

11+ PRACTICE PACK

Bond Sample

11+ Non-Verbal Reasoning Complete Practice Pack

CONTENTS

01 Question Booklet

Bond 11+ Non-Verbal Reasoning. Work through this paper first.

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

02 Answers

Bond 11+ Non-Verbal Reasoning. 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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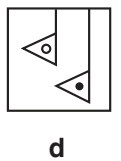
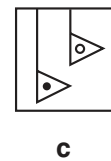
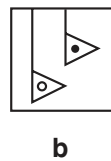
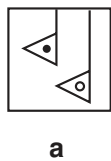
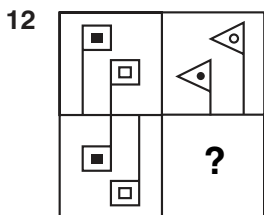
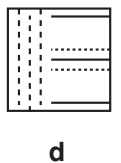
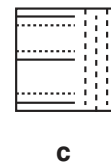
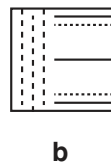
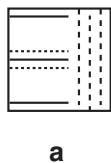
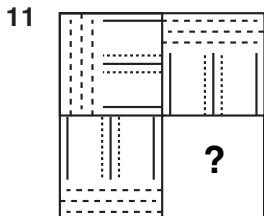
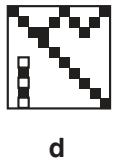
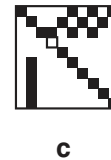
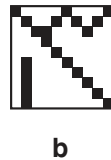
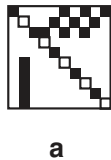
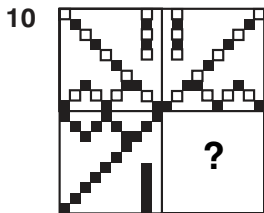
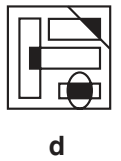
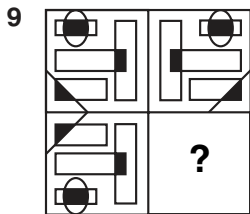
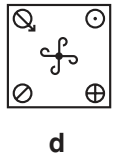
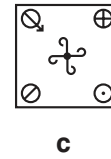
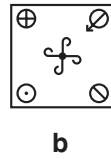
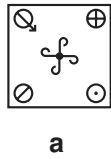
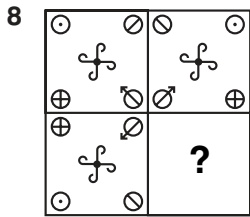
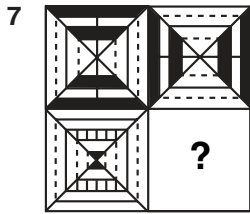
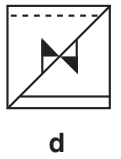
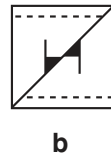
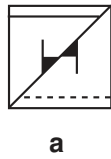
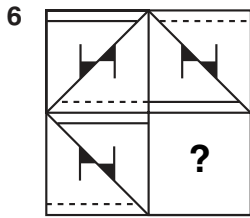
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SAMPLE PAPER

