

11+ PRACTICE PACK

GL Assessment 11+ Maths

Complete Practice Pack

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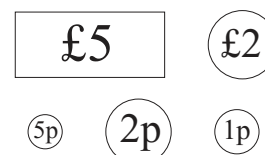
Sample 11+ Assessment Test — Maths

Allow 50 minutes to do this test and work as quickly and as carefully as you can.

If you want to answer these questions in multiple-choice format, use the separate multiple-choice answer sheet. If you'd prefer to answer them in standard write-in format, either write your answers in the spaces provided or circle the correct answer from the options **A** to **E**.

1. James saves the following notes and coins from his pocket money.
How much has he saved altogether?

A £7.80 **C** £78.00 **E** £70.80
B £7.08 **D** £70.08



2. A train timetable is shown on the right. If Cara catches the first available train after 9:00 am from Chapel Street, what time will she arrive in Lanston?
Answer: _____

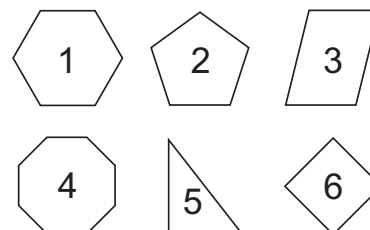
Colwyn Gardens	08:50	09:10	09:30
Chapel Street	08:55	09:15	09:35
Bispham	09:06	09:26	09:46
Torsway	09:17	09:37	09:57
Lanston	09:45	10:05	10:25

3. Bethany cuts her birthday cake into eight equal pieces.
What fraction of the cake is one piece?

A $\frac{1}{7}$ **B** $\frac{1}{8}$ **C** $\frac{1}{6}$ **D** $\frac{6}{7}$ **E** $\frac{7}{8}$

4. Which pair of shapes on the right both have at least one right angle?

A 1 and 2 **C** 1 and 6 **E** 2 and 4
B 3 and 5 **D** 5 and 6



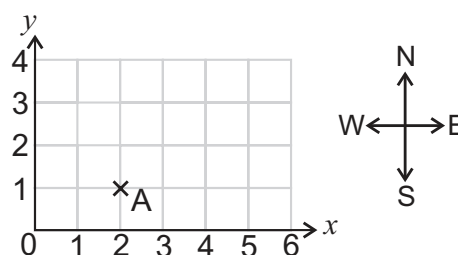
5. Which of these times is the same as 16:50?

A Ten to five in the morning **D** Ten to six in the afternoon
B Ten to four in the afternoon **E** Ten to six in the morning
C Ten to five in the afternoon

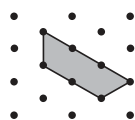
6. Kaye follows a route from point A on the grid.
She walks 1 square north then 2 squares east.

What are the coordinates of the point her route takes her to?

Answer: (____, ____)

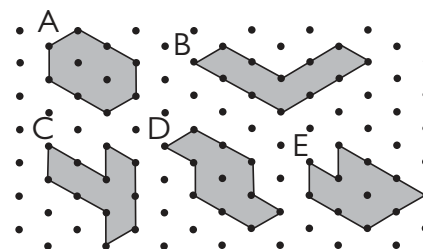


7. Robert has two identical trapezium-shaped tiles.
One is shown here:



He arranges the tiles on a triangle dotted grid.
Which shape on the right cannot be made without overlapping the tiles?

Answer: _____



8. What is the missing number in this equation?

$$2808 + 2808 + 2808 = \square \times 6$$

Answer: _____

/ 8

Carry on to the next question → →

2

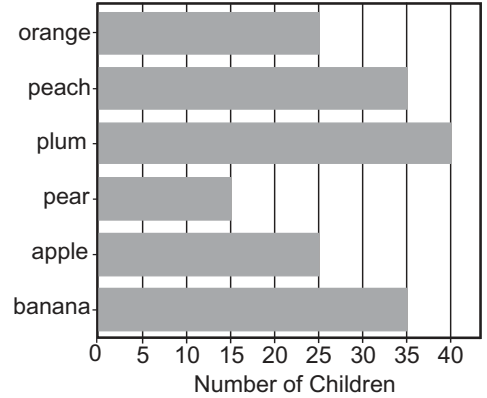
9. A bag of fruit costs 99p. How much will 9 bags of fruit cost? Answer: £ _____

10. 24 children want to go camping. 5 children can sleep in each tent. How many tents do they need?

Answer: _____

11. Each child in Ella's year group was asked to pick their favourite fruit. The results were collected in a bar chart. How many more children chose plums than pears?

- A** 27 **B** 30 **C** 23 **D** 25 **E** 40



12. What is $10 - 8.93$? Answer: _____

13. Year 5 and Year 6 are split into red, yellow and blue teams.

The number of points won by each team are shown in the table. How many points did the blue team win in total?

Team	Year 5	Year 6	Total
Red	27	50	77
Yellow	32	25	57
Blue		30	
Total	90	105	

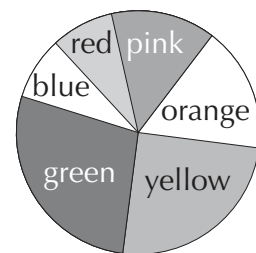
Answer: _____

14. What is 45.952 rounded to the nearest tenth?

- A** 45.9 **B** 46.0 **C** 45.95 **D** 45.96 **E** 45.10

15. This pie chart shows the colours of the sun hats worn by 36 children. Estimate the number of children wearing yellow hats.

- A** 5 **B** 9 **C** 12 **D** 15 **E** 2

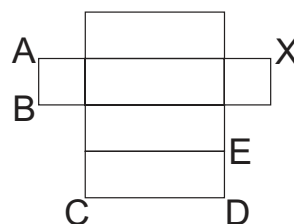


16. Toby has 4.4 litres of lemonade, 0.9 litres of lime juice and 2.8 litres of orange juice. He mixes them together in a bucket.

How many litres of liquid is in the bucket? Answer: _____ l

17. Tara uses this net to make a 3D shape. Which corner will touch the corner marked X when the net is folded?

- A** **B** **C** **D** **E**



Carry on to the next question → →

18. The table shows part of the information written on a tin of fruit. Amrit eats $\frac{3}{4}$ of the tin of fruit.
- How many grams of carbohydrate did Amrit eat?
- Answer: _____ g

	Per $\frac{1}{4}$ tin
Protein	0.4 g
Carbohydrate	12.2 g
Fat	0.1 g
Fibre	1.2 g

19. A packet of 6 Milky Bears costs 40p. They are on special offer at 10% off. What is the cost of one milky bear? Answer: _____ p
20. Sandy collects books. 8 out of every 9 of her books are novels. The rest are science textbooks. Sandy has 24 novels. How many books does she have in total? Answer: _____ books
21. Which of the following is equal to 24.
- A** $48 - 8 \times 3$ **C** 3×7 **E** $2 + 4 \times 4$
- B** $3 + 11 \times 2$ **D** $24 \div 2 - 1$

22. Which of the following shapes could only go in the region labelled X?

- A** rhombus **D** scalene triangle
- B** kite **E** isosceles triangle
- C** regular pentagon

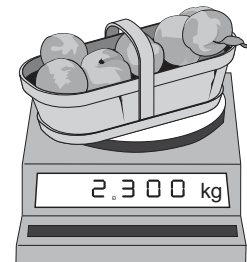
	At least two angles equal	All angles different
At least two sides equal		
All sides different lengths		X

23. Which of the following numbers is not divisible by 4?
- A** 324 **B** 116 **C** 288 **D** 132 **E** 138

24. Joel weighs a basket containing 7 peaches, as shown on the right. Each peach weighs 200 g.

How many kilograms does the basket weigh?

