

## 11+ PRACTICE PACK

# GL Assessment Test 1

## 11+ Maths Complete Practice Pack

### CONTENTS

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#### **01** Question Booklet

GL Assessment 11+ Maths. Work through this paper first.

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

#### **02** Answer Sheet

GL Assessment 11+ Maths. For writing your answers separately from the question paper.

#### **03** Answers

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

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

PRACTISE THE REAL THING


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# Mathematics 1

## Read the following with your child:

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1. This is a multiple-choice paper, in which you have to mark your answer to each question on the separate answer sheet. You should mark only one answer for each question.
  2. Draw a firm line clearly through the rectangle next to your answer like this . If you make a mistake, rub it out as completely as you can and put in your new answer.
  3. Be sure to keep your place in the correct section of the answer sheet. Mark your answer in the box that has the same number as the question in the booklet.
  4. You may find some of the questions difficult. If you cannot do a question, **do not waste time on it but go on to the next**. If you are not sure of an answer, choose the one you think is best.
  5. **Work as quickly and as carefully as you can.**
- 

Familiarisation



# 1

What is this number in figures?

five thousand, one hundred and nine.

- A** 5190      **B** 5019      **C** 519      **D** 51009      **E** 5109
- 

# 2



stands for 12 ships.

Look at this table.

Dock	Number of Ships
A	
B	
C	

How many more ships are in dock A than dock C?

- A** 0.5      **B** 1      **C** 3      **D** 4      **E** 6
- 

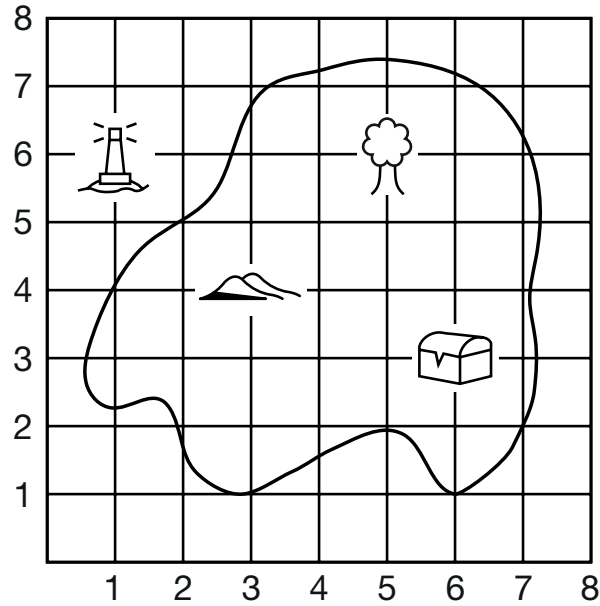
# 3

What is the value of the 7 in this number?

7240

- A** 7 thousands  
**B** 7 hundreds  
**C** 7 tens  
**D** 7 ones  
**E** 7 thousandths
-

4



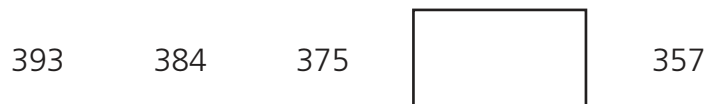
The hills are at (3 , 4).

The lighthouse is at ( , ).

- A (6 , 1)      B (1 , 6)      C (5 , 6)      D (6 , 3)      E (1 , 7)

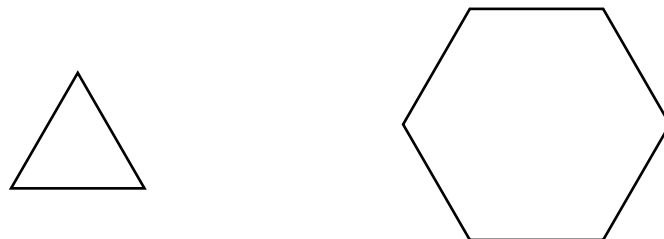
5

What is the missing number in this sequence?



- A 367      B 368      C 365      D 369      E 366

6



How many of the triangles will fill the hexagon?