10-11 years

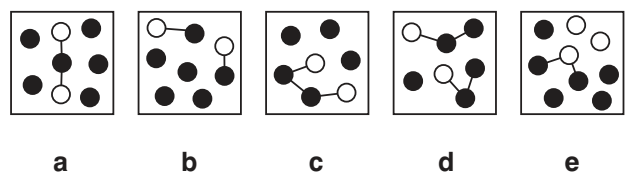
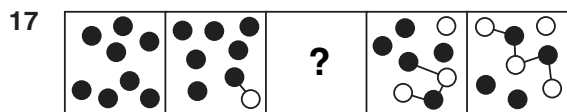
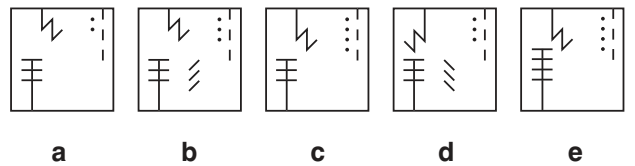
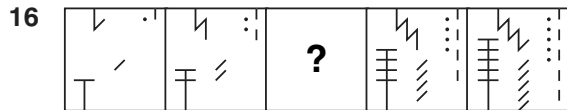
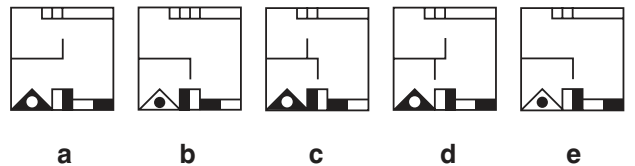
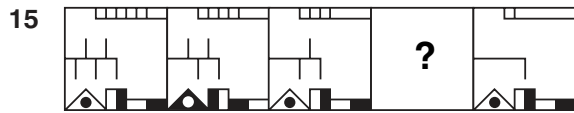
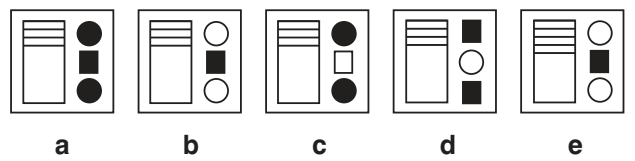
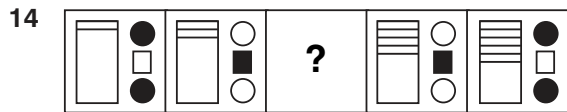
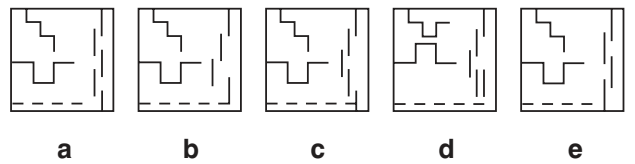
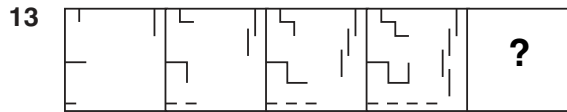
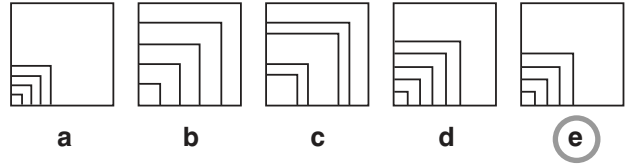
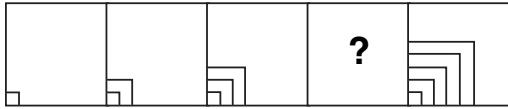
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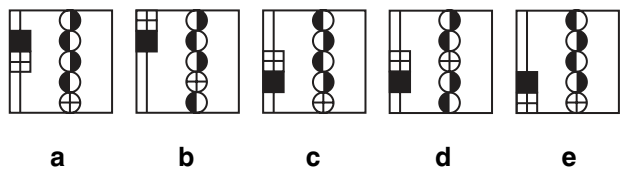
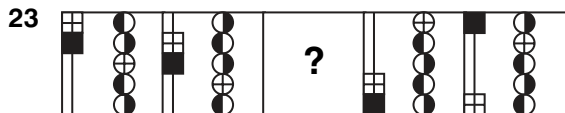
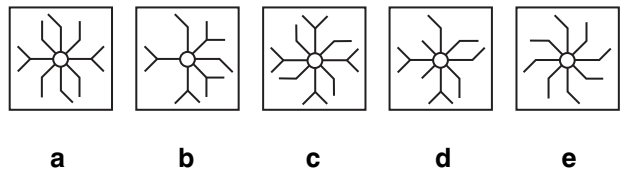
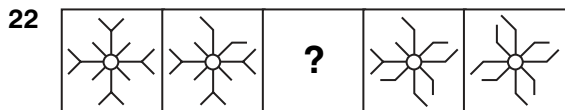
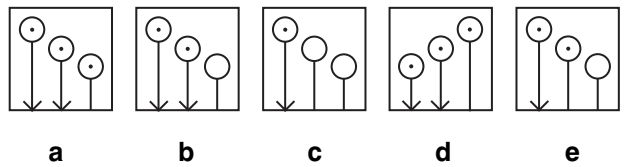
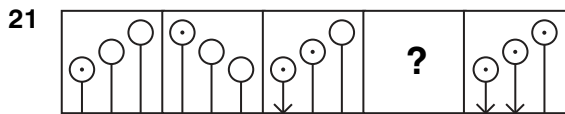
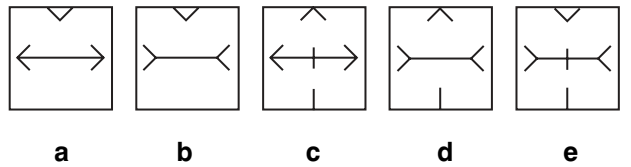
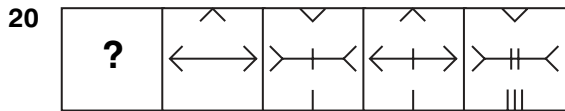
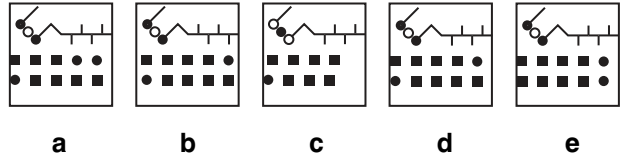
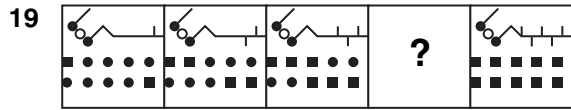
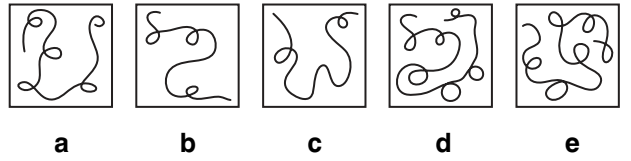
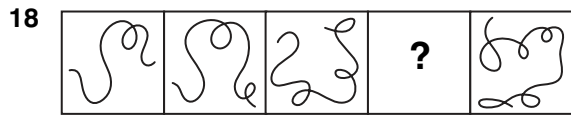




Find the shape or pattern which completes or continues the given series. Circle the letter.

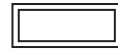
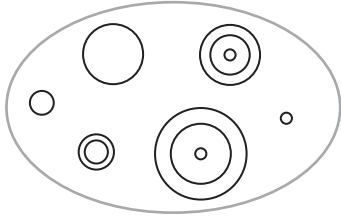
Example





Which shape is most similar to the shapes in the group on the left? Circle the letter.

