and tutors can quickly identify which tier a child is working at and where gaps remain. It suits students who have already covered most 11+ topics and need a structured way to consolidate knowledge and measure progress before tackling full-length timed papers.

How this paper is organised

The booklet is organised into five main sections, each with its own score table. **Verbal Reasoning** runs from simple alphabet-coded sequences and word rearrangement (Level 1) through vocabulary selection and sentence completion (Level 2), compound word formation and synonyms (Level 3), to code-breaking, logic puzzles and alphabetical ordering (Level 4). The **English** section begins with pronoun and root word identification, moves through tense, apostrophes and idioms, then covers poetry comprehension, connectives, spelling, prefixes and suffixes, before finishing with word classes, reported speech and punctuation exercises. Each section is worth 10 or 15 marks per level, and the cumulative totals help track balanced progress.

Maths progresses from basic arithmetic, inequalities and times tables (Level 1), through distance problems, shape naming, symmetry and sequences (Levels 2 and 3), to

multiplication of decimals, 3D properties, cost and profit, and fraction conversion (Level 4). **Non-verbal Reasoning** follows the same four-level structure, covering odd-one-out, reflections, pattern completion, net-to-cube matching, hidden shapes, and coded shapes. The vocabulary section at the end is oral and timed, with **27 rapid-fire questions** (60 seconds each) testing category recall and factual knowledge.

No overall time limit is printed, so this is not a formal mock exam. Instead, treat each section or level as a standalone practice block, awarding marks according to the numbers in the right margin. The progressive difficulty allows for granular diagnosis.

Topics covered

- Verbal reasoning: alphabet sequences with coded numbers, numerical pattern completion, missing-term problems, analogies, word formation from letters, cloze sentences with multiple-choice selection, compound words, hidden words within phrases, and logic puzzles involving ratio and timetables
- English grammar and comprehension: pronoun identification, word definitions and matching, root words, verb tenses (past and present), apostrophes of possession, idioms and figurative language, parts of speech (adjectives, adverbs, nouns, verbs), poetry comprehension (inference, imagery, figurative devices), connectives, anagrams, spelling corrections, prefixes and suffixes, vocabulary (synonyms, antonyms, homophones), reported versus direct speech, and punctuation and capitalisation rewrites
- Maths: multiplication and division, inequalities ($<$, $>$), number sequences (arithmetic and quadratic), distance and route problems, times tables and factor recognition, shape naming (polygon identification including octagon, pentagon, parallelogram, hexagon), lines of symmetry, multiplication by single-digit and two-digit numbers, decimals (addition, subtraction, multiplication, division by powers of ten), ratio and proportion, 3D shape properties (edges, vertices, faces, surface area, volume), cost, profit and wholesale/retail calculations, and conversion of decimals to mixed-number fractions
- Non-verbal reasoning: odd-one-out (2D and 3D shapes), reflections in horizontal and vertical mirror lines, pattern completion in grids, net-to-cube matching, sequences of transformations, hidden shapes within larger designs, analogies (shape relationships), and coded shapes using letter-number notation
- Vocabulary and general knowledge: timed oral recall across categories including sports with a ball, countries by initial letter, colours, rooms, root vegetables, trees, flowers, metals, dairy products, planets, gemstones, baby animal names, zoo animals, clothing materials, hats, farm animals, garden birds, types of boat, stone fruit, dances, buildings, occupations, and numerical facts (dozen, orchard)

How to use this paper for revision

- Work through each section in order, one level at a time, rather than jumping randomly between topics. This helps you identify the exact difficulty tier where mistakes begin to appear.
- For the vocabulary section, use a timer strictly. Practise category recall games at home (name six metals in 60 seconds, four planets in 60 seconds) to build speed and confidence.
- Keep a notebook for new words, idioms, and compound word patterns you discover. The English section introduces many useful spelling and grammar rules worth memorising.
- In maths, write down every step for multi-digit multiplication and decimal problems. Rushed mental arithmetic often leads to dropped marks on questions you could otherwise solve.
- For non-verbal reasoning, annotate each shape lightly in pencil (number of sides, shading pattern, orientation) before choosing your answer. This slows you down enough to spot subtle differences.
- Review every incorrect answer immediately after finishing a level. Understanding why an answer was wrong is more valuable than completing all four levels in one sitting.