- A 10      B 9      C 8      D 6      E 4

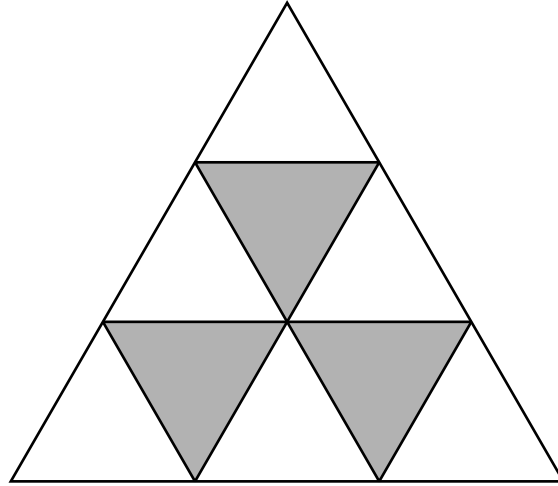
7

Iveta was 1.43 metres tall.  
She grew 2 centimetres more.

**How tall was she then in metres?**

- A** 1.45 m      **B** 1.63 m      **C** 1.65 m      **D** 1.405 m      **E** 1.603 m
- 

8



**What fraction of the whole shape is shaded?**

- A**  $\frac{3}{10}$       **B**  $\frac{1}{3}$       **C**  $\frac{3}{8}$       **D**  $\frac{1}{4}$       **E**  $\frac{3}{11}$
- 

9

**Write the correct number in the box.**

$$123 \div \boxed{\phantom{000}} = 123$$

- A** 123      **B** 0      **C** 0.1      **D** 0.5      **E** 1
- 

10

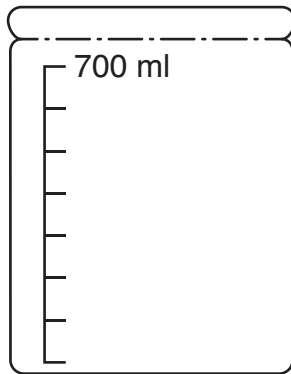
$$a - 9 = 10$$

$$a = ?$$

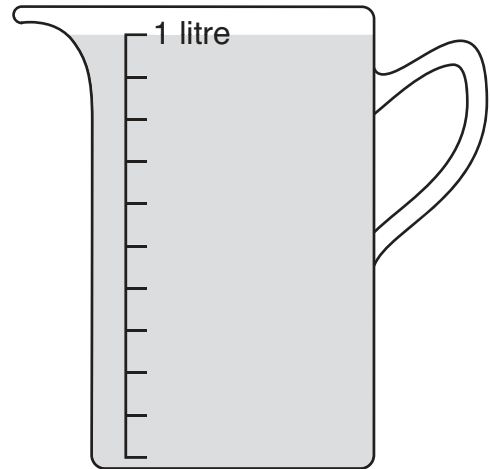
- A** 19      **B** 1      **C** -1      **D** 21      **E** -19
-

11

An empty jar = 700 ml



A jug holding 1 litre of water



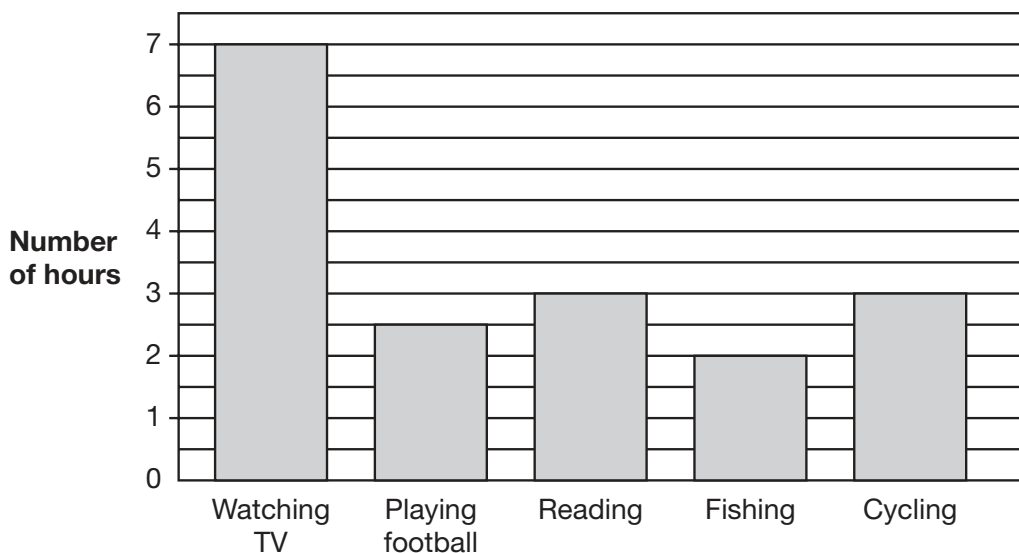
The jug holds 1 litre of water.  
The jar is **filled** from the jug.