Answer: _____ kg



25. Here are the shoe sizes of the children at a party.

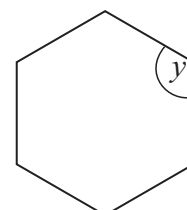
6 6 4 8 7 5 7 6 5

What is the mean shoe size?

Answer: _____

26. The shape on the right is a regular hexagon. What size is angle y ?

- A** 180° **B** 60° **C** 120° **D** 90° **E** 175°



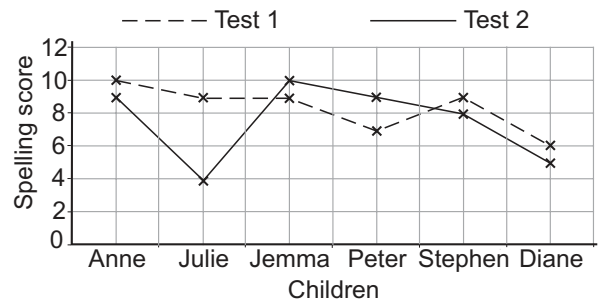
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Carry on to the next question → →

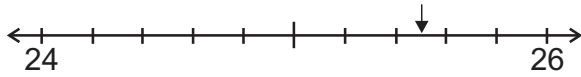
27. The graph shows two sets of spelling scores for a group of children.

What were the scores for the child who had a difference of 2 marks on the tests?

- A** 10 and 8 **C** 8 and 6 **E** 6 and 4
B 9 and 7 **D** 7 and 5



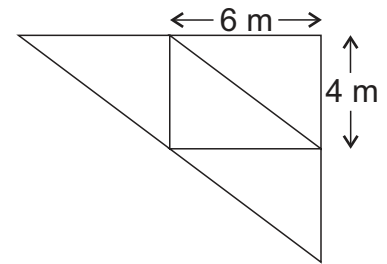
28. What number is the arrow pointing to on the number line?



Answer: _____

29. The playground at Jay's school is made up of four identical right-angled triangles. What is the area of the playground?

Answer: _____ m²



30. Adam thinks of a number. He multiplies it by 8, adds 6 and then divides it by 2. He ends up with 131.

What was the number he started with? Answer: _____

31. Dee is trying to guess what shape Fran is thinking of. Which of these clues would be incorrect for Fran's shape shown below?

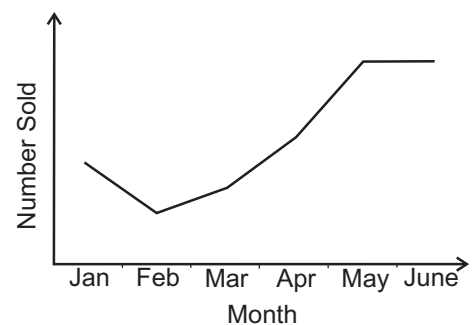
- A** My shape has exactly twelve corners.
- B** My shape has exactly four internal 90° angles.
- C** My shape has exactly eight internal 90° angles.
- D** My shape has twelve sides.
- E** My shape has exactly two lines of symmetry.



32. The graph on the right shows how many of a particular board game have been sold each month over a 6 month period.

Which of the games below could this be?

	Jan	Feb	Mar	Apr	May	June
Ant Alliance	50	25	10	5	20	45
Bee Bash	45	40	35	30	20	20
Croc Chase	20	10	15	25	40	40
Dodo Detective	30	35	30	35	30	30
Emu Escape	15	20	25	30	40	40



Answer: _____

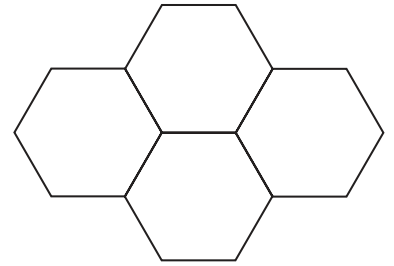
33. Amanda has some pocket money.
She spends 60% of it and is left with £6.00.

How much money did she start off with? Answer: £ _____

34. This honeycomb pattern is made up of regular hexagons.
The length of each side of the hexagons is 2 cm.

Calculate the distance around the outer edge of this shape.

Answer: _____ cm



35. A tap is dripping water at a rate of 20 ml per minute.

How long will it take, to the nearest minute, for 1 litre of water to be leaked from the tap?

Answer: _____ mins

36. On Tuesday the temperature is 1°C .
By Wednesday it has dropped to -2°C .

The temperature drops by twice as much from Wednesday to Thursday. What is the temperature on Thursday?

Answer: _____ $^{\circ}\text{C}$

37. Eve is baking cupcakes using the ingredients on the right.

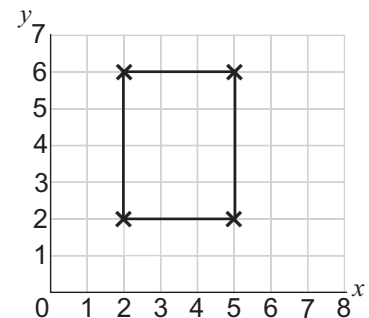
Eve needs to make exactly 40 cakes.

How much butter will she need? Answer: _____ g

Cupcakes
— makes 12
150 g flour
3 eggs
150 g butter
150 g sugar

38. The rectangle on the coordinate grid is moved 3 units to the right and 2 units down. What are the new coordinates of its corners?

- A** (3, 6), (6, 6), (6, 2), (3, 2)
B (6, 3), (6, 6), (2, 6), (2, 3)
C (5, 6), (8, 6), (8, 2), (5, 2)
D (5, 4), (8, 4), (8, 0), (5, 0)
E (4, 5), (4, 8), (0, 8), (0, 5)



39. Ali raised £540 from a sponsored bike ride. She divides it in the ratio 5:4 and donates each amount to a different charity. What is the difference between the larger donation and the smaller one?

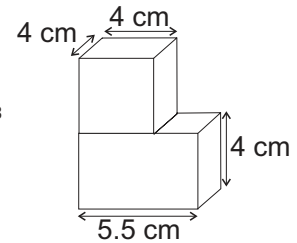
Answer: £ _____

/ 7

Carry on to the next question → →

40. The picture on the right shows a cube on top of a cuboid.
What is the total volume of the shapes?

Answer: _____ cm^3



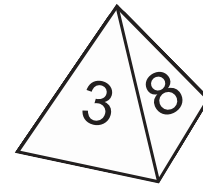
41. What is the n^{th} term of this sequence?

