

11+ PRACTICE PACK

CSSE 11+ Maths 2020

Complete Practice Pack

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CSSE 11+ Maths. Work through this paper first.

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

02 Answers

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

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

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MATHEMATICS PAPER FOR 2020 ENTRY – TEST 2

Name: _____

Candidate Number: _____

Primary School: _____

Boy or Girl: _____

Date of Birth: _____

Today's Date: _____

Test Taken At: _____

READ THE FOLLOWING CAREFULLY:

- Do not open this booklet until you are told to do so.**
- You may work the questions out in your head, or by writing on the white area around the question.
- Work as quickly and as carefully as you can.**
- Make any alterations to your answers **clearly**. You will not lose marks for crossing out.
- You will have **60 minutes** to do the test. If you find you cannot do a question, **do not waste time on it but go on to the next one.**
- Once the test has begun, you should not ask about questions in the test.**
- The use of electronic calculators of any description (including calculator watches) is NOT permitted.**

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NOT TO BE FILLED IN BY PUPIL		
PAGE	SCORE	
	R	W
1 (7)		
2 (6)		
3 (4)		
4 (7)		
5 (5)		
6 (4)		
7 (5)		
8 (4)		
9 (6)		
10 (6)		
11 (3)		
12 (3)		
TOTAL (60)		
INITIALS OF MARKER(S)		

**You have sixty minutes to complete this paper.
Do your working out in the spaces on the paper.**

Question (and working space)	ANSWER	Please do not write in this space
1 (a) Calculate $1365 + 87 =$		
(b) Calculate $2136 - 418 =$		
(c) Calculate $522 \div 6 =$		
2 (a) Calculate the value of $2\frac{3}{5} + 1\frac{2}{3} =$		
(b) Calculate the value of $\frac{5}{9} - \frac{1}{4} =$		
(c) Fill in the box to make the sum work. $\square \times \frac{4}{5} = 5\frac{3}{5}$		
(d) Calculate $63 - (13 \times 7) =$		<p style="text-align: right;">R W</p> <p style="text-align: center;">(7)</p>

GO TO NEXT PAGE

Question (and working space)

ANSWER

Please do not write in this space

3 7^5 means $7 \times 7 \times 7 \times 7 \times 7$.
Fill in the boxes to make these sums work.

(a) $3^4 = \square$

(b) $5^{\square} = 125$

4 This question is about the following numbers:

0.6 $\frac{4}{5}$ 0.71 $\frac{3}{4}$ $\frac{5}{8}$

(a) Which is the largest number?

(b) Which is the number closest in value to 0.77?

5 (a) Calculate
 $(3.2 \times 1000) + (2.81 \times 10000) =$

(b) Calculate
 $(63 \times 100) - (1.4 \times 1000) =$

R
W
(6)

GO TO NEXT PAGE

Question (and working space)

ANSWER

Please do not write in this space

6 Alex needs to buy a large amount of paper plates. He visits four shops to compare prices:

MERRIFORDS
10 plates for £1.80

HALLYWELLS
12 plates for £2

NEWBURYS
20 plates for £3.35

STOCKTONS
17 pence per plate

(a) What is the name of the shop that has the cheapest price per plate?

(b) What is the name of the shop that has the most expensive price per plate?

7 £196 is shared between Katie, Temmy and Arjun so that Katie gets twice as much as Temmy and Temmy gets twice as much as Arjun.

(a) How much does Arjun get?

(b) How much does Katie get?

Question (and working space)

ANSWER

Please do not write in this space

8 A formula machine works as follows:
Number in \rightarrow $\times 3 \rightarrow +8 \rightarrow$ Halve \rightarrow Output
So for example if you input 12: $\rightarrow 36 \rightarrow 44 \rightarrow 22 \rightarrow$ Output is 22

(a) Calculate the output if 40 is the number put in.

(b) Find the number put in if 112 is the output.

9 $1000\text{mg} = 1\text{g}$ and $1000\text{g} = 1\text{kg}$

(a) Convert 0.0104kg into mg.