**How much water will be left in the jug?**

- A** 0.3 l      **B** 0.25 l      **C** 400 ml      **D** 0.35 l      **E** 200 ml

12

This chart shows how Kai spent his spare time last week.



**How many hours did he spend out of doors?  
(playing football, fishing and cycling)**

- A** 6.5 hours      **B** 7 hours      **C** 7.5 hours      **D** 8 hours      **E** 8.5 hours

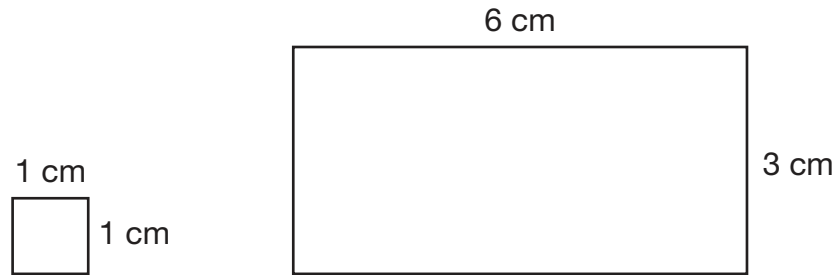
13

Wendy saved £2.50 a week.

How many weeks did it take her to save £20?

- A 4 weeks    B 8 weeks    C 9 weeks    D 10 weeks    E 14 weeks
- 

14

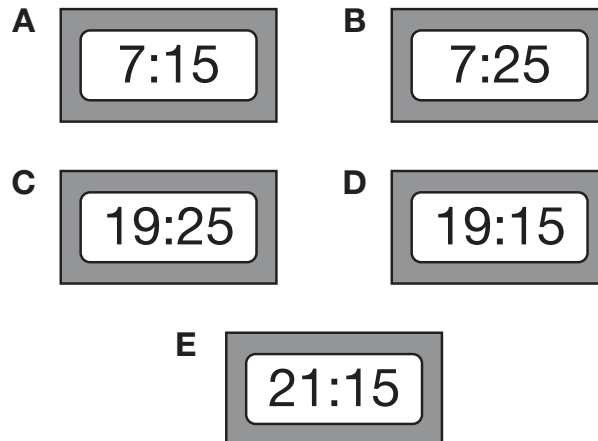


How many small squares will fit into the large rectangle?

- A 12    B 15    C 18    D 21    E 24
- 

15

Which of these digital alarm clocks shows that it is quarter past seven in the evening?



- A 7:15    B 7:25    C 19:25    D 19:15    E 21:15
-

16

Matthew thinks of a number.  
He multiplies his number by 2.  
Then he subtracts 4.  
The answer is 10.

**What number did Matthew first think of?**

- A 3                      B 7                      C 10                      D 12                      E 14

17

A train left at 10.20.  
It arrived at 11.15.