Example



a

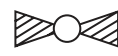
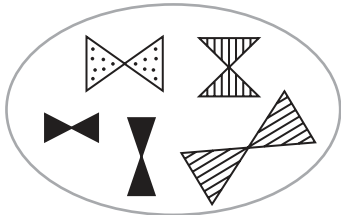
b

c

d

e

24



a

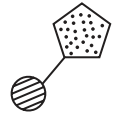
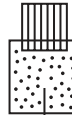
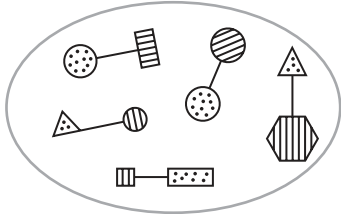
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a

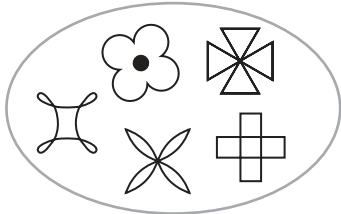
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a

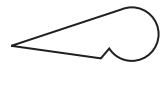
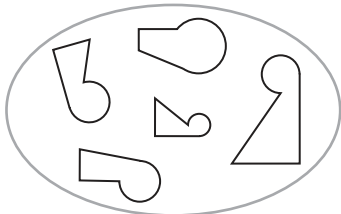
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27



a

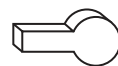
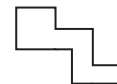
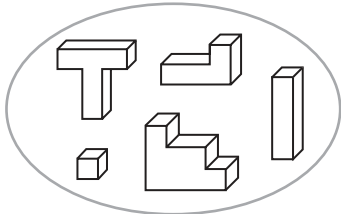
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a

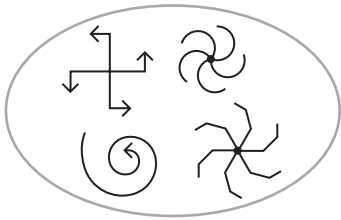
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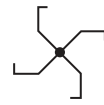
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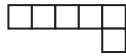
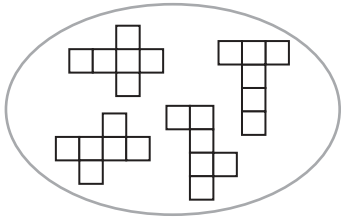


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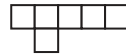


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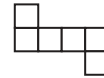
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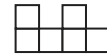
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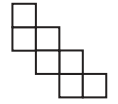
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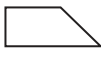
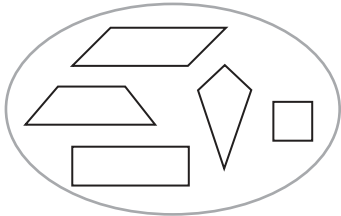


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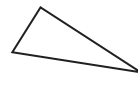
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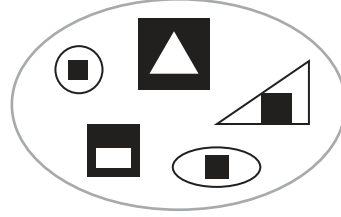


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a



b



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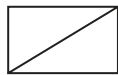
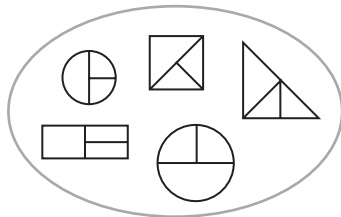


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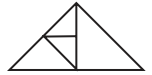
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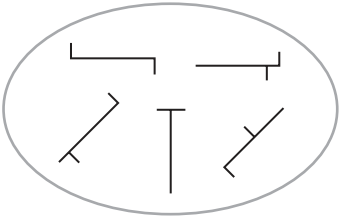