.....
mg

(b) Convert 20300mg into kg.

.....
kg

10 (a) How many cm are there in 62.41m?

.....
cm

(b) A rectangle has length 11cm and width 35mm. Find its area in square cm.

.....
square cm

(c) In imperial measurements there are 12 inches in 1 foot and 3 feet in one yard. How many inches are there in 13 yards?

.....
inches

(7)

R
W

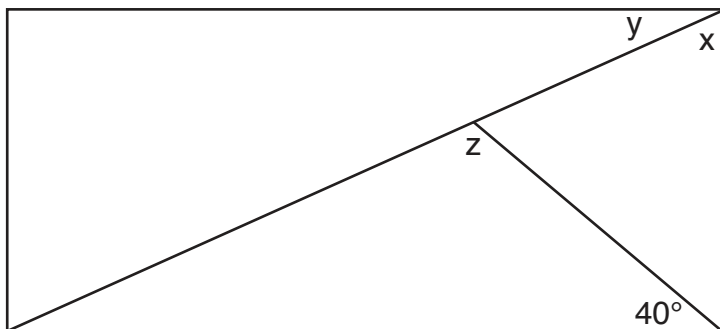
GO TO NEXT PAGE

Question (and working space)

ANSWER

Please do not write in this space

- 11 A rectangle is drawn below (not to scale). Angle x is twice as big as y . Calculate each angle x , y , z .

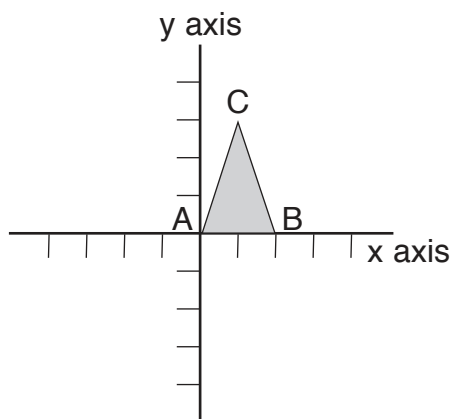


$x =$

$y =$

$z =$

- 12 The diagram below shows a triangle ABC made from three points A, with coordinates $(0,0)$, B with coordinates $(2,0)$ and C with coordinates $(1,3)$.



- (a) If the triangle ABC were reflected in the y -axis, give the coordinates of where the point C would move to.

- (b) If the triangle ABC were rotated 90 degrees clockwise about the point A, give the coordinates of where the point C would move to.

Question (and working space)

ANSWER

Please do not write in this space

13 A simple security system requires a two digit code from the screen below. So for example 87 and 98 are both possible codes.

6	7
8	9

(a) How many codes are possible if the same digit can be used twice?

(b) How many codes are possible if the same digit can't be used twice?

Another security system has this screen:

A	B	C
1	2	3
4	5	6

(c) If a code on this screen requires a letter followed by a single digit number, how many codes are possible?

(d) If instead a code on this screen requires a letter followed by two single digit numbers which can't be the same, how many codes are possible?

R
W
(4)

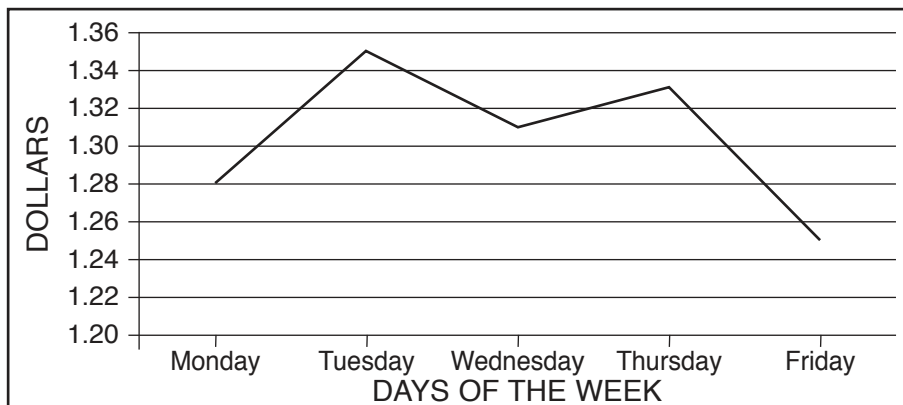
GO TO NEXT PAGE

Question (and working space)

ANSWER

Please do not write in this space

- 14** The graph shows how many dollars can be obtained for one pound on different days of a week at a bank.