**How long did the journey take, in minutes?**

- A 45 mins              B 55 mins              C 65 mins              D 75 mins              E 95 mins

18

**Join Heritage today! Take advantage of this great offer now.**

Type of membership	Normal price	Offer price
Individual member	<del>£47.90</del>	£35.63
Joint membership (2 adults)	<del>£79.50</del>	£59.63
Family group (2 adults and children under 18)	<del>£82.00</del>	£61.50
Family one adult (1 adult and children under 18)	<del>£62.00</del>	£46.50
Young person – aged 13–25	<del>£21.50</del>	£16.13

Mrs Ward wants to join Heritage with her three children, aged 10, 12 and 15.

**How much must she pay?**

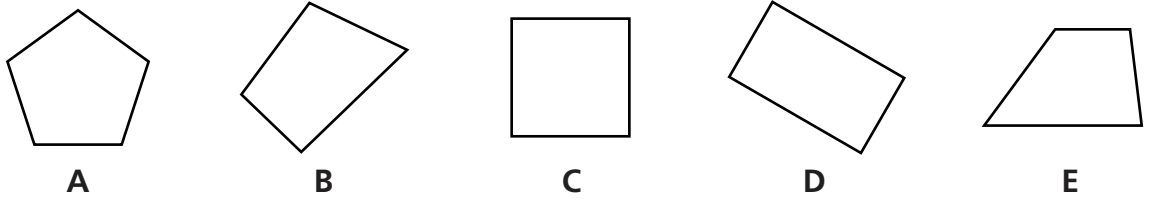
- A £82.00              B £62.63              C £62.00              D £61.50              E £46.50

19

About how much does an ordinary mug hold?

- A 30 millilitres
- B 300 millilitres
- C 3 litres
- D 30 litres
- E 300 litres

20



Which of these is NOT a quadrilateral?

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

21

Here is part of a train timetable.

Purley	. . . . .	. . . . .	. . . . .	23:21	. . . . .
East Croydon	22:56	23:01	23:10	23:27	23:30
Norwood Junc.	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .
London Bridge	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .
Clapham Junc.	23:07	23:13	23:21	23:37	23:40
Victoria	23:12	23:18	23:27	23:43	23:45

A train leaves East Croydon at 23:27.

How long does it take to get to Victoria?

- A 6 mins
- B 10 mins
- C 13 mins
- D 16 mins
- E 26 mins

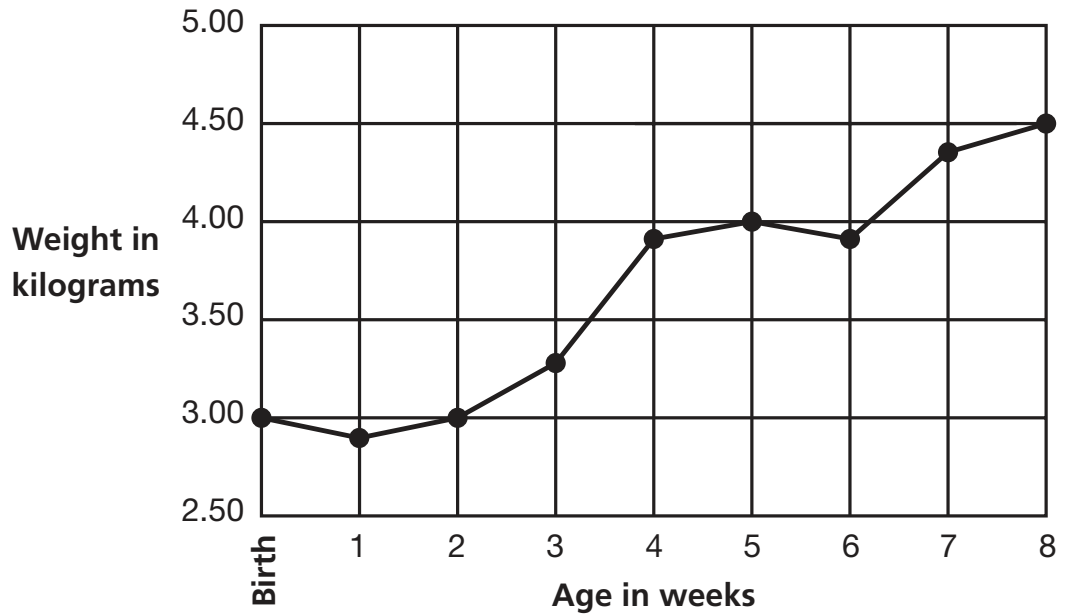
22

What percentage of £5 is 50p?