3 8 13 18 23

- A** $6n - 3$ **C** $4n - 2$ **E** $5n - 2$
B $2n + 1$ **D** $5n + 1$

42. A number is written on each face of the triangle-based pyramid shown on the right. The mean of the numbers is 4.
What are the two hidden numbers?

- A** 2 and 4 **C** 2 and 5 **E** 1 and 4
B 1 and 2 **D** 1 and 5

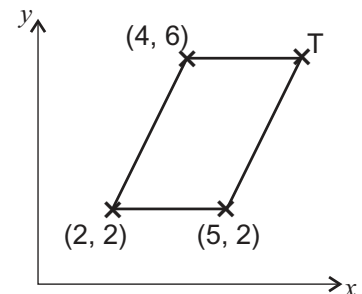


43. Bobby's school have been collecting 2p coins for charity.
They count the coins into £1 piles and decide to check they are correct by weighing the piles. Each coin weighs 7.5 g.
How many grams should each pile weigh?

Answer: _____ g

44. The diagram shows a parallelogram.
What are the coordinates of point T?

Answer: (____, ____)



45. Kate starts out on a 135 km journey at 8:50 am.
She travels on average at 60 km per hour.

What time does she arrive at her destination? Answer: _____

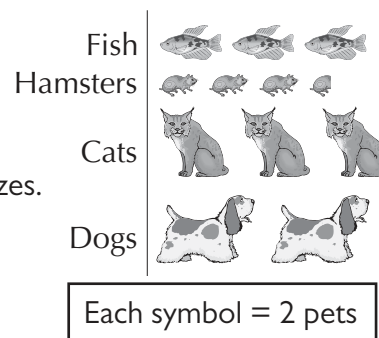
46. Jane works for a shoe shop and is given a discount card.
Jane uses her card to buy a pair of trainers for £24.75.
The trainers originally cost £27.50.

What discount does she receive?

- A** 2% **C** 10% **E** 25%
B 5% **D** 20%

47. The pictogram shows the types of pets owned by children in Year 6. Why is this pictogram misleading?

- A** The pictures only show one breed of each animal.
- B** You cannot have half a fish or half a hamster as a pet.
- C** The symbols that represent the different animals are different sizes.
- D** There are no rabbits shown on the pictogram.
- E** Children in other year groups may own different pets.



Answer: _____

48. A shop has an offer on greetings cards. You can buy 3 boxes of 20 cards for the price of 2. A box costs £3.90.

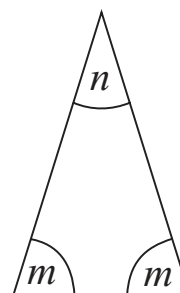
Bella buys 6 boxes in the offer. She also buys a box of 12 cards for £1.80. How much does she spend in total?

Answer: £ _____

49. Use the formula below to find the size of angle m if $n = 46^\circ$.

$$m = (180 - n) \div 2.$$

Answer: _____



50. A repair engineer charges a customer £50 for every job and £25 for every hour that he works. Which formula could you use to find how much he charges, C , for h hours of work?

- A** $C = 50 \div 25h$
- B** $C = 50 + 25h$
- C** $C = 50h - 25$
- D** $C = 25 + 50h$
- E** $C = 50 \times h$

/ 4

Total / 50

End of Test



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Paper Notes: 11+ Maths Question Booklet

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

Overview

This is a **CGP 11+ Maths** sample assessment test, designed as a generic practice paper for children preparing for **GL Assessment** style 11+ entrance exams. The paper covers the core maths content typically assessed at **Year 6** level and is structured to give students realistic exam experience in time-limited conditions.

The test comprises **50 questions** to be completed in **50 minutes**, equivalent to one minute per question. Questions range from straightforward arithmetic and fraction identification to more complex problem-solving involving data interpretation, geometry, and algebraic reasoning. Both multiple-choice and write-in answer formats are supported, giving flexibility for different practice needs.

This paper is ideal for students in the months leading up to 11+ exams, as it covers the breadth of the maths syllabus and helps build confidence with exam timing and question styles. The mix of short calculations and multi-step word problems reflects the balance students will encounter in the actual GL Assessment papers.

How this paper is organised

The paper is organised as a single continuous section containing **50 questions**, with no sub-divisions by topic. Questions are numbered sequentially from 1 to 50, and students are instructed to work through them in order. A separate multiple-choice answer sheet is available if preferred, though students may also write answers directly in the spaces provided or circle the correct option.

Each question is allocated approximately **one minute**, giving a total time limit of **50 minutes**. Questions vary in difficulty and format: some are pure calculation (e.g. subtraction of decimals, multiplication), others are word problems requiring interpretation (e.g. train timetables, ratio division), and many involve diagrams (e.g. coordinate grids, nets, pie charts). The paper carries a maximum total of **50 marks**, with one mark per question in most cases.

The layout is clear and spacious, with diagrams and tables integrated alongside question text. Questions requiring diagrams (e.g. shape nets, coordinate geometry, pictograms) are given extra visual space. The paper does not group questions thematically, so students will encounter rapid topic changes as they progress.

Topics covered

- Number operations including addition, subtraction, multiplication, and division with whole numbers and decimals (e.g. $2808 + 2808 + 2808$, $10 - 8.93$, $99p \times 9$ bags)
- Fractions including identifying unit fractions and working with fractional quantities (e.g. one piece from eight equal slices, eating three-quarters of a tin)
- Percentages including discount calculations and percentage of amounts (e.g. 60% spent leaving £6, 10% discount on a packet price)
- Ratio and proportion including dividing amounts in given ratios and scaling recipes (e.g. ratio 5:4 for £540, scaling cupcake ingredients from 12 to 40)
- Money problems involving notes, coins, and real-world transactions (e.g. total saved from pocket money, cost of multiple items with offers)
- Time and timetables including reading 24-hour clock notation, calculating journey times, and interpreting train schedules (e.g. 16:50, arrival time after 135 km at 60 km/h)
- Geometry of 2D shapes including properties of polygons, angles, right angles, lines of symmetry, and regular shapes (e.g. hexagon angles, trapezium tiles, parallelogram coordinates)
- Coordinate geometry including reading and plotting coordinates, translations, and determining endpoints after movement (e.g. moving a rectangle 3 units right and 2 down)
- Measurement including length, mass, capacity conversions, and calculating perimeter and area (e.g. honeycomb perimeter, playground area from triangles, basket mass in kilograms)
- Data handling including interpreting bar charts, pie charts, pictograms, line graphs, and tables with totals and missing values (e.g. favourite fruit bar chart, board game sales graph, team points table)
- Statistics including calculating mean, interpreting frequency data, and estimating proportions from charts (e.g. mean shoe size, estimating yellow hats from pie chart)
- Volume and capacity including calculating volume of 3D shapes and working with litres and millilitres (e.g. cube on cuboid volume, mixing liquids, tap dripping rate)
- Algebraic reasoning including working backwards from results, using formulae, and identifying nth term of sequences (e.g. reverse operations to find starting number, $m = (180 - n) \div 2$, $5n - 2$ sequence)
- Shape properties and transformations including nets of 3D shapes, tessellations, and identifying shapes from clues (e.g. which corner touches when net is folded, shapes that cannot be made with tiles)

How to use this paper for revision

- Practise mental arithmetic daily to build speed with times tables, fraction-decimal conversions, and percentage calculations, as many questions reward quick recall.
- Time yourself strictly on each section of past papers, aiming to spend no more than 60 seconds per question and leaving difficult ones to revisit at the end.
- Draw quick sketches for geometry and coordinate questions rather than relying on mental visualisation alone, especially when working with nets or transformations.
- Review the full range of units and conversions (grams to kilograms, millilitres to litres, pence to pounds) as questions often involve switching between them.
- When tackling word problems, underline key numbers and circle what the question is asking for before starting calculations to avoid misreading.
- Familiarise yourself with reading different data displays (bar charts, pictograms, pie charts, line graphs) and practise extracting specific values quickly and accurately.