- (a) On Monday, how many dollars could be bought with £50?

.....
dollars

- (b) On Friday, how many pounds would be needed to buy 500 dollars?

.....
pounds

- (c) Between which two days was there the greatest increase in dollars which could be bought for one pound?

- 15** Anna is running a marathon. Her personal best is 3hr 44min. She starts the race at 11:35am.

- (a) At what time on a twelve hour clock does she need to finish in order to equal her personal best?

- (b) The course has checkpoints at a quarter, half and three quarters of the way. At what time on a twelve hour clock should she reach the three quarter check point if she is to equal her personal best at a steady pace?

Question (and working space)

ANSWER

Please do not write in this space

16 For each of these statements, say if they are **always** true, **sometimes** true or **never** true:

(a) When you add two even numbers, you get an even number.

.....
true

(b) When you add two odd numbers, you get an odd number.

.....
true

(c) When you add two numbers which are multiples of three, you get a multiple of three.

.....
true

(d) When you add a multiple of six to a multiple of three, you get a multiple of nine.

.....
true

R
W
(4)

GO TO NEXT PAGE

17 A train timetable gives the following information about a train from Exeter to Leeds.

Exeter	
Bristol	15:39
Birmingham	16:50
Derby	17:40
Sheffield	18:26
Leeds	19:10

(a) How long does the journey take from Bristol to Leeds?

(b) If the train took 1 hour and 18 minutes to get from Exeter to Bristol, when did it leave Exeter?

(c) There is a proposal to build a new high speed track between Derby and Leeds, which would reduce the journey time between these two stations by 20%. If the train still left Derby at 17:40, at what time would it arrive at Leeds using the new high speed track?

18 (a) Round 194.2 to the nearest 10.

(b) A whole number X is multiplied by 3 and then rounded to the nearest 10 to give 290. What is the largest possible value that X could be?

(c) C and D are whole numbers and C is 4 larger than D . The numbers C and D are added and then the result rounded to the nearest 10 to give 30. What is the smallest possible value that C could be?

Question (and working space)

ANSWER

Please do not write in this space

19 Three sequences are written out as follows:

	Rule	1st term	2nd term	3rd term	4th term
Sequence A	add 4 each term	21	25	29	33
Sequence B	add 5 each term	-32	-27	-22	-17
Sequence C	subtract 2 each term	321	319	317	315

(a) What would be the 20th term in sequence A?

(b) What would be the value of the 60th term in sequence B take away the 60th term in sequence A?

(c) At what term would the number in sequence A equal the number in sequence C?

20 (a) In a maths test out of 20, the scores of the six boys in the class are 7, 10, 11, 12, 14, 18.
What is the average score of the six boys?

(b) There are twelve girls in the same class, and the average score of the twelve girls is 15.
What is the average score of the 18 pupils in the class?

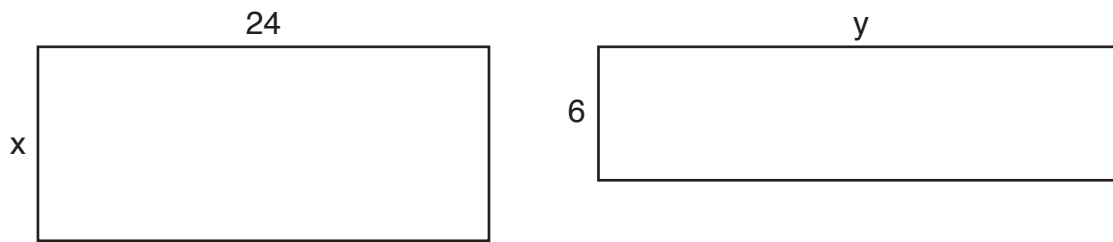
(c) One of the girls calculates that she got 65%. What mark out of 20 did she get?