- A 1%      B 5%      C 10%      D 20%      E 50%

23

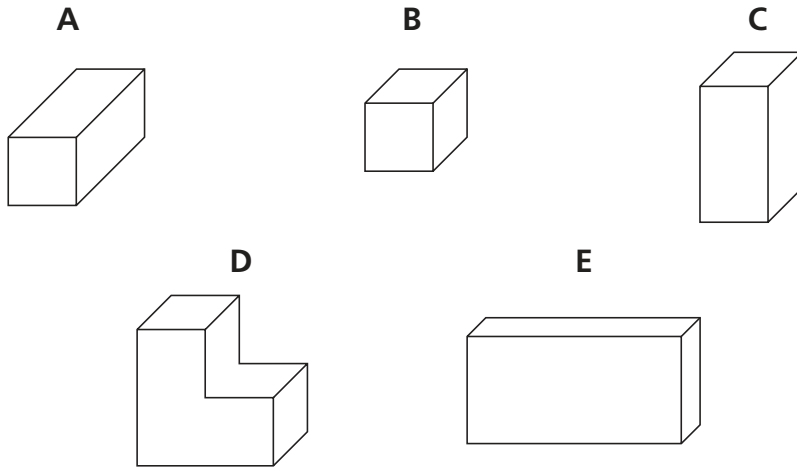
The graph shows the weight of a baby girl in the first 8 weeks of her life.



How old was the baby at the end of the week in which she gained most weight?

- A 2 weeks      B 3 weeks      C 4 weeks      D 7 weeks      E 8 weeks

24

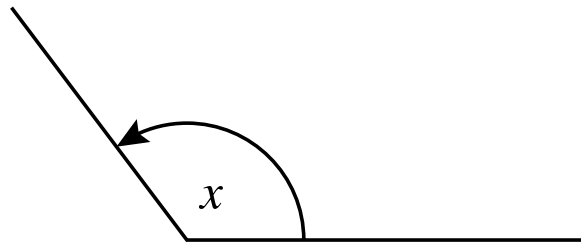


Which of these shapes is NOT a cuboid?

- A A      B B      C C      D D      E E

25

Look at this angle.



Select the correct answer.

- A Angle  $x$  is less than 90 degrees.
- B Angle  $x$  is a right angle.
- C Angle  $x$  is more than 180 degrees.
- D Angle  $x$  is between 90 and 180 degrees.
- E Angle  $x$  is 180 degrees.

26

$$105 \div \nabla = 21$$

What number does  $\nabla$  stand for?

- A 4      B 5      C 6      D 7      E 15

27

A swimming pool charges £3.60 for entry.

You can save  $\frac{1}{3}$  of the entry fee with a membership card.

On his first visit, Ken spends £5 on a membership card plus the reduced entry fee.

**How many times does Ken visit before he gets back his £5?**

A 4

B 2

C 5

D 1

E 3

28

A boy delivered newspapers.

He was paid £1.40 for every 100 papers he delivered.