Common mistakes to avoid

- Misreading 24-hour clock times, for example confusing 16:50 with morning rather than afternoon, or failing to convert correctly to 12-hour format.
- In multi-step problems (e.g. discounts, ratios), performing only one operation and forgetting the second step, such as calculating the discount amount but not subtracting it from the original price.
- Confusing perimeter with area or mixing up formulae, especially in composite shapes where you need to break them into triangles or rectangles.
- Incorrectly interpreting pictogram scales (e.g. each symbol = 2 pets) and counting symbols rather than multiplying by the scale value.
- Rushing coordinate questions and swapping x and y values, or miscounting squares when applying translations on a grid.

Exam technique

Allocate your time carefully from the start: with **50 questions in 50 minutes**, you have roughly one minute per question. Scan the paper quickly at the beginning to identify which questions look straightforward and which will need more thought. Tackle the quick wins first to bank easy marks, then return to longer word problems and multi-step calculations.

If a question is taking too long, make an educated guess (especially on multiple-choice items) and move on rather than losing time. Mark the question number in the margin so

you can revisit it if time allows. For questions involving diagrams, label the diagram with given information and any values you calculate, as this helps you keep track and avoid errors.

Always check your answer makes sense in context. If you calculate that a basket weighs 23 kg when it only contains peaches, or that a mean shoe size is 54, you know something has gone wrong. Use any remaining time to revisit flagged questions and double-check calculations, particularly those involving decimals, ratios, and multi-step operations where small errors compound.

What to revise alongside this paper

Before attempting this paper, ensure you are confident with the four operations (addition, subtraction, multiplication, division) for whole numbers, decimals, and fractions. Review short multiplication and division methods, column addition with carrying, and the order of operations (BIDMAS) as these underpin many questions. Spend time on converting between units (grams and kilograms, millilitres and litres, pence and pounds) since the paper tests this frequently.

Alongside this paper, practise interpreting a variety of data displays: bar charts, line graphs, pie charts, pictograms, and two-way tables. Make sure you can extract information quickly and accurately, and understand scales and keys. Work on coordinate geometry and transformations, particularly translations and reflections, as well as recognising properties of common 2D and 3D shapes.

Once you are scoring well on this paper, progress to timed 11+ papers with more complex multi-step reasoning or non-standard problems. Supplement your practice with topic-focused exercises on ratio, algebraic thinking (formulae and sequences), and problem-solving with percentages to deepen understanding and build speed.

Key terms

Fraction, Decimal, Percentage, Ratio, Mean (average), Perimeter, Area, Volume, Coordinates, Translation, Regular polygon, Right angle, Parallelogram, Pictogram, nth term

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

Paper Notes: 11+ Maths Answer Sheet

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

Overview

This is an **answer sheet** for a **50-question multiple-choice Maths sample test** published by **CGP** for the **GL Assessment 11+ entrance examination**. It provides the correct answers to a practice paper designed to prepare Year 6 pupils (aged 10-11) for selective secondary school entry. The sheet lists all 50 answers in numerical order, showing which option (A, B, C, D, or E) is correct for each question, alongside the specific numerical values, coordinates, times, or other data that represent the right answer.

The answer sheet covers the full range of **11+ Maths topics** tested by GL Assessment, including number operations, measurement conversions, money problems, geometry (coordinates and angles), time calculations, and multi-step problem solving. Each answer is presented clearly in a bubble-sheet format, making it straightforward for pupils, parents, or tutors to mark completed practice papers.

This document is particularly useful for independent study and home preparation. Parents can use it to mark their child's work accurately, whilst pupils can self-mark to identify areas of weakness and track progress across different question types. The clear layout and comprehensive coverage make it an essential companion to the corresponding question paper.

How this paper is organised

The answer sheet is organised as a single-page grid displaying **all 50 answers** in sequential order, from Question 1 to Question 50. Each question number is clearly labelled, with five possible options (A, B, C, D, E) shown alongside the correct answer, which appears either as a letter option or as the specific numerical value, coordinate pair, time, measurement, or other data that constitutes the correct response.

The layout mirrors a typical **multiple-choice bubble sheet**, with answers arranged in a compact grid format that allows for quick reference. Questions are grouped in blocks of approximately 10, making it easy to locate specific question numbers. The sheet also includes fields at the top for pupil details, school information, test date, and date of birth, replicating the format pupils will encounter in actual GL Assessment exams.

Answers span diverse question types: simple numerical values (e.g. '468' for Question 8), coordinate pairs (e.g. '(0, 2)' for Question 6), times (e.g. '10:05' for Question 2), measurements with units (e.g. '8.1 l' for Question 15), money amounts (e.g. '£9.99' for

Question 9), temperatures (e.g. '-7 °C' for Question 36), and even text answers (e.g. 'Ant Alliance' for Question 32). This variety reflects the breadth of the source question paper.

Topics covered

- **Time calculations and clock reading:** converting between 12-hour and 24-hour formats, calculating durations and intervals, understanding am/pm notation
- **Coordinate geometry:** plotting and reading coordinates on a grid, identifying points in the first quadrant, understanding (x, y) notation
- **Number operations and multi-digit arithmetic:** multiplication, division, addition and subtraction with whole numbers, including larger values and calculator-permitted calculations
- **Decimal place value and operations:** working with decimal numbers to one or two places, understanding tenths and hundredths, ordering and comparing decimals
- **Money problems and currency calculations:** calculating costs, working with pounds and pence, multi-step money problems involving purchases and change
- **Measurement conversions and units:** volume (litres and millilitres), mass (grams and kilograms), length (centimetres and metres), temperature (degrees Celsius including negative values)
- **Area and volume calculations:** finding areas of rectangles and composite shapes (m^2), calculating volumes of cuboids (cm^3), applying formulae
- **Angle measurement and properties:** measuring angles in degrees, understanding acute and obtuse angles, applying angle facts
- **Multi-step word problems and reasoning:** extracting information from problem contexts, planning solution strategies, checking answers for reasonableness
- **Ratio, proportion and scaling:** simple ratio problems, scaling quantities up or down, understanding relationships between quantities