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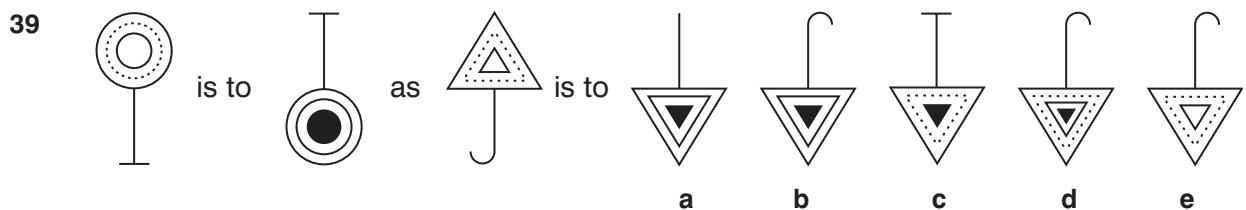
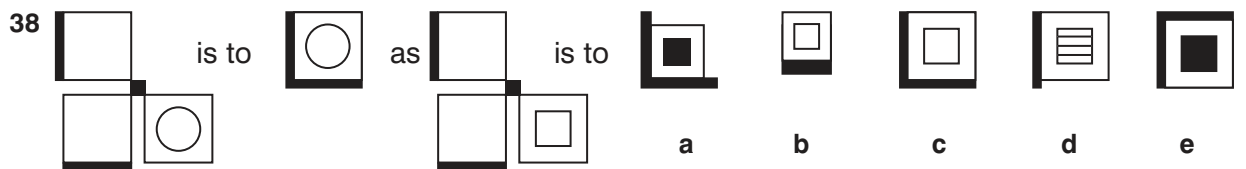
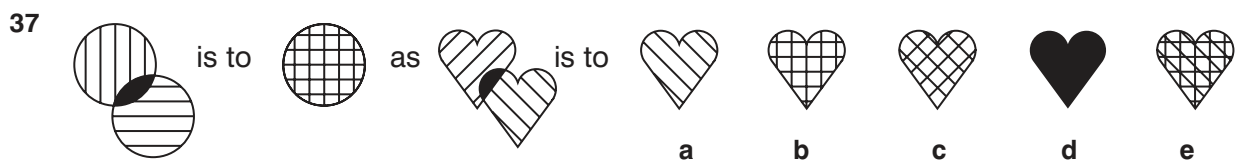
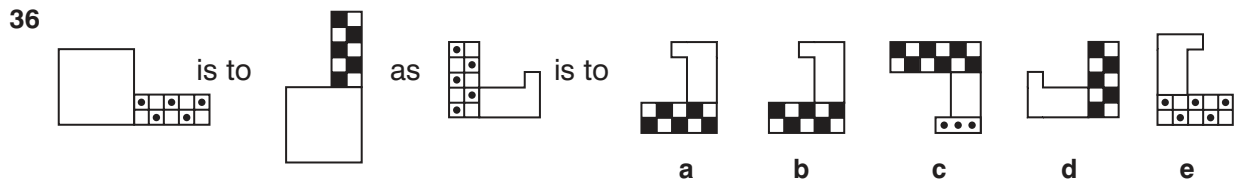
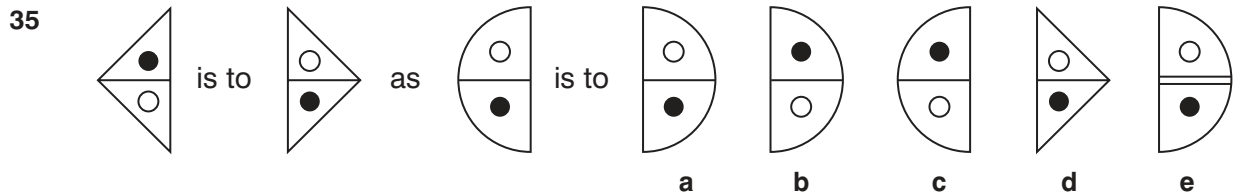
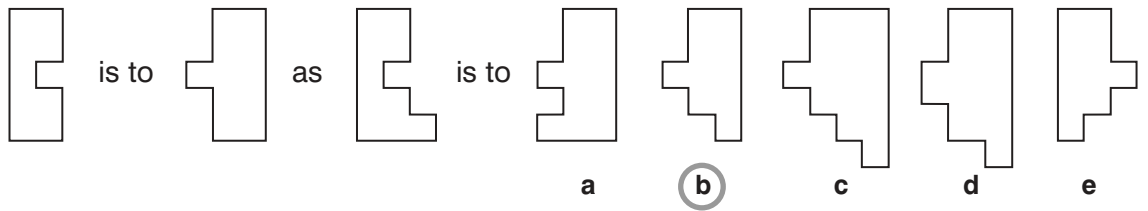
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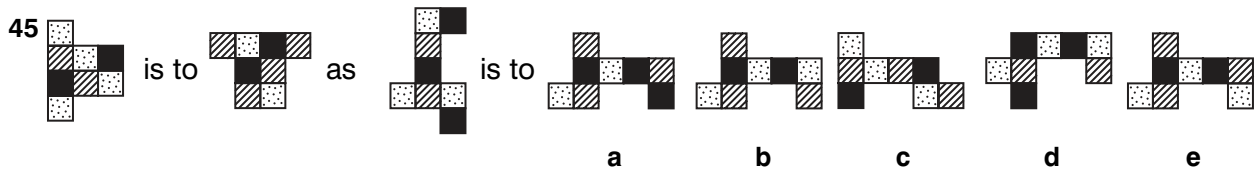
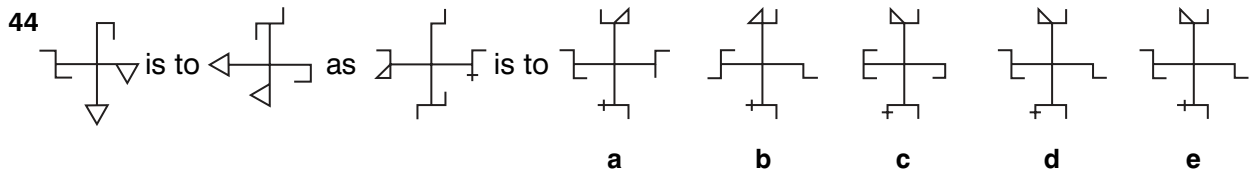
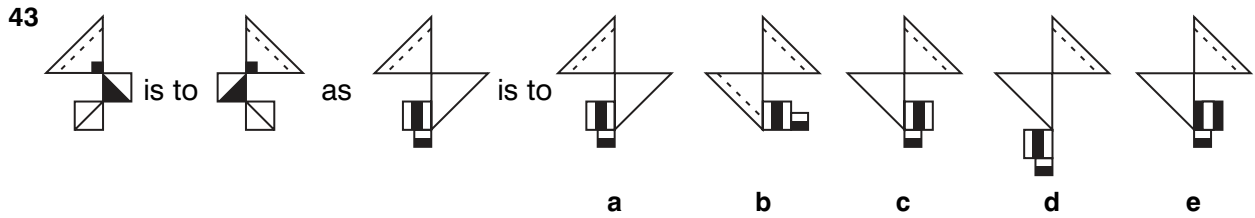
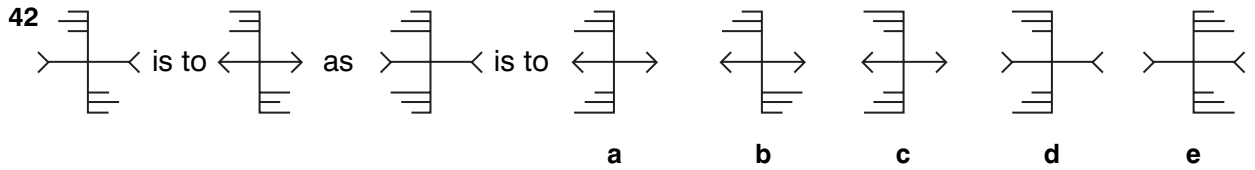
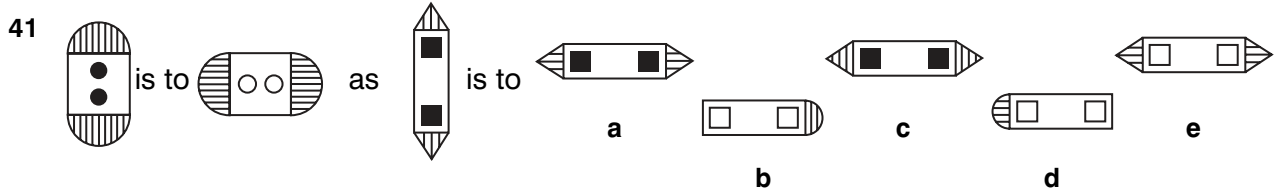
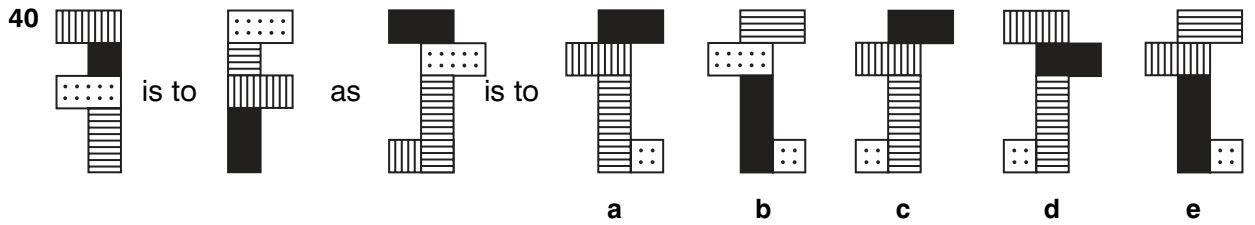