(6)

R
W

GO TO NEXT PAGE

21 This question is about the two rectangles below (they are not drawn to scale).



(a) If $x = 15$ and the two rectangles have the same perimeter, find y .

$y =$

(b) If instead, you are told that $y = 56$ and the two rectangles have the same area, find x .

$x =$

(c) If instead, you are told that the two rectangles have the same perimeter but the left hand one has double the area of the right hand one, find x .

$x =$

Question (and working space)

ANSWER

Please do not write in this space

22 This question is about four positive whole numbers, A, B, C and D. You are not told the value of these numbers, but you are told that they follow these rules:

A = B multiplied by 2 B = C multiplied by 3 C = D multiplied by 4

(a) What must be the value of $(B \times C) \div (A \times D)$?

(b) If A is less than 250, what is the maximum possible value of D?

(c) Which of A, B, C, D must be closest to the average of A, B, C and D?

END OF TEST (You should have completed 22 questions.)

(3)

R
W



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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 **CSSE Mathematics paper for 2020 entry**, published by **The Consortium of Selective Schools in Essex** for **11+ entrance examinations**. The paper is designed to test the mathematical reasoning, problem-solving ability, and technical fluency of Year 6 candidates aiming for selective grammar school places in Essex. It presents **22 questions** covering a broad spectrum of topics, from arithmetic and fractions to geometry, sequences, and multi-step word problems.

Candidates are given **60 minutes** to complete the paper without the use of a calculator. The questions are arranged in increasing order of difficulty, beginning with straightforward calculations and progressing to more complex scenarios that require logical reasoning, algebraic thinking, and the application of multiple concepts within a single question. The paper is laid out with generous working space around each question, encouraging students to show their method clearly.

This paper is ideal for candidates preparing for the CSSE 11+ Maths test, as well as students working on general 11+ practice under timed conditions. Its broad coverage and graduated difficulty make it a valuable diagnostic tool for identifying strengths and areas needing further revision.

How this paper is organised

The paper comprises **22 questions** distributed across 12 pages, with a total mark allocation of **60 marks**. Questions are numbered sequentially and subdivided into parts (a), (b), (c), and occasionally (d), with individual marks listed in brackets on the front cover alongside the page number. The layout is clean and uncluttered, with each question occupying its own block of space and an adjacent column for answers. A marking grid is provided on the cover for recording scores per page and overall totals.

The first few questions focus on fundamental operations, including addition, subtraction, division, and work with fractions and decimals. The middle section introduces geometry, measurement conversions, sequences, and coordinate transformations. The final questions involve multi-step reasoning, including ratio sharing, rounding with constraints, and algebraic manipulation of relationships between variables.

The time limit is **60 minutes**, and the instructions on the front cover explicitly prohibit calculators, emphasise working out in the spaces provided, and advise candidates not

to dwell on questions they find difficult. The paper is designed to test speed, accuracy, and the ability to apply mathematical concepts under exam conditions.