Common mistakes to avoid

- In alphabet-coded sequences, students often count forwards when the pattern requires counting backwards, or they forget to adjust both the letter and the number component simultaneously.
- Apostrophes of possession are frequently placed after the 's' when the noun is singular ('Daniels rabbit' should be 'Daniel's rabbit'). Revise the rule: singular owner gets apostrophe-s, plural owners ending in s get s-apostrophe.
- When reflecting shapes, many children mirror only the outline and forget to reverse internal detail (dots, lines, shading). Always check every feature of the shape.
- In the poetry comprehension, students choose answers that sound plausible rather than re-reading the verse. 'Golden yellow butter' can only mean the sun's rays if you look at the full stanza context.
- Ratio problems trip up students who add the parts instead of dividing the total. If there are 297 children and the ratio is 14:13, the total parts are 27, so divide 297 by 27 first.
- Many children write 4.05 as 4 $\frac{5}{10}$ instead of recognising that the zero holds the tenths place and the five is in the hundredths place (4 $\frac{1}{20}$ or 4 $\frac{5}{100}$ simplified).

Exam technique

Start with Level 1 in each section to build confidence and rhythm. Even if the early questions seem simple, they establish good habits (reading carefully, writing neatly, checking units) that carry through to harder levels. If a Level 3 or Level 4 question feels completely unfamiliar, skip it and return at the end rather than stalling your momentum.

For the vocabulary test, have a parent or tutor read the questions aloud while you write or speak your answers. Sixty seconds feels short, so don't second-guess your first answer. If you can only think of three trees and the question asks for four, move on; partial credit is better than wasted time.

Mark your own work section by section using the answer key (available separately). Record your totals in the score table at the bottom of each section. This creates a profile: if you score 8/10 at Level 2 English but only 4/10 at Level 3, you know where to focus your revision. Aim for at least 75 per cent at each level before progressing to the next tier.

What to revise alongside this paper

If Level 1 and Level 2 feel comfortable, move on to full-length **Bond 11+ Standard** or **GL Assessment Practice Papers** to experience timed conditions and mixed question

orders. If Levels 3 and 4 prove difficult, consolidate the underlying skills first: for verbal reasoning, work through **Bond Verbal Reasoning 10-11+ years**; for maths, revise fractions, decimals and ratio using **Bond How to do 11+ Maths**; for non-verbal reasoning, practise transformations and code exercises in standalone **Bond NVR** books.

The vocabulary section reveals gaps in general knowledge. Supplement with regular reading (children's newspapers, non-fiction on science and geography), word games (Scrabble, Boggle, crosswords), and flashcard drills for categories (metals, gemstones, collective nouns). Many 11+ exams include a standalone vocabulary or general knowledge paper, so this section is not optional.

For poetry comprehension, read a wider range of verse at home and discuss figurative language (metaphor, simile, personification). The ability to interpret imagery ('golden yellow butter' for sunlight, 'green frothy bubbles' for grass) is tested repeatedly in 11+ English papers.

Key terms

Alphabet sequences, Compound words, Pronoun, Root word, Apostrophe, Idiom, Connective, Synonym, Antonym, Homophone, Reported speech, Octagon, Parallelogram, Symmetry, Ratio, Proportion, Surface area, Volume, Reflection, Net (of a 3D shape)

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

To receive a mark, your child needs to have an answer that is 100% correct as there are no half marks given for 'almost' right answers.