How to use this paper for revision

- Mark your practice paper carefully, question by question, and for each mistake, spend time working out where your method went wrong rather than just noting the correct answer.
- Group your errors by topic (time, coordinates, money, etc.) to identify patterns. If you miss several geometry questions but get arithmetic right, focus revision accordingly.
- For calculation errors, check whether you misread the question, made an arithmetic slip, or misunderstood the concept. Different error types need different remedies.
- Practise reading coordinates and time formats carefully. Many pupils lose marks through careless misreading of (x, y) order or confusion between am and pm.
- When self-marking, challenge yourself to explain why the correct answer is right and why your chosen answer was wrong. This deepens understanding far more than passive checking.
- Use wrong answers to create targeted mini-tests. If you missed Questions 15, 24, and 37 (all measurement conversions), create five similar problems and test yourself again in a few days.
- Keep a revision log of topics that need more work. Revisit weak areas regularly with fresh practice questions, spacing out your review over several weeks rather than cramming.

Common mistakes to avoid

- Confusing the order of coordinates: writing (y, x) instead of (x, y), or counting the wrong axis first when reading from a grid.
- Mixing up am and pm times, especially when converting between 12-hour and 24-hour formats. Remember that 11:05 pm is 23:05 in 24-hour notation.
- Calculation errors with negative numbers, particularly temperatures. Remembering that $-7\text{ }^{\circ}\text{C}$ is colder than $-4\text{ }^{\circ}\text{C}$, not warmer.
- Misreading decimal place value: confusing 1.71 with 1.17, or misplacing the decimal point when converting between units like litres and millilitres.
- Rushing multi-step problems and missing an intermediate calculation. Check that your answer makes sense in the context of the question.
- Forgetting units in measurement questions: giving an answer as '8.1' instead of '8.1 l', or losing marks through lack of attention to what the question asks for.

Exam technique

When using this answer sheet, **mark your work systematically** rather than scanning for correct answers. Go through the paper in order, ticking right answers and circling mistakes with a different colour pen. Record your score out of 50, then calculate a percentage to track improvement across multiple practice papers. This methodical approach helps you spot recurring error patterns.

For each incorrect answer, write a brief note about why you got it wrong: was it a calculation error, a misread question, a conceptual misunderstanding, or a silly slip? Categorising mistakes like this is far more valuable than simply memorising correct answers. Spend extra time on questions where you genuinely did not know the method, and revisit those topics in a textbook or with additional practice before attempting another full paper.

If you are working independently, **try to reattempt wrong questions** before looking at the answer sheet. Cover the answers, read the question again carefully, and see if you can self-correct. This active problem-solving builds exam resilience. Finally, use your marked paper to set mini-targets for your next practice test: aim to improve your weakest topic by three or four marks, rather than chasing a perfect score immediately.

What to revise alongside this paper

To support work with this answer sheet, revise **mental arithmetic strategies** for quick calculation of multiplication, division, and percentage problems. Strong number fluency helps you spot when an answer looks wrong, even before formal checking. Practise **unit conversions** across all measurement types: length (mm, cm, m, km), mass (g, kg), volume (ml, l), and time (seconds, minutes, hours), as these appear throughout GL Assessment papers.

Extend your coordinate work by exploring **transformations on a grid**: translations, reflections, and rotations, which often appear in harder 11+ papers. Similarly, deepen your angle knowledge by learning **angle properties in triangles, quadrilaterals, and parallel lines**, as these underpin many geometry questions. Revisit **problem-solving strategies** such as working backwards, drawing diagrams, and breaking problems into steps.

Once comfortable with this paper's content, progress to **non-calculator arithmetic** and **more complex word problems** involving ratio, proportion, and algebra. Explore papers that include data interpretation (bar charts, pie charts, tables) and sequences (number patterns, term-to-term rules), as these broaden your readiness for the full range of GL Assessment question styles.

Key terms

Coordinates, Multiple-choice, Decimal place value, 12-hour and 24-hour time, Volume (cm^3), Area (m^2), Negative numbers, Litres and millilitres, Grams and kilograms, Degrees (angle and temperature), Currency calculations, Multi-step problems, Estimation and checking, Coordinate pairs (x, y), Measurement units and conversions

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

Answers to Sample 11+ Assessment Test for GL Assessment — Maths

1) B

$$£5 + £2 = £7, 5p + 2p + 1p = 8p. £7 + 8p = £7.08$$

2) 10:05

The first train after 9 am from Chapel Street is at 9:15. It arrives in Lanston at 10:05.

3) B

The cake is cut into 8 equal pieces, so each piece is $\frac{1}{8}$.

4) D

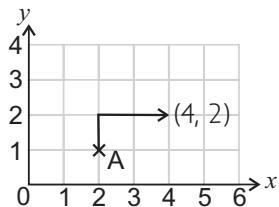
The right angled triangle has 1 right angle, the square has 4 right angles. None of the other shapes have any.

5) C

In the 24-hour clock, if the hour is greater than 12 the time is between midday and midnight, which is pm. To convert from the 24-hour clock to the 12-hour clock, subtract 12 from the hour: $16 - 12 = 4$. So 16:50 is the same as to 4:50 pm, which is ten to five in the afternoon.

6) (4, 2)

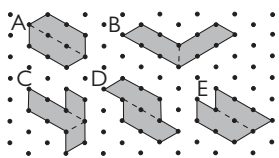
Here is the route she follows:



Don't forget — the x -axis coordinate always goes first when you're writing coordinates.

7) C

A, B, D and E can be split into two of the trapezium-shaped tiles shown. C can't because the tiles overlap.



8) 1404

There are 3 lots of 2808 (multiplication is repeated addition), which is equal to 6 lots of something. 6 is double 3, so halve 2808 to find the missing number. Half of 2808 is 1404. So $2808 + 2808 + 2808 = 1404 \times 6$.

9) £8.91

Round each 99p up to £1 by adding 1p, then multiply by 9: $£1 \times 9 = £9$. You added $9 \times 1p$ to the total cost. So subtract the extra 9p. $£9 - 9p = £8.91$

10) 5

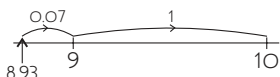
Work through your 5 times table until you come to first number greater than 24. $5 \times 5 = 25$, so 5 tents would be enough.

11) D

Read the number of children who chose plums and the number who chose pears off the horizontal axis. Plums = 40, pears = 15. Subtract to find how many more children chose plums than pears: $40 - 15 = 25$.

12) 1.07

One way of doing $10 - 8.93$ is to count up from 8.93 to 10 on a quick sketch of a number line:



$$0.07 + 1 = 1.07$$

Sourced from SATs-Papers.co.uk

13) 61

You can't calculate the blue team total straight away. One method is to calculate the number of points won by the Year 5 blue team first ($90 - 27 - 32 = 31$). Then use this to find the blue team total ($31 + 30 = 61$).