Topics covered

- **Number operations:** addition and subtraction of four-digit numbers, long division, and order of operations including brackets
- **Fractions and mixed numbers:** addition and subtraction of mixed numbers, multiplying fractions by whole numbers to solve equations
- **Powers and indices:** evaluating expressions involving exponents and finding missing bases or powers
- **Decimals and place value:** comparing and ordering fractions and decimals, multiplying and subtracting decimals involving powers of ten
- **Measurement and unit conversion:** converting between metric units (mg, g, kg, cm, m) and working with imperial measurements (inches, feet, yards)
- **Area and perimeter:** calculating the area of rectangles with mixed units, solving simultaneous conditions involving area and perimeter
- **Geometry and angles:** finding unknown angles in triangles and quadrilaterals using properties such as angles on a straight line and in parallel lines
- **Coordinate geometry and transformations:** reflecting and rotating points about axes and fixed points on a coordinate grid
- **Sequences and patterns:** finding terms in arithmetic sequences, solving problems involving multiple sequences and finding intersection points
- **Ratio, proportion, and sharing:** dividing quantities in given ratios with multiple stages, comparing unit prices across different representations
- **Averages and statistics:** calculating means from datasets, finding overall averages from subgroup averages, and interpreting line graphs
- **Time calculations:** working with timetables, calculating elapsed time, and applying percentage reductions to journey durations
- **Rounding and bounds:** rounding to the nearest ten and solving problems involving constraints on numbers before and after rounding
- **Combinatorics:** counting possible codes and arrangements with and without repetition, applying the multiplication principle
- **Algebraic reasoning:** solving inverse function machine problems, forming and solving equations from word problems, and working with algebraic relationships between variables

How to use this paper for revision

- Practise mental arithmetic daily to build speed with basic operations, as you will not have access to a calculator during the exam.
- When converting units, write down the conversion factors clearly to avoid confusion between multiplying and dividing.
- For multi-step word problems, annotate the question by underlining key information and writing down what you need to find at each stage.
- Revise angle properties in triangles and quadrilaterals, including angles on a straight line, around a point, and in parallel lines.
- Familiarise yourself with mixed number and fraction calculations, and practise converting between improper fractions and mixed numbers fluently.
- Time yourself on past papers to build stamina and learn how long to spend on each question; aim for no more than three minutes per mark.
- For sequence questions, write out the first few terms explicitly to spot patterns and check your formula before calculating distant terms.

Common mistakes to avoid

- Forgetting to follow the order of operations (BIDMAS) and calculating from left to right without addressing brackets or multiplication first.
- Confusing whether to multiply or divide when converting units, particularly when moving from smaller to larger units or vice versa.
- Misreading coordinate transformations and confusing reflections with rotations, or applying the transformation to the wrong point.
- In ratio problems, adding the parts of the ratio to find the total number of shares, but then forgetting to multiply back to find individual amounts.
- Rounding answers prematurely in multi-step problems, which can lead to cumulative errors in subsequent calculations.
- Not checking that answers are sensible in context (for example, a negative time or a fraction greater than one when comparing unit prices).

Exam technique

Begin by reading the instructions carefully and noting the time limit of **60 minutes**. Skim through the entire paper to identify questions that look straightforward, and consider tackling those first to bank easy marks quickly. Use the working spaces generously to

show your method; even if your final answer is incorrect, clear working can earn partial credit in some marking schemes.

For longer word problems and multi-part questions, break the problem into smaller steps and work through each methodically. If you are stuck, move on and return to difficult questions at the end rather than wasting valuable time. Keep an eye on the clock and aim to have attempted every question by the 50-minute mark, leaving time for checking.

When checking your work, focus on questions where you were uncertain or those involving multiple steps. Re-read the question to ensure you have answered what was asked (for example, providing a time rather than a duration, or a perimeter rather than an area). Double-check any conversions or calculations involving negative numbers, fractions, and decimals, as these are common sources of error.

What to revise alongside this paper

Students preparing for this paper should consolidate their understanding of **prime factorisation, multiples, and factors**, as these underpin many of the problem-solving questions. Revisit the properties of **quadrilaterals** (rectangles, parallelograms, trapeziums) and **triangles** (isosceles, equilateral, right-angled), as these frequently appear in geometry questions. Strengthen fluency with **percentages**, particularly finding percentages of amounts and expressing one quantity as a percentage of another, which is tested indirectly in several contexts.

Practise interpreting and constructing **line graphs, bar charts, and tables**, as data handling questions require careful reading and accurate extraction of information. Review **algebraic manipulation**, including forming and solving simple equations, substituting values, and working with formulae. Familiarity with these skills will build confidence when approaching the more demanding questions at the end of the paper.