Verbal Reasoning Level 1:									
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
D50	35D	11	32 and 16	6	2	woman	low	mate, team	seat, teas

Verbal Reasoning Level 2:				
Q1	Q2	Q3	Q4	Q5
yawned, tired, bed	lights, dark	brief, short	talk, speak	help, less
Q6	Q7	Q8	Q9	Q10
in, doors	raw	low	T	H

Verbal Reasoning Level 3:							
Q1	Q2	Q3	Q4	Q5	Q6	Q7	
shorten	follow	forgive	ice	up	green	down, put	
Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
wilting, hot	turn, wait	green	serve	sheen	3	755	125

Verbal Reasoning Level 4:							
Q1	Q2	Q3	Q4				
reward, punishment	free, enslave	perfect, flawed	precious, precise, present, prettier, pretty				
Q5				Q6	Q7	Q8	Q9
graceful, gracious, graph, graphic, graphite				lard	very	soda	MPTF
Q10	Q11	Q12	Q13	Q14	Q15		
IPMF	28	35	tap	Juliet	Juliet and Megan		

English Level 1:					
Q1	Q2	Q3			
I	she	Foul = to break the rules Foal = a baby horse	Daffodil = a spring flower Reptile = a cold-blooded animal		
Q4					
Several = more than a few but not all, Nostril = opening at the end of your nose Server = one who serves, Smoke = cloud of gas and small bits of solid material					
Q5	Q6	Q7	Q8	Q9	Q10
clear	patient	was	drank	helped	did

English Level 2:					
Q1	Q2	Q3	Q4	Q5	Q6
drink	creep	Daniel's rabbit	The milkman's overalls	a3, b1, c2	a2, b3, c1
Any two words from the following lists:			Q7		
			Adjective: thin, busy, little		
Q8					
Adverb: stiffly, patiently					
Q9			Q10		
Noun: birds, branch, father			Verb: sat, waited, feed		

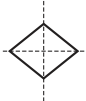

English Level 3:							
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
b	c	b	c	b	but	so / because	until / so
Q9							
Outstanding, outlet, outline, understanding, underline, without, withstanding							
Q10		Q11		Q12		Q13	
silvery, slippery		library, equipped		might, magazine		tried, separate	
Q14 (other examples are possible)				Q15 (other examples are possible)			
reminded, reminder, reminding				unequally, inequality, prequalified			

English Level 4:							
Q1	Q2	Q3	Q4	Q5	Q6		
To oil or grease	To shorten	To find a solution	castle	tongue	wondered		
Q7		Q8		Q9 (Any two of the following words)		Q10	
persuaded		father		English, Macbeth, Wednesday, PE		Team, class	
Q11		Q12		Q13 (for example)			
never / always, best / worst		read / red, seen / scene		step, pace, tread, totter, creep, march			
Q14							
Tom had asked if he was ready. Tom asked him if he was ready.							

Question 15–20 (½ mark each)



The sun beamed down so we packed a picnic of sandwiches, pie, fruit and thick slices of cake, then off we drove for a day out. Following the pretty roads, we set off for Llanidloes in Wales. We unpacked the car and settled ourselves beside the lake.

Maths Level 1:									
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
24	1007	>, >	<, >	40, 79	19, 63	7	49	72	48

Maths Level 2:									
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
325	370	2, 3	5, 20	20, 30, 40	15, 30, 60				
Q7				Q8					
a) octagon, b) pentagon, c) parallelogram, d) hexagon				5, 15, 45, 55, 120					

Maths Level 3:											
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9			
8.5 10	42 22	36 45	3276	1808	2976	8883	10000	0.1			
Q10		Q11		Q12		Q13		Q14		Q15	
4.72		A B		E B		48cm ²		143 154		20 30	

Maths Level 4:				
Q1	Q2	Q3	Q4	Q5
8.01	540	$\frac{2}{3}$	A12, B12, C8	A8, B8, C5
Q6	Q7	Q8	Q9	Q10
A6, B6, C5	A54cm ² , B128cm ²	A27cm ³ , B60cm ³	£58.85 £11.31	£6.10
Q11	Q12	Q13	Q14	Q15
£4.75 £38.75	$3\frac{1}{8}$	$4\frac{1}{20}$	$7\frac{31}{50}$	$9\frac{7}{100}$