Team	Year 5	Year 6	Total
Red	27	50	77
Yellow	32	25	57
Blue	31	30	61
Total	90	105	

Alternatively, find the grand total by adding the numbers on the bottom row ($90 + 105 = 195$). Then use this to find the blue team total ($195 - 77 - 57 = 61$).

14) B

In 45.952, 9 is in the tenths column. Look at the number in the next column to the right (the hundredths). It is 5, so round the 9 tenths up to 10 tenths. 10 tenths is one unit, so the rounded number is 46.0.

15) B

The whole circle represents 36 children. The yellow area of the pie chart is a quarter of the circle. $\frac{1}{4}$ of 36 is $36 \div 4 = 9$. 9 children wore yellow hats.

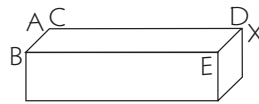
16) 8.1 l

Add up the three volumes:

$$\begin{array}{r} 4.4 \\ 0.9 \\ + 2.8 \\ \hline 8.1 \end{array}$$

17) D

Imagine folding the net up to make a cuboid. Corner D will touch X.



18) 36.6 g

$\frac{1}{4}$ tin has 12.2 g of carbohydrate. $\frac{3}{4}$ is 3 times as much as $\frac{1}{4}$, so $12.2 \text{ g} \times 3 = 36.6 \text{ g}$ of carbohydrate.

19) 6p

10% of 40p is $40 \div 10 = 4p$. So the cost of each packet is $40 - 4 = 36p$. There are 6 bears in each packet, so the cost of each bear is $36 \div 6 = 6p$.

20) 27 books

8 out of every 9 of her books are novels. She has 24 novels, and $24 \div 8 = 3$, so her total number of books must be $9 \times 3 = 27$.

21) A

You need to use BODMAS to work out each option.

A: $8 \times 3 = 24, 48 - 24 = 24$ — A is the correct answer.

B: $11 \times 2 = 22, 3 + 22 = 25$.

C: $3 \times 7 = 21$

D: $24 \div 2 = 12, 12 - 1 = 11$

E: $4 \times 4 = 16, 2 + 16 = 18$

22) D

Scalene triangles have three different sides and three different angles. Rhombuses, kites, regular pentagons and isosceles triangles have at least two equal sides and two equal angles.

23) E

Multiples of 100 are divisible by 4 ($100 \div 4 = 25$), so ignore the number in the hundreds column and see if the rest of the number is divisible by 4.

A: 324 so $24 \div 4 = 6$

B: 116 so $16 \div 4 = 4$

C: 288 so $88 \div 4 = 22$

D: 132 so $32 \div 4 = 8$

E: 138 so $38 \div 4 = 9 \text{ r } 2$. So E is the answer.

24) 0.9 kg

First calculate the mass of the 7 peaches:

$7 \times 200 \text{ g} = 1400 \text{ g}$. $1 \text{ kg} = 1000 \text{ g}$, so $1400 \text{ g} = 1.4 \text{ kg}$.

The mass of the basket: $2.3 - 1.4 = 0.9 \text{ kg}$.

25) 6

The total of the numbers is 54, and there are 9 numbers altogether. So the mean is $54 \div 9 = 6$.

26) C

Angle y is bigger than a right angle (90°), so it can't be 60° (B) or 90° (D). It is smaller than a straight line (180°), so it can't be 180° (A). 175° (E) is almost a straight line and angle y is smaller than a straight line by more than 5° . So that leaves C as the only possible answer.

27) B

Look at the points on the graph and see which child has a gap of 2 points between their two scores. Peter is the only child with a difference of 2 points. If you read off the graph, his scores are 9 and 7.

28) 25.5

There are 10 spaces between 24 and 26. So each space is worth $2 \div 10 = 0.2$. The arrow is pointing half way between 25.4 and 25.6. Half of the gap between 25.4 and 25.6 is $0.2 \div 2 = 0.1$, so the number the arrow is pointing to is $25.4 + 0.1 = 25.5$.

29) 48 m²

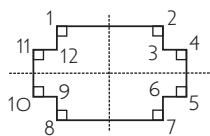
The area of a triangle is $\frac{1}{2} \times \text{base} \times \text{height}$. The playground is made up of four identical triangles. The area of one of them is $\frac{1}{2} \times 6 \times 4 = 12 \text{ m}^2$. So the area of the whole playground is $12 \times 4 = 48 \text{ m}^2$.

30) 32

To find the answer you need to work backwards from 131. You're told that a number was divided by 2 to make 131 — so the number was $131 \times 2 = 262$. You're told that 6 was added to a number to make 262, so subtract 6 from 262, $262 - 6 = 256$. You're told that a number was multiplied by 8 to make 256, so divide 256 by 8. $256 \div 8 = 32$.

31) B

The angles, corners and the lines of symmetry are marked on the shape below (a right angle = 90°).



The shape has eight internal 90° angles, not four. So B is incorrect.

32) Croc Chase

On the graph, you can see that the February sales are lowest. The only game for which this is true is Croc Chase.

33) £15

If Amanda spent 60% of her pocket money, she must have 40% left. 40% = £6.00, so 10% would be $£6 \div 4 = £1.50$. So 100% would be $10 \times £1.50 = £15$.

34) 28 cm

The length of each side of the hexagon is 2 cm.

35) 50 mins

Divide 1 litre by 20 ml to see how many minutes it will take.

1 litre = 1000 ml. So you need to work out $1000 \div 20$.

You can make this easier to work out by dividing both numbers by 10, so that's $100 \div 2 = 50$ mins.

36) -8 °C

The temperature drops from 1°C to -2°C , which is a drop of 3°C , from Tuesday to Wednesday. Twice this is $3^\circ\text{C} \times 2 = 6^\circ\text{C}$. 6°C lower than -2°C is -8°C .

37) 500 g

The ingredients given make 12 cakes.

40 cakes = 3 lots of 12 cakes + 4 cakes.

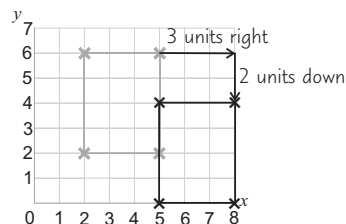
4 cakes = $\frac{1}{3}$ of 12 cakes. She will need to multiply the amount of butter given by $3\frac{1}{3}$. You can partition $3\frac{1}{3}$ into $3 + \frac{1}{3}$

$\frac{1}{3} \times 150 \text{ g} = 150 \div 3 = 50 \text{ g}$. $150 \text{ g} \times 3 = 450 \text{ g}$.

So the total amount of butter is $450 \text{ g} + 50 \text{ g} = 500 \text{ g}$

38) D

Look at the top right corner of the rectangle, and follow the instructions to see where it would move to.



The top right corner would now be at point (8, 4).

This coordinate is only in option D, so that's the answer.

39) £60

There are $5 + 4 = 9$ 'parts' altogether, so divide £540 by 9

to find that 1 part = £60. So one charity receives

$5 \times £60 = £300$, while the other receives $4 \times £60 = £240$.

This means the difference is £60.