Once comfortable with this paper, progress to **CEM-style or GL Assessment 11+ papers** that include more abstract reasoning and non-verbal elements, or challenge yourself with **GCSE foundation-tier questions** on topics such as simultaneous equations, algebraic sequences, and compound measures to deepen your mathematical fluency.

Key terms

Mixed number, Improper fraction, Exponent (power), Order of operations (BIDMAS), Decimal place value, Unit conversion, Perimeter, Area, Coordinate (x, y), Reflection, Rotation, Sequence (arithmetic), Ratio, Mean (average), Rounding

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MATHEMATICS MAIN PAPER FOR 2020 ENTRY TEST 2 – ANSWERS

1 mark for each correct answer. Total 60 marks.

	ANSWER
1a	1452
1b	1718
1c	87
2a	$\frac{64}{15}$ or $4\frac{4}{15}$ or equivalent
2b	$\frac{11}{36}$ or equivalent
2c	7
2d	-28

	ANSWER
3a	81
3b	3
4a	$\frac{4}{5}$ or accept 0.8
4b	$\frac{3}{4}$ or accept 0.75
5a	31300
5b	4900

	ANSWER
6a	Hallywells
6b	Merrifords
7a	£28
7b	£112

	ANSWER
8a	64
8b	72
9a	10400
9b	0.0203
10a	6241
10b	38½
10c	468

	ANSWER
11	x = 60° y = 30° z = 110°
12a	(-1, 3)
12b	(3, -1)

	ANSWER
13a	16
13b	12
13c	18
13d	90

ANSWER	
14a	64
14b	400
14c	Monday and Tuesday or abbreviated
15a	3:19 or 3:19pm
15b	2:23 or 2:23pm

ANSWER	
16a	Always true
16b	Never true
16c	Always true
16d	Sometimes true

ANSWER	
17a	3 hours 31 minutes accept 211 minutes
17b	14:21 accept 2:21pm
17c	18:52 accept 6:52pm
18a	190
18b	98
18c	15

	ANSWER
19a	97
19b	6
19c	51st accept 51
20a	12
20b	14
20c	13

	ANSWER
21a	y = 33
21b	x = 14
21c	x = 18

	ANSWER
22a	2
22b	10
22c	B

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 mark scheme lists the correct answer for each of the 60 questions, awarding one mark per correct response. When you mark a child's work, tick or note each correct answer and tally the total out of 60. If a question allows alternative forms (for example, $\frac{4}{5}$ or 0.8 for question 4a), give the mark for either.

Distinguish between slips and gaps. A careless arithmetic error in an otherwise sound method suggests a slip; a fundamentally wrong approach or a run of similar mistakes points to a gap in understanding. Where an answer is wrong, look at any working the child has shown to identify the step that went astray.

Use the worked examples below when you cannot see why the printed answer is correct, or when the child disputes a mark. Each example explains the reasoning and shows where the key evidence or calculation lies.

Score interpretation

This paper carries 60 marks (one per question) and covers arithmetic, fractions, decimals, algebra, geometry, time, sequences and problem-solving. A score in the high 40s or above (roughly 80 per cent) signals strong all-round fluency and readiness for selective-school mathematics. Children in that band usually work quickly and spot efficient methods.

Scores in the mid-30s to mid-40s (roughly 60 to 75 per cent) reflect good core skills but some gaps under exam pressure. Common trouble-spots include multi-step word problems (questions 6, 7, 21), sequences (question 19), and algebra (questions 2c, 21). Targeted practice on those topics will lift performance. A handful of careless slips is normal; a cluster of similar errors suggests a concept that needs revisiting.

Scores below the mid-30s usually mean foundational skills (times tables, fraction operations, place value) need consolidation before tackling timed papers. Review the incorrect questions by topic, shore up the weakest strand first, then return to mixed practice. Progress will be quicker once the building blocks are secure.

Worked examples

Arithmetic and calculation, Q1, 3, 5, 8

These questions test fluency with whole numbers, decimals and powers. Marks are lost when children misalign place-value columns, forget order of operations (brackets first, then multiplication or division, then addition or subtraction), or misread indices. Working in the margin helps catch slips before writing the final answer.