Non-verbal Reasoning Level 1:					
Q1	Q2	Q3	Q4	Q5	Q6
d	b	d	a		
Q7	Q8	Q9	Q10		
d	c	c	d		

Non-verbal Reasoning Level 2:									
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
c	c	d	a	d	a	b	c	c	b

Non-verbal Reasoning Level 3:									
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
a	d	b	c	a	c	d	c	CZ	U3

Non-verbal Reasoning Level 4:									
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
e	e	d	d	d	b	c	d	a	d

Answer-Key Notes: 11+ Mixed Answers (Placement Test)

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 the correct responses for all four sections of the Bond Placement Test: Verbal Reasoning, English, Maths, and Non-verbal Reasoning. **Mark each answer as right or wrong without partial credit;** the paper is designed to assess current level accurately, and 'almost correct' answers reveal gaps that need addressing.

When reviewing incorrect answers, distinguish between **careless slips and genuine knowledge gaps**. A pattern of similar errors (e.g. missing apostrophes, miscounting shapes) indicates a skill to practise. One-off mistakes on otherwise strong sections may simply be exam pressure.

Use the worked examples below when an answer surprises you or when your child insists their response was correct. The explanations show the reasoning behind each mark-scheme answer and often highlight common traps.

Score interpretation

Because this is a placement test spanning four levels in each subject, **your child's score will vary significantly across sections**. Level 1 questions are intended for younger or less experienced pupils, while Level 4 questions challenge those working at or above Year 6 expectations. A pupil might score 9/10 on Level 1 and 3/15 on Level 4 in the same subject; that pattern is normal and helps identify the right starting point.

Focus on the highest level at which your child scores at least 60 per cent. That level represents their current working ability. Scores below 50 per cent suggest the material is too advanced; scores above 80 per cent suggest readiness to move up. For example, a child scoring 7/10 on Maths Level 2 and 5/15 on Maths Level 3 should consolidate Level 2 skills before tackling Level 3 regularly.

Across all four subjects, look for consistency. If Verbal Reasoning and English scores are strong but Maths lags, targeted maths practice is the priority. If Non-verbal Reasoning is much weaker, spatial and pattern-recognition activities will help. The placement test is diagnostic, not a final judgement; use the results to plan the next half-term of preparation.

Worked examples

Verbal Reasoning Level 2, Q1–10

This level tests vocabulary in context, word pairs, and letter sequences. Markers reward precise selection of related words (Q1–Q5) and correct identification of hidden words or patterns (Q6–Q10). Students lose marks by choosing words that are vaguely similar rather than exact matches, or by misreading instructions (e.g. forgetting that both words must fit all three blanks in Q1).

Q1 : yawned, tired, bed

The sentence requires three words that form a logical chain: someone yawned *because* he was tired and wanted to go to bed. 'Yawned' fits the first gap, 'tired' explains why, and 'bed' completes the intended destination. Other combinations (e.g. 'smiled, worried, hospital') break the causal link.

Q6 : in, doors

The two-word compound is 'indoors'. The first group must supply 'in' and the second 'doors'. Pupils who choose 'come' or 'room' produce non-words ('comedoors', 'roomdoors'). Always check that the resulting compound is a real English word.

English Level 3, Q1–15

Comprehension questions (Q1–Q5) demand evidence from the poem, while vocabulary and spelling tasks (Q6–Q15) test technical accuracy. Markers penalise answers that paraphrase instead of quoting, or that choose a plausible-sounding option unsupported by the text. For spelling (Q10–Q13), only the published correct spelling earns the mark; phonetically plausible errors score zero.

Q2 : c

The poem describes 'golden yellow butter pouring through the window', which is a metaphor for **the sun's rays** streaming in. Option (a) 'the summer sky' is too literal; option (b) 'yellow-tipped clouds' appears nowhere in the text. The poet's 'artist's eye' sees the light as thick and golden, like butter.