40) 152 cm³

Volume of cube = length \times width \times height. You're not given the height for the cube, but it must be 4 cm, because the length, width and height of a cube are all equal.

So the volume = $4 \text{ cm} \times 4 \text{ cm} \times 4 \text{ cm} = 64 \text{ cm}^3$

Volume of cuboid = length \times width \times height.

The width of the cuboid is equal to the width of the cube, so the volume = $5.5 \text{ cm} \times 4 \text{ cm} \times 4 \text{ cm} = 88 \text{ cm}^3$

Total = $64 \text{ cm}^3 + 88 \text{ cm}^3 = 152 \text{ cm}^3$

41) E

The numbers increase by 5 each time. This means that the sequence is related to the 5 times table, and $5n$ will be in the n th term expression. The first term is 3, so when $n = 1$, the expression must give 3. So it must be $5n - 2$, because $5 \times 1 - 2 = 3$.

42) E

The mean of a set of four numbers is the total of the numbers

divided by 4. So if the mean is 4, the total of the numbers is

$4 \times 4 = 16$. The two sides you can see add up to 11 ($3 + 8$).

So the two hidden sides must add up to $16 - 11 = 5$. The only pair of numbers in the answer choices that add up to 5 is 1 and 4.

43) 375 g

First find out how many 2ps make up £1. $£1 = 100\text{p}$, so there are $100 \div 2 = 50$ coins in each pile. So each pile should weigh $50 \times 7.5 = 375 \text{ g}$.

44) (7, 6)

The shape is a parallelogram, so the top edge is the same length as the bottom edge. The length of the bottom edge can be found by subtracting the x -coordinate of one end from the x -coordinate of the other end: $5 - 2 = 3$ units. So the top edge is also 3 units long. This means that point T's x -coordinate is $4 + 3 = 7$.

45) 11:05 am

If Kate travels at 60 km/h, she will cover $2 \times 60 = 120$ km in 2 hours. She then goes a further 15 km ($135 - 120$). 15 km is $\frac{1}{4}$ of 60 km, so she will travel 15 km in $\frac{1}{4}$ of an hour. She travels for $2\frac{1}{4}$ hours in total. If she starts at 8:50 am, she will arrive at 11:05 am.

46) C

The amount of discount received off the original price of £27.50 was $£27.50 - £24.75 = £2.75$. Divide the original amount by the discounted price. $27.50 \div 2.75 = 10$.

47) C

The different sizes of the symbols makes this graph misleading, e.g. the line of hamsters is the shortest on the pictogram, but they're the most popular pet.

48) £17.40

Bella gets 6 boxes of 20 cards for $4 \times £3.90$. Partition £3.90 into £3 + 90p. $4 \times £3 = £12$, $4 \times 90p = £3.60$. $£12 + £3.60 = £15.60$. She also gets 12 cards for £1.80. Total cost = $£15.60 + £1.80 = £17.40$.

49) 67°

Put 46° into the formula. $m = (180 - 46) \div 2$.
 $m = 134 \div 2 = 67^\circ$.

50) B

The customer is charged £50 for the job, plus the number of hours (h) multiplied by £25.
 So the cost = $50 + 25 \times h$ or $50 + 25h$.

Answer-Key Notes: 11+ Maths Answers

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

How to use this answer key

This answer key provides the correct answer for each question together with concise working. Use it to mark objectively: each correct answer is worth one mark, with no part-marks awarded. When a question is wrong, examine the working shown here to pinpoint exactly where the error occurred.

Distinguish between careless mistakes (misreading the question, arithmetic slips) and knowledge gaps (not knowing how to round decimals, unfamiliarity with BODMAS). Careless errors often cluster in the first few questions when concentration is still building; genuine gaps show up in later, more demanding items.

The worked examples below expand on questions that commonly trip students up or that teach a useful principle. If an answer remains unclear after reading the working, revisit the underlying topic (fractions, percentages, coordinates) before attempting similar questions.

Score interpretation

This 50-mark paper covers the full breadth of 11+ maths: number operations, fractions and decimals, percentages and ratio, shape and space, data handling, algebra and sequences. A score of 40 or above demonstrates strong readiness across all areas. Between 30 and 39 marks indicates solid understanding with a few topics needing revision; focus on the sections where most marks were lost.

Scores between 20 and 29 suggest that core topics (fractions, problem-solving with multiple steps, percentage calculations) need systematic practice. Below 20 marks signals that foundational skills require attention before tackling full-length papers; work through topic-by-topic exercises on arithmetic, place value and basic geometry first.

Remember that time pressure affects performance. If nearly every attempted question was correct but several were left blank, the issue is speed rather than understanding; timed practice on shorter sets will help build fluency.

Worked examples

Number and calculation, Q1–10, Q12, Q23–25

Accuracy with written methods and estimation is essential here. Marks are lost when students misalign columns in addition (Q16), forget to convert units before calculating (Q24), or apply rounding rules incorrectly (Q14). Many questions reward a quick mental shortcut: rounding 99p to £1 then adjusting (Q9), or recognising that multiples of 100 are always divisible by 4 (Q23).

Q9 : £8.91

Instead of multiplying 99p by 9 directly, **round each 99p up to £1** by adding 1p. Nine pounds is easy to calculate, then subtract the extra 9p you added: $£9.00 - 9p = £8.91$. This method prevents arithmetic errors and is faster than long multiplication.

Q14 : B (46.0)

The 9 sits in the tenths column. Look one place right: the hundredths digit is 5, so **round the tenths up**. Nine tenths becomes ten tenths, which is one whole unit. Add that unit to 45 to get 46.0. Many students incorrectly round to 45.9 by forgetting that ten tenths equals one.

Q23 : E (138)

Multiples of 100 are always divisible by 4 (because $100 \div 4 = 25$). Ignore the hundreds digit and test only the last two digits: $38 \div 4 = 9$ remainder 2. Every other option's last two digits divide exactly by 4. This trick saves time in divisibility tests.

Q25 : 6

Add all nine shoe sizes: $6 + 6 + 4 + 8 + 7 + 5 + 7 + 6 + 5 = 54$. Divide by the number of children: $54 \div 9 = 6$. Remember the mean is the total shared equally, not the middle value (which would be the median).

Fractions, decimals and percentages, Q3, Q15, Q18–20, Q33, Q37

These questions test whether students can move fluently between fractions, decimals and percentages, and apply them in context. **The most common error is misidentifying the whole**: in Q20, the whole is the total number of books, not the 24 novels. In percentage problems (Q19, Q33), students often calculate the percentage but forget the second step (finding the cost per item, or the original amount).

Q18 : 36.6 g

The table gives carbohydrate per **quarter tin**: 12.2 g. Three-quarters is three times one-quarter, so multiply: $12.2 \text{ g} \times 3 = 36.6 \text{ g}$. A common mistake is to divide 12.2 by 4 then multiply by 3, which adds an unnecessary step and risks error.

Q20 : 27 books

Eight out of every nine books are novels. She has 24 novels, and $24 \div 8 = 3$, so **there are three complete groups of nine**. Her total must be $9 \times 3 = 27$. Students who answer $27 \div 8$ have confused the fraction with the total.