Q1b : 1718

Subtract 418 from 2136. Line up the units: $6 - 8$ requires borrowing, leaving $2130 - 418 = 1718$. Children who write 1722 or 1728 have borrowed incorrectly or misread a digit.

Q2d : -28

Work inside the brackets first: $13 \times 7 = 91$. Then $63 - 91 = -28$. A common error is to ignore the brackets and compute $63 - 13 = 50$, then multiply, which gives the wrong answer and loses the mark.

Q3a : 81

3^4 means $3 \times 3 \times 3 \times 3$. Multiply in steps: $3 \times 3 = 9$; $9 \times 3 = 27$; $27 \times 3 = 81$. Children who write 12 have confused indices with multiplication.

Fractions and mixed numbers, Q2a, 2b, 2c, 4

Marks depend on finding a common denominator, converting mixed numbers to improper fractions where necessary, and simplifying the result. The paper accepts both improper fractions and decimals for Q4, but fractions must be in lowest terms unless stated otherwise. Show all conversion steps to avoid losing marks through careless slips.

Q2a : $\frac{64}{15}$ or $4 \frac{4}{15}$

Convert to improper fractions: $2\frac{3}{5} = \frac{13}{5}$ and $1\frac{2}{3} = \frac{5}{3}$. Common denominator is 15.
Multiply: $(13 \times 3)/(5 \times 3) + (5 \times 5)/(3 \times 5) = \frac{39}{15} + \frac{25}{15} = \frac{64}{15}$. This is $4 \frac{4}{15}$ in mixed form.
Either answer earns the mark.

Q2c : 7

Work backwards to find the missing number. If $\square \times \frac{4}{5} = 5\frac{3}{5}$, convert $5\frac{3}{5}$ to an improper fraction: $\frac{28}{5}$. Then $\square = (\frac{28}{5}) \div (\frac{4}{5}) = (\frac{28}{5}) \times (\frac{5}{4}) = \frac{28}{4} = 7$.

Q4a : $\frac{4}{5}$ or 0.8

The question asks which number from the list is largest. Convert to decimals: $0.6 = 0.6$; $\frac{4}{5} = 0.8$; $0.71 = 0.71$; $\frac{3}{4} = 0.75$; $\frac{5}{8} = 0.625$. The largest is 0.8, or $\frac{4}{5}$ in fraction form.

Decimals and place value, Q5, 9

These questions reward careful attention to powers of ten and decimal-point placement. Multiply or divide by 10, 100, 1000 or 10 000 by shifting the decimal point the correct number of places. Unit conversions (kilograms to milligrams, for example) follow the same principle. Write your working to avoid confusion over how many zeroes are involved.

Q5a : 31300

$3.2 \times 1000 = 3200$. Then $2.81 \times 10\,000 = 28\,100$. Add: $3200 + 28\,100 = 31\,300$. Children who write 31 030 have misplaced a zero.

Q9a : 10400 mg

1 kg = 1000 g and 1 g = 1000 mg, so 1 kg = 1 000 000 mg. Then $0.0104 \text{ kg} = 0.0104 \times 1\,000\,000 = 10\,400 \text{ mg}$. Shift the decimal point six places to the right.

Ratio, proportion and word problems, Q6, 7, 14

Multi-step problems require you to extract information from tables or prose, perform a calculation (often involving fractions or percentages), then interpret the result. Marks are lost when children skip a step, misread labels (confusing price per plate with total price, for example), or choose the wrong operation. Annotate the question to track what you have calculated and what remains.

Q6a : Hallywells

Compare price per plate across all four shops. Merrifords: $\pounds 1.80 \div 10 = 18\text{p}$ per plate. Hallywells: $\pounds 2.00 \div 12 \approx 16.67\text{p}$. Newburys: $\pounds 3.35 \div 20 = 16.75\text{p}$. Stocktons: 17p per plate. Hallywells is cheapest.