**How much was he paid for delivering 250 papers?**

A £2.80

B £3.40

C £3.50

D £4.20

E £4.40

29

**$3.6 \times 10 =$**

A 0.36

B 0.036

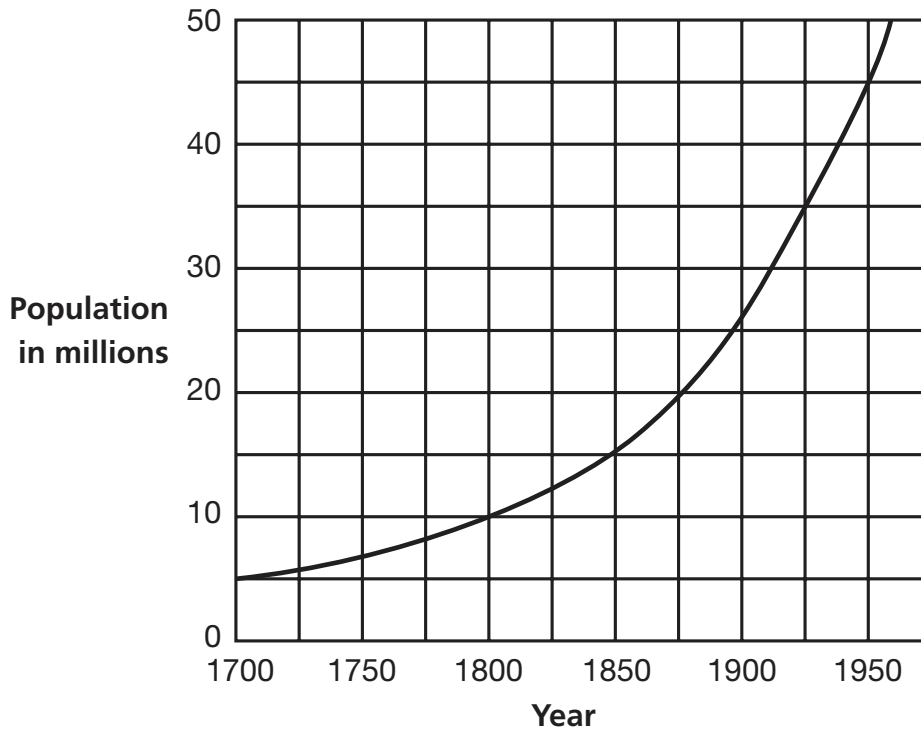
C 36

D 360

E 36.6

30

The graph shows the population of Britain from 1700.



In which year was the population twice as much as it was in 1800?

- A 1850      B 1875      C 1895      D 1900      E 1910

31

A bag had 36 sweets in it.

Ethan took out  $\frac{2}{3}$  of them.

How many sweets did he take out?

- A 12      B 18      C 22      D 24      E 26

32

A ship travels 528 nautical miles in one day.

How many nautical miles does it travel in 15 days?

- A 3168      B 3173      C 7920      D 7925      E 7950

# 33

9

36

81

The three numbers above are alike in some ways.

Select **ONE** of the following to say one way in which they are alike.

- A They are all even numbers.
- B They are all two-figure numbers.
- C They are all prime numbers.
- D They are all square numbers.
- E They can all be divided exactly by 2.

# 34

Mateo's temperature is 37.5°C.  
When he was ill it rose 3°C.

What was his temperature when he was ill?

- A 37.8°C      B 47.5°C      C 34.5°C      D 37.2°C      E 40.5°C

# 35

Put these fractions in order of size, starting with the largest first.

$\frac{3}{4}$        $\frac{5}{8}$        $\frac{1}{2}$        $\frac{7}{8}$        $\frac{1}{4}$

- A  $\frac{7}{8}$        $\frac{3}{4}$        $\frac{5}{8}$        $\frac{1}{2}$        $\frac{1}{4}$
- B  $\frac{7}{8}$        $\frac{5}{8}$        $\frac{3}{4}$        $\frac{1}{2}$        $\frac{1}{4}$
- C  $\frac{3}{4}$        $\frac{7}{8}$        $\frac{5}{8}$        $\frac{1}{2}$        $\frac{1}{4}$
- D  $\frac{7}{8}$        $\frac{3}{4}$        $\frac{1}{2}$        $\frac{5}{8}$        $\frac{1}{4}$
- E  $\frac{7}{8}$        $\frac{5}{8}$        $\frac{1}{2}$        $\frac{3}{4}$        $\frac{1}{4}$

36

Ava had 5 boxes.  
Each box weighed 800 grams.

**How many KILOGRAMS was this altogether?**

- A** 4 kg      **B** 4.5 kg      **C** 40 kg      **D** 4000 kg      **E** 4500 kg
- 

37

**What is  $3^2$  ?**

- A** 5      **B** 6      **C** 9      **D** 18      **E** 27
- 

38

There were 27 children in a class.  
There were twice as many boys as girls.