e

Find the shape or pattern which completes the second pair in the same way as the first pair. Circle the letter.

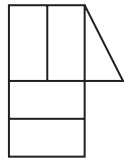
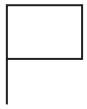
Example



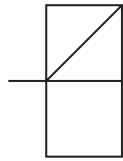


In which larger shape or pattern is the small shape hidden? Circle the letter.

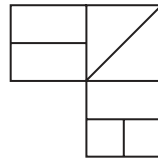
Example



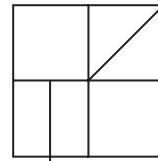
a



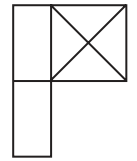
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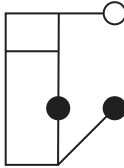


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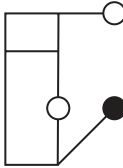


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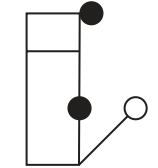
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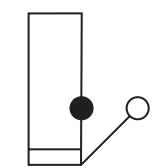
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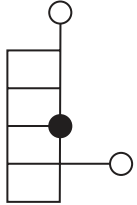
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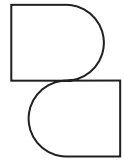
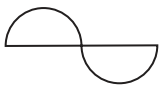


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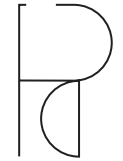


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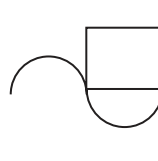
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a



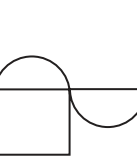
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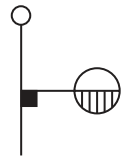


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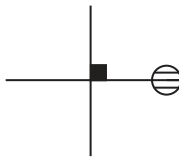


e

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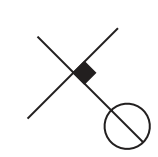
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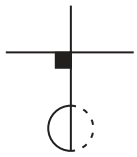
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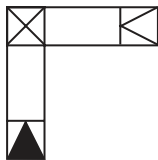


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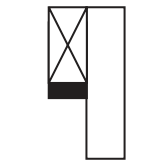
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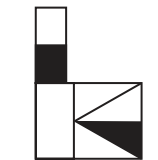
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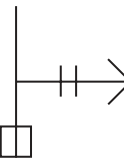


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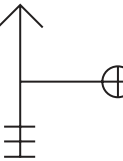


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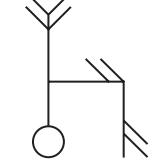
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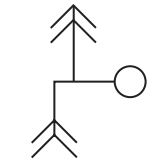
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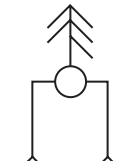
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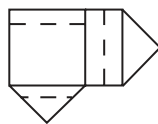


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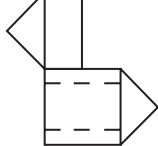


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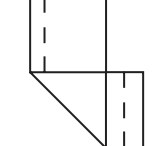
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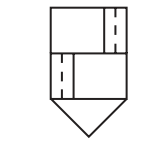
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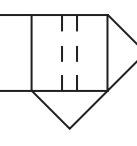
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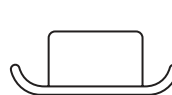


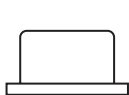

e

Look carefully at the shapes and codes given.
 Select the code which matches the shape given at the end of each line.







Example

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UI	RO	RI	NL	UL	?	

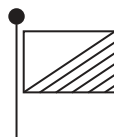
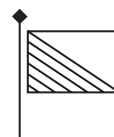
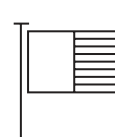
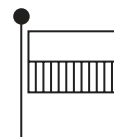
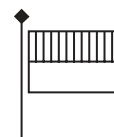
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LE	CN	LO	CO	LN	?	