Q33 : £15

If 60% is spent, 40% remains. That 40% equals £6, so **10% is $\text{£}6 \div 4 = \text{£}1.50$** . Multiply by 10 to find 100%: $\text{£}1.50 \times 10 = \text{£}15$. Working through 10% as a stepping-stone is often simpler than setting up a formal equation.

Q37 : 500 g

The recipe makes 12 cakes; 40 cakes is $3 \times 12 + 4$ cakes. Four cakes is one-third of 12, so she needs $3\frac{1}{3}$ times the butter. **Partition $3\frac{1}{3}$ into $3 + \frac{1}{3}$** : $(150 \text{ g} \times 3) + (150 \text{ g} \div 3) = 450 \text{ g} + 50 \text{ g} = 500 \text{ g}$. This avoids multiplying by a mixed number directly.

Shape, space and measures, Q4, Q6, Q17, Q26, Q29, Q34, Q40, Q44

Visualisation is the key skill. Questions on nets (Q17), coordinates (Q6, Q44) and angle properties (Q26) all require you to see the shape in your mind or sketch it quickly. Marks are lost when students confuse x and y coordinates, forget that a cube has three equal dimensions (Q40), or miscount angles in composite shapes (Q31).

Q26 : C (120°)

The hexagon is regular, so all internal angles are equal. Use elimination: angle y is **obtuse** (larger than 90°) but not a straight line (180°). That rules out A, B, D and E. Only 120° fits. The formal method is $(6 - 2) \times 180^\circ \div 6 = 120^\circ$, but estimation is faster here.

Q29 : 48 m^2

Each triangle has area $\frac{1}{2} \times \text{base} \times \text{height} = \frac{1}{2} \times 6 \times 4 = 12 \text{ m}^2$. The playground is **four identical triangles**, so total area is $12 \times 4 = 48 \text{ m}^2$. Students who forget to halve the base \times height often double their answer.

Q40 : 152 cm³

The cube's dimensions are all 4 cm, so its volume is $4 \times 4 \times 4 = 64 \text{ cm}^3$. The cuboid is $5.5 \text{ cm} \times 4 \text{ cm} \times 4 \text{ cm} = 88 \text{ cm}^3$ (the width matches the cube's edge). **Add the two volumes:** $64 + 88 = 152 \text{ cm}^3$. A common error is to treat the 5.5 cm as the total height of both shapes.

Q44 : (7, 6)

In a parallelogram, opposite edges are equal in length. The bottom edge spans $5 - 2 = 3$ units horizontally, so **the top edge is also 3 units long**. From (4, 6), move 3 units right to $x = 7$. The y-coordinate stays 6.

Data handling, Q2, Q11, Q15, Q27, Q28, Q32

Reading scales and interpreting graphs correctly earns straightforward marks, yet students often misread axis labels or forget to check what each symbol represents. **Always identify the scale interval first** (Q28: ten divisions between 24 and 26 means each step is 0.2). In bar charts (Q11) and line graphs (Q27), subtract carefully rather than estimating by eye.

Q27 : B (Peter: 9 and 7)

Check each child's two scores on the graph and **calculate the difference**. Peter's dashed-line score is 9, his solid-line score is 7: difference 2. Every other child has a difference of 0, 1, 3 or 5. Reading graphs accurately under time pressure requires tracing each point methodically.

Q28 : 25.5

Between 24 and 26 are ten small intervals, so each interval is $(26 - 24) \div 10 = 0.2$. The arrow sits **halfway between 25.4 and 25.6**, so add half of 0.2: $25.4 + 0.1 = 25.5$. Misreading the scale as 0.1 per interval leads to 25.45, which is not an answer choice.

Problem-solving and reasoning, Q8, Q13, Q19, Q21, Q30, Q39, Q46, Q48

These multi-step problems reward careful planning: identify what you need to find, then work backwards or break the problem into smaller parts. **Write down interim results** (Q13: calculate the Year 5 blue score first, then the total). In worded problems (Q19, Q48), underline key numbers and check units before calculating.

Q13 : 61

You cannot find the blue total directly. First find the Year 5 blue score: $90 - 27 - 32 = 31$. Then **add the Year 6 blue score**: $31 + 30 = 61$. Alternatively, find the grand total ($90 + 105 = 195$) and subtract the red and yellow totals. Both routes work; choose the one that feels clearer.

Q21 : A ($48 - 8 \times 3$)

BODMAS (Brackets, Orders, Division/Multiplication, Addition/Subtraction) requires you to do $8 \times 3 = 24$ first, then $48 - 24 = 24$. Option B gives 25 because addition comes after multiplication; option D gives 11 because division precedes subtraction. Apply the rule strictly to each expression.

Q30 : 32

Work backwards from 131. It was made by dividing by 2, so before that the number was $131 \times 2 = 262$. Before adding 6 it was $262 - 6 = 256$. Before multiplying by 8 it was $256 \div 8 = 32$. Reverse every operation in turn.

Q46 : C (10%)

Discount is $\pounds 27.50 - \pounds 24.75 = \pounds 2.75$. Divide the discount by the original price: $2.75 \div 27.50$. Simplify by multiplying both by 4: $11 \div 110 = 1 \div 10 = 10\%$. Recognising that **one-tenth equals 10%** avoids long division.

Algebra and sequences, Q41, Q42, Q50

Algebra at 11+ level focuses on pattern-spotting (Q41) and substitution into formulae (Q50). **Check your nth-term expression by substituting $n = 1$** : if the sequence starts at 3 and increases by 5 each time, then $5n$ alone gives 5 when $n = 1$, so you need $5n - 2$. In function-machine problems (Q42), use the given mean to find the total, then deduce missing values.

Q41 : E ($5n - 2$)

The sequence increases by 5 each time, so it is related to the five-times table: the n th term includes **$5n$** . When $n = 1$, the term is 3. Try each option: $5 \times 1 - 2 = 3$ ✓. Option D gives $5 \times 1 + 1 = 6$ ✗. Always test your expression with the first term.

Q50 : B ($C = 50 + 25h$)

The fixed charge is £50; the hourly charge is £25 per hour. Total cost is **fixed part plus variable part**: $50 + 25h$. Option D reverses the two amounts; option A divides instead of adding. Translate 'for every hour' into ' $\times h$ '.

Next steps

After marking, group incorrect answers by topic (number, fractions, shape, problem-solving) rather than working through the paper sequentially again. Spend ten minutes on each weak topic using a focused exercise book or online resource, then return to similar questions from past papers. If the same type of error appears across multiple questions (for example, always forgetting to convert units, or misapplying BODMAS), that pattern signals a specific revision priority.

If the score is above 40, challenge yourself with harder problem-solving questions and unfamiliar contexts to build resilience. If below 30, consolidate core arithmetic and visual skills with shorter, topic-by-topic practice before attempting another full paper. Retake this paper in two weeks' time, under timed conditions, to measure progress; an improvement of five or more marks indicates that revision is working.

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