Q7a : $\pounds 28$

Let Arjun receive $\pounds x$. Then Temmy receives $\pounds 2x$ and Katie receives $\pounds 4x$ (twice Temmy's share). Total: $x + 2x + 4x = 7x = \pounds 196$, so $x = \pounds 28$. Arjun gets $\pounds 28$, Temmy $\pounds 56$, Katie $\pounds 112$. Check: $28 + 56 + 112 = 196$.

Q14b : £400

On Friday the exchange rate is 1.25 dollars per pound. To buy 500 dollars you need $500 \div 1.25 = 400$ pounds. Read the rate from the graph carefully; many children confuse dollars per pound with pounds per dollar.

Geometry and algebra, Q10c, 11, 21

These questions test imperial units, angle properties in polygons, and forming equations from geometric constraints. Marks are lost when children forget that angles in a triangle sum to 180° , or when they set up an equation but make an arithmetic slip. Label diagrams with any angles or lengths you deduce, and write an equation before substituting numbers.

Q10c : 468 inches

1 yard = 3 feet and 1 foot = 12 inches, so 1 yard = 36 inches. Then 13 yards = $13 \times 36 = 468$ inches. Children who write 156 have forgotten the conversion from feet to inches.

Q11 : $x = 60^\circ$, $y = 30^\circ$, $z = 110^\circ$

Angles in a rectangle and triangle. The rectangle's corners are 90° , so $x + y = 90^\circ$. The triangle containing the 40° angle has angles 40° , z and an angle supplementary to one corner. Since $x = 2y$, solve $2y + y = 90^\circ$ to get $y = 30^\circ$, $x = 60^\circ$. Then use alternate or co-interior angles to find $z = 110^\circ$. Check that all angles around any point sum correctly.

Q21a : $y = 33$

If $x = 15$, the left rectangle has perimeter $2(24 + 15) = 78$. The right rectangle's perimeter is $2(y + 6)$. Set them equal: $2(y + 6) = 78$, so $y + 6 = 39$ and $y = 33$.

Sequences, time and logic, Q15, 17, 19, 22

These questions test pattern-spotting, arithmetic with time intervals, and reasoning about constraints. Marks are lost when children miscount terms in a sequence, confuse 12-hour and 24-hour formats, or fail to work backwards from a given condition. Write out the first few terms or draw a timeline to keep track of your reasoning.

Q17b : 14:21 (or 2:21 pm)

The train arrives in Bristol at 15:39. Subtract 1 hour 18 minutes: $15:39 - 1:18 = 14:21$. Convert 18 minutes carefully: $39 - 18 = 21$. Accept either 24-hour or 12-hour notation with 'pm'.

Q19b : 6

Sequence A has first term 21 and adds 4 each time; the 60th term is $21 + 59 \times 4 = 257$.
Sequence B has first term -32 and adds 5 each time; the 60th term is $-32 + 59 \times 5 = 263$.
Then $263 - 257 = 6$.

Q22c : B

A = 2B, B = 3C, C = 4D implies $A > B > C > D$. The average of four numbers lies between the smallest and largest. Since the numbers form a steep geometric progression (each roughly three times the next), B and C are closest to the middle. Of those two, B is closer to the average. Test with $D = 1$: then $C = 4$, $B = 12$, $A = 24$; average = 10.25, and B (12) is nearest.

Next steps

Record the question numbers the child answered incorrectly and group them by topic (fractions, word problems, geometry, and so on). Focus revision on the weakest one or two topics rather than re-doing the entire paper immediately. Use a textbook or online resource to work through similar questions with worked examples, then try a handful of practice questions in that strand before returning to mixed papers.

If the child scored above 75 per cent, consolidate speed and accuracy by setting a slightly shorter time limit on the next paper or by tackling papers from other publishers. If the score was below 60 per cent, slow down and prioritise understanding over speed: untimed practice on weak topics will build confidence and lift performance more reliably than repeated timed attempts. Review this paper again in two to four weeks to check that corrections have stuck.

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