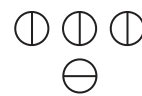
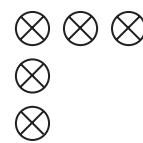
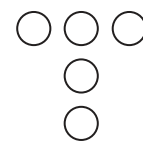
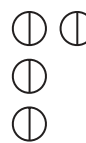
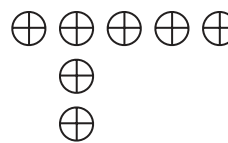
53

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XG	YH	YI	YG	XH	?	







54

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PG	IG	LH	PH	?	

55

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BH	JS	BQ	JE	BS	?	

56

						<div style="border: 1px solid black; width: 60px; height: 20px;"></div>
AX	BY	CX	AZ	DY	?	

57

						<div style="border: 1px solid black; width: 60px; height: 20px;"></div>
PO	PL	RT	PL	RT	?	

Paper Notes: 11+ Non-Verbal Reasoning Question Booklet (Sample)

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 Assessment sample paper** in **non-verbal reasoning**, published by **Nelson Thornes** in September 2004 for students aged **10–11 years**. It is designed to prepare candidates for **11+ entrance exams** that use **GL Assessment** style questions, particularly for selective grammar and independent school entry. The paper consists of **57 multiple-choice questions** testing abstract reasoning skills without reliance on language or numerical computation.

The test is divided into six distinct question types: pattern completion within a 2×2 grid, series continuation, shape classification by similarity, analogies comparing pairs of shapes, hidden shape identification within larger diagrams, and code-breaking using symbolic notation. Each question offers between four and five answer options labelled a, b, c, d, and sometimes e. All responses require students to circle the correct letter.

This paper suits children preparing for grammar school entrance or independent school assessments where non-verbal reasoning forms a core component. It offers a representative cross-section of question styles commonly encountered in GL Assessment papers, making it valuable both for diagnostic practice and for building familiarity with the format and pacing required on exam day.

How this paper is organised

The paper contains **57 questions** organised into six sections, each testing a different non-verbal reasoning skill. Questions 1–12 focus on **pattern completion**, requiring students to identify the missing quadrant in a 2×2 grid by analysing rotation, reflection, shading, or positional changes. Questions 13–23 present **series and sequences**, where candidates must select the shape that logically continues a given horizontal progression.

Questions 24–34 test **shape classification**, asking which option shares common attributes (shape, shading, orientation, or structural features) with a reference group. Questions 35–45 are **analogies**, structured as "A is to B as C is to ?" and demanding recognition of transformations such as rotation, inversion, scaling, or pattern overlay. Questions 46–51 involve **hidden shapes**, where a small reference diagram must be located within a more complex figure, testing spatial perception and detail focus.

The final section, questions 52–57, introduces **code-breaking**. Students examine a series of shapes paired with two-letter codes, deduce the meaning of each letter, and apply the logic to decode a new shape. Each question is presented clearly with labelled answer options, and the paper includes a worked example for every question type to demonstrate the expected approach.

Topics covered

- Pattern completion within 2×2 grids, analysing rotation, reflection, shading changes, and positional transformations to identify the missing quadrant
- Series and sequence continuation, identifying the next shape in a horizontal progression governed by rules such as incremental rotation, element addition or removal, or alternating patterns
- Shape classification by similarity, recognising common attributes such as outline geometry, internal shading, symmetry, or structural composition across a reference group
- Analogies and transformations, comparing two shape pairs to deduce consistent operations (rotation, inversion, scaling, overlaying patterns, or changing internal detail)
- Hidden shape identification, locating a small reference diagram embedded within a larger, more complex figure, testing spatial awareness and attention to component lines
- Code-breaking using two-letter symbolic notation, decoding shape attributes (such as outline, shading, or orientation) from example pairs and applying the logic to new cases
- Spatial reasoning and mental rotation, manipulating shapes in the mind to test congruence, mirror images, or rotational equivalence
- Visual discrimination and pattern recognition, distinguishing subtle differences in line style (solid, dashed, dotted), fill patterns (striped, checked, plain), or element arrangement

How to use this paper for revision

- Work through each question type systematically, starting with the provided example to ensure you understand the pattern or rule before attempting the main questions.
- For pattern completion grids, check each quadrant for rotation (90° , 180°), reflection (horizontal, vertical, diagonal), or shading changes, and apply the same rule to the missing square.
- In series questions, compare consecutive shapes to identify what changes between them (rotation, adding elements, alternating shading), then continue the pattern logically.
- When classifying shapes by similarity, list the features shared by the reference group (number of sides, symmetry, internal lines, shading style) and eliminate options that lack these attributes.
- For analogies, describe in words the transformation from the first shape to the second (e.g. 'rotated 90° clockwise and shading inverted'), then apply the same operation to the third shape.
- In hidden shape questions, trace the small reference outline mentally within each answer option, checking that every line and angle matches without additional or missing segments.
- Code-breaking tasks require you to compare shapes with their codes, deduce which letter corresponds to which attribute (e.g. first letter = outline, second = shading), then decode the target shape using the same logic.