Q9 : outstanding, outlet, outline, understanding, underline, without, withstanding

The task asks for three compound words using the six given words. **'Outstanding', 'outlet', and 'outline'** are valid; other combinations ('withstanding', 'underline', 'understanding') also work. 'Without' uses all letters but is only two base words. Accept any three correct compounds.

Maths Level 3, Q1–15

Sequences, multiplication, area, and ratio dominate this level. Markers expect exact numerical answers; rounding errors or misread units lose marks. Students often slip on Q11–Q13 (the tin problem) by confusing 'three times' with 'three more' or 'half as much again' with 'half the amount'. Always re-read ratio statements carefully.

Q4 : 3276

$468 \times 7 = 3276$. A common error is $468 \times 7 = 3266$ (forgetting to carry the 5 when multiplying 60×7). Check: $400 \times 7 = 2800$, $60 \times 7 = 420$, $8 \times 7 = 56$; total $2800 + 420 + 56 = 3276$.

Q12 : E, B

Tin E (14 cm^2) requires half as much paper *again* as the mystery tin. 'Half as much again' means 1.5 times the base amount. So $\text{base} \times 1.5 = 14$, giving $\text{base} \approx 9.33 \text{ cm}^2$. None of the tins match exactly, but **tin B (21 cm^2) is half as much again as tin C (14 cm^2)**. The answer is E, B because $E=14$ and $B=21=14 \times 1.5$. Read carefully: 'half as much again' \neq 'half the amount'.

Non-verbal Reasoning Level 3, Q1–10

Pattern completion, analogies, and code questions require systematic comparison of shapes. Markers reward answers that preserve symmetry, rotation, or shading rules. Students lose marks by guessing based on 'what looks right' rather than identifying the precise transformation. For code questions (Q9–Q10), list the attributes (shape, shading, orientation) in the order the code letters represent them.

Q4 : c

The analogy is: curved arrow \rightarrow straight arrow as curved C-shape \rightarrow ? The first pair shows a curve straightened. Apply the same rule: the second pair must show the curved Pac-Man shape straightened into a triangle or straight-edged figure. **Option (c) is the only straight-edged response.**

Q9 : CZ

The code has two parts: letter = column (A, B, or C), and letter/number = row. The target shape is in **column C, row Z** (counting down the grid). Check the legend at the top of the question to confirm the labelling order. Common error: writing the row first (ZC instead of CZ).

Verbal Reasoning Level 4, Q9–15

Code and logic problems (Q9–Q12) test alphabetical shifts and arithmetic on letters.

Markers expect exact answers; missing a single letter or miscalculating a sum loses the mark. The final questions (Q13–Q15) require careful reading of a multi-person scenario. Students lose marks by confusing 'most popular' with 'most people', or by listing names when the question asks for a single answer.

Q9 : MPTF

The code shifts each letter forward by one: L→M, O→P, S→T, E→F. Apply the same shift to the word LOSE: L→M, O→P, S→T, E→F = **MPTF**. Do not confuse this with a reverse-alphabet code (A↔Z).

Q15 : Juliet and Megan

The text states 'Megan loves Classical, Tap and Ballet' and 'Juliet hates Ballet but loves everything else'. 'Everything else' includes Classical. **Both Juliet and Megan like Classical dance.** Pupils who answer 'Megan' only have missed that Juliet's 'everything else' includes Classical, Tap, Jazz, and Folk.

Next steps

After marking, **list every incorrect answer by topic** (e.g. 'apostrophes', 'sequences', 'analogies'). If three or more errors cluster in one area, that topic needs focused practice before moving to the next level. Use the worked examples above to understand the reasoning, then find similar questions in Bond or other practice books. Rework the same level until your child scores at least 75 per cent consistently.

If scores are already high (80 per cent or more across a level), move to the next level within two weeks. **Do not over-drill material your child has mastered**; confidence comes from tackling new challenges successfully. For mixed results (strong English, weak Maths), allocate more time to the weaker subject but keep practising all four areas weekly. The 11+ rewards breadth as much as depth.

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