**How many boys were there?**

- A** 21 boys      **B** 18 boys      **C** 16 boys      **D** 14 boys      **E** 9 boys
- 

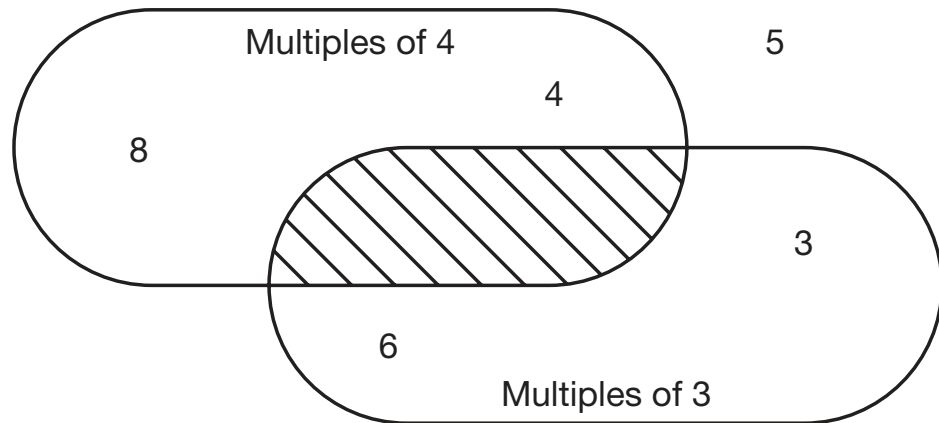
39

**What is 60% of 50?**

- A** 5      **B** 25      **C** 27      **D** 27.5      **E** 30
-

40

Look at the diagram.



Which of the following numbers could go in the shaded section?

- A 9                      B 12                      C 15                      D 16                      E 18

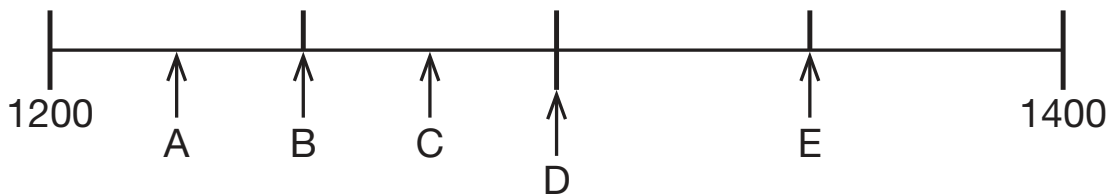
41

Work out XXVI multiplied by XLI.

- A CMLXXXIV
- B MLXVI
- C DCCCLXXXIV
- D MCDLXIV
- E MDLXXXVI

42

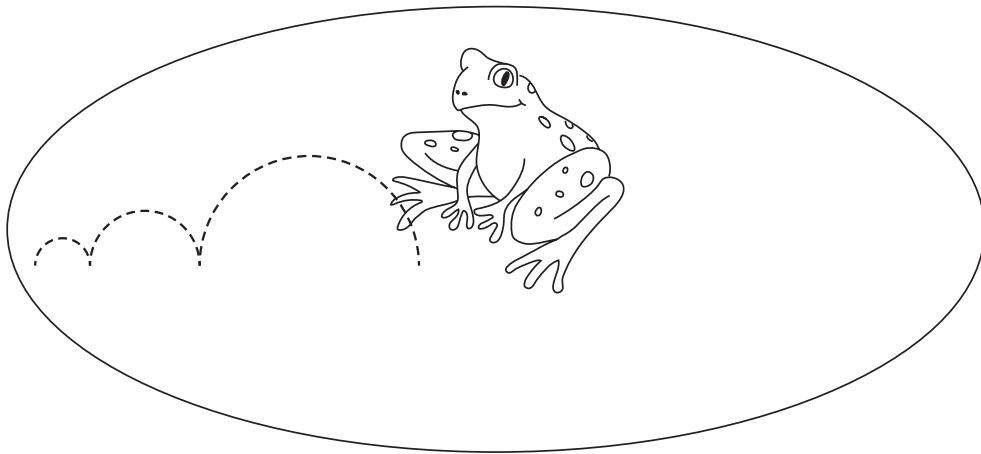
Which letter is pointing at 1250?