Common mistakes to avoid

- Assuming that rotation or reflection is the only possible transformation in a pattern completion grid, overlooking shading changes, element swaps, or positional shifts that also follow a rule.
- Misidentifying the direction of rotation (clockwise versus anticlockwise) or the axis of reflection (horizontal, vertical, or diagonal), leading to selection of a mirror image instead of the correct answer.
- Choosing an answer in series questions that continues only one feature (e.g. rotation) while ignoring a simultaneous change in shading, element count, or line style.
- In shape classification, selecting an option that shares one obvious feature (e.g. triangular outline) but differs in shading, internal lines, or symmetry, failing to check all attributes.
- Applying an analogy transformation in the wrong order or reversing the operation (e.g. rotating anticlockwise when the first pair rotated clockwise), resulting in an incorrect final shape.
- In hidden shape tasks, identifying a superficially similar outline without verifying that every component line matches in length, angle, and position, leading to false positives.

Exam technique

Allocate your time evenly across all six sections, spending roughly one minute per question if working under timed conditions. Begin with the question types you find easiest to build confidence and secure straightforward marks early, then return to more challenging sections such as analogies or code-breaking. Read each question stem carefully and refer back to the worked example if the task format is unclear.

For pattern completion and series questions, jot down the rule you identify (e.g. 'rotate 90° each time') in the margin to maintain consistency across similar questions. In classification tasks, mentally tick off shared attributes as you examine each reference shape, then systematically eliminate answer options that fail any criterion. When tackling analogies, verbalise the transformation silently to ensure you apply it correctly to the second pair.

In hidden shape questions, use your finger or pencil tip to trace the reference outline within each answer option, checking that no extra lines intrude and no required lines are missing. For code-breaking, create a quick key on scrap paper (e.g. 'L = triangle, E = shading') to avoid confusion when decoding the target shape. If a question proves

difficult, mark it lightly and move on rather than losing time; return to it at the end if time permits. Finally, check that you have circled exactly one letter for every question before finishing.

What to revise alongside this paper

Students preparing for **11+ non-verbal reasoning** should also practise spatial reasoning tasks such as **3D shape nets and rotations**, which build the mental manipulation skills required for pattern completion and hidden shape questions. Familiarity with **symmetry and transformations** in mathematics (reflection, rotation, translation) provides a strong conceptual foundation for recognising the operations tested in analogies and series.

Revising **verbal reasoning question types** (such as codes, logic puzzles, and classification) can reinforce the analytical thinking and systematic elimination strategies that transfer directly to non-verbal tasks. For students aiming at higher-level papers, exploring **matrix reasoning** (3×3 grids with missing cells) and **complex series with multiple simultaneous changes** will extend the pattern recognition skills developed here.

Finally, regular timed practice under exam conditions using additional **Bond, GL Assessment, or CEM-style papers** will improve pacing, build stamina, and expose students to the full range of question variations they may encounter on test day. Reviewing mistakes carefully after each practice session ensures that common errors (such as directional confusion or incomplete attribute checking) are identified and corrected before the actual exam.

Key terms

Rotation, Reflection, Symmetry, Congruence, Pattern completion, Series continuation, Analogy, Transformation, Hidden shape, Code-breaking, Spatial reasoning, Visual discrimination, Shading, Attribute matching, Mental manipulation

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

Answers

1	c	31	a
2	d	32	d
3	b	33	d
4	a	34	c
5	a	35	b
6	c	36	a
7	d	37	c
8	a	38	c
9	d	39	b
10	b	40	e
11	a	41	e
12	c	42	c
13	c	43	c
14	c	44	e
15	c	45	e
16	b	46	b
17	a	47	e
18	a	48	d
19	d	49	d
20	b	50	d
21	e	51	e
22	d	52	CE
23	c	53	XI
24	e	54	IH
25	e	55	JQ
26	d	56	DZ
27	d	57	PL
28	b		
29	c		
30	c		

Answer-Key Notes: 11+ Non-Verbal Reasoning

Answers (Sample)

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 lists correct options only; it does not show working or explain why a pattern follows or a shape fits. Use the worked examples below to understand the reasoning behind a handful of representative questions. When marking, record both the raw score and the types of error: did your child misread the instruction, overlook a rotation, or fail to spot a consistent sequence rule? Careless slips often cluster in the final quarter when fatigue sets in, whilst genuine gaps in spatial reasoning appear across the paper.

Mark objectively: an answer is right or wrong, even if the reasoning was nearly there. After marking, revisit only those questions where your child cannot articulate **why the correct answer works**. If they can explain the logic, move on. If they guessed or remain confused, consult the worked example or reconstruct the pattern together on scrap paper.

Use the score interpretation and next steps below to decide whether another practice paper is needed now or whether your child is ready to tackle past papers under timed conditions.

Score interpretation

Non-verbal reasoning papers reward pattern-spotting speed and accuracy under time pressure. A score of **45 or above** (roughly 80 per cent) suggests strong spatial reasoning and efficient question selection; your child is working at or above the level expected for selective entry. Most eleven-year-olds aiming for grammar or independent schools should target this range by the autumn before the exam.

Scores between 35 and 44 indicate solid understanding but occasional lapses: missing a rotation, confusing 'completes the grid' with 'continues the series', or rushing code questions at the end. Review the question types that cost the most marks and practise those in isolation. A handful of targeted drills often lifts performance by five to eight marks.

Below 35 suggests that spatial concepts—reflection, rotation, analogy, hidden shapes—need reinforcement before attempting further papers. Work through a skills workbook section by section, then return to mixed practice once confidence improves. Do not move to harder publishers (GL, CEM) until this paper feels comfortable.

Worked examples

Complete the grid, Q1–12

Each 2×2 grid follows a rule linking the three visible cells to the missing cell. Marks are lost when children spot one transformation (say, rotation) but ignore a second (shading or line style). The questions grow harder: Q1–5 typically involve one operation, Q8–12 often combine two. Check that your child examines **every attribute**—position, fill, size, number of elements—before choosing.

Q5 : a

The diagonal line splits each quadrant. Three quadrants show small squares in two corners and diagonal hatch in the others. The missing cell must mirror that arrangement rotated 180°, placing the hatched triangle top-left and the small squares elsewhere. Only option (a) does so; the others swap fills or positions.

Q9 : d

Follow the diagonal: top-left has a black circle bottom-right, top-right has it top-left, bottom-left has it bottom-left, so the missing cell needs it top-right *and* the arrow must point the opposite way to balance the grid. Option (d) satisfies both; (b) keeps the circle in the wrong corner, (c) mirrors the arrow incorrectly.

Continue the series, Q13–23

Five boxes show a sequence; the sixth is missing. The rule may be additive (shapes accumulate), rotational (90° steps), alternating (odd/even cells behave differently), or all three. Children who pick the first plausible option often choose a trap designed to match **one stage** but break the overall rule. Always check the pattern holds from box 1 to box 5 before committing.

Q16 : b

Each box adds one extra diagonal slash and the vertical tally moves one position. By box 5, four slashes; box 6 needs five slashes plus the tally in the final position. Option (b) matches; (c) has the right slashes but the tally is wrong, (e) repeats box 4.

Q22 : d

The star rotates 45° clockwise each time. After four steps it returns nearly to the start; the fifth step must complete the cycle. Option (d) shows the star in the expected orientation; (a) and (e) rotate the wrong direction, (c) skips a step.

Odd one out (find the similar shape), Q24–34

A group shares one or two features; five options are offered and four are red herrings. Look for the attribute that *all* group members possess: symmetry, number of sides, a specific shading rule, or a combination. Questions 24–28 test single features; 29–34 test two or more, so children must hold several criteria in mind. Write down the common feature before looking at the options.

Q26 : d

Every shape in the group has **rotational symmetry** (looks the same after a half-turn) and is built from straight lines only. Option (d)—a six-pointed star—shares both properties. The others either use curves (a, b) or lack rotational symmetry (c, e).

Q32 : d

Each group shape contains **exactly one small black square** inside a larger outline. Option (d) has a filled square in one corner of a larger rectangle. Option (a) is solid with no inner square, (b) has a circle not a square, (c) and (e) have shading but no discrete black square.

Analogies, Q35–45

Read 'A is to B as C is to ?' and identify the transformation from A to B, then apply it to C. Common traps: reversing the transformation, applying it to the wrong attribute, or choosing the shape that *looks* similar rather than follows the rule. Double-check that every change visible between A and B appears between C and your answer.

Q37 : c

The first pair shows two circles with vertical/horizontal stripes becoming a single circle with grid fill. The second pair shows two overlapping hearts with diagonal stripes; applying the same rule yields one heart with grid fill. Option (c) is correct. Option (e) retains the diagonal stripes instead of switching to grid.

Q41 : e

A vertical striped oval with two black dots becomes a horizontal oval with two white squares. The arrow shape loses its black squares and gains white squares in the same positions when reoriented. Only option (e) shows the arrow flipped and the squares changed to white; (a) keeps black squares, (c) fails to flip.

Hidden shapes, Q46–51

The small shape must appear **in its exact form** within the larger figure: same proportions, same orientation, no distortion. Lines may overlap or be part of a more complex drawing, but every edge of the small shape must be traceable. Children lose marks by choosing a figure that contains a *similar* but rotated or stretched version. Trace with a finger or ruler if unsure.

Q47 : e

The target is two semicircles back-to-back forming a lens. Option (e) contains this exact form in the right-hand portion; the curves match the target's proportions. Option (a) has semicircles but they are separated, (c) shows a rectangle with semicircle ends (wrong shape), (d) has one semicircle only.

Q50 : d

The target is a simple upward arrow (straight vertical, two diagonal lines). Option (d) embeds this arrow at the centre; every line of the target is present without distortion. Option (b) has a different arrow style (curved fork base), (e) includes the shaft but the arrowhead points sideways.

Code questions, Q52–57

Each shape has a two-letter code. Work out which letter encodes which feature—usually one letter for the main shape (hat style, flag position, circle pattern) and one for a detail (shading, orientation, number of elements). Build a quick table on scrap paper before answering. Marks are lost by confusing the order or misreading a small detail in the target shape.

Q53 : XI

First letter codes the head pattern (X = filled top semicircle, Y = line through, etc.), second letter codes the body circles (G = two solid, H = two outlined, I = three outlined). The target has a filled semicircle head and three outlined body circles, so XI. The trap is confusing I (three) with H (two).

Q56 : DZ

First letter codes the vertical position of the black circle (A = top, B = rising diagonal, C = horizontal, D = falling diagonal). Second letter codes the number of circles (X = two, Y = three circles but wrong pattern, Z = three in specific order). The target shows a falling-right arrangement of one black, one white, one black, matching D for position and Z for count/pattern.

Next steps

Record which question types cost the most marks and practise those in short bursts—ten minutes on analogies one day, ten on code questions the next—rather than repeating entire papers. If your child scored below 40, work through a dedicated non-verbal reasoning skills book (Bond How to Do, for example) to rebuild pattern recognition before attempting another mixed paper. If the score exceeded 45, move to past papers or GL-style material to experience the faster pace and denser layouts of real exams.

Retake this paper in three to four weeks if the score was below 35, but change nothing about the conditions: same time limit, same quiet room. Compare the two scores to measure progress. If the second attempt yields a similar result, consider one-to-one tutoring; some children need explicit teaching of rotation and reflection vocabulary before patterns become visible. For high scorers, the priority now is stamina and exam technique: practise two papers back-to-back to simulate the fatigue of a real test morning.

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