- A A                      B B                      C C                      D D                      E E

43

A frog starts jumping from the middle of a circular pond. The pond is 12 metres across, from one side to the other.



The frog always jumps half the distance left to the edge of the pond.

**How far is the frog from the edge after 3 jumps?**

- A** 10.5 m      **B** 75 cm      **C** 150 cm      **D** 5.25 m      **E** 125 cm

44

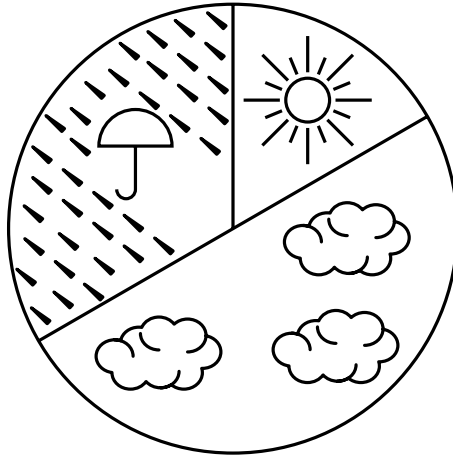
Zac starts with the number 5.

**Which of these instructions does not give him an answer of 17?**

- A** Halve your value, add six, then double.  
**B** Multiply by four, then subtract three.  
**C** Triple your value, then add two.  
**D** Add three and double.  
**E** Multiply by ten, subtract sixteen, then halve.

45

This chart shows the weather for 12 hours on one day.



How many hours was it dry?

- A 2 hours      B 4 hours      C 6 hours      D 8 hours      E 10 hours

46

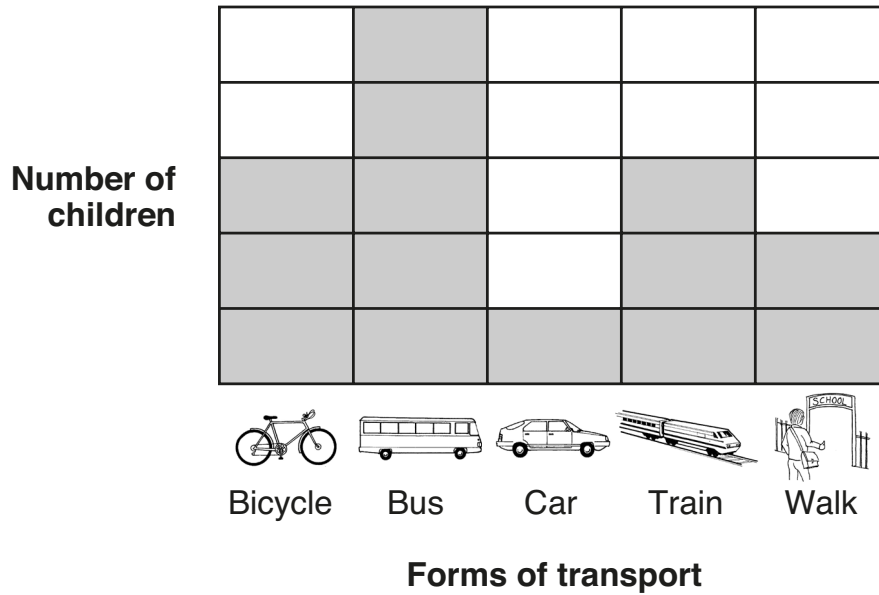
Put the correct number in the box

$$27 \times 99 = 2700 - \boxed{\phantom{000}}$$

- A 27      B 37      C 127      D 137      E 687

47

The chart shows the proportions of children in a class who go to school using various forms of transport. There are no numbers along the y-axis but we know that there are 28 children in the class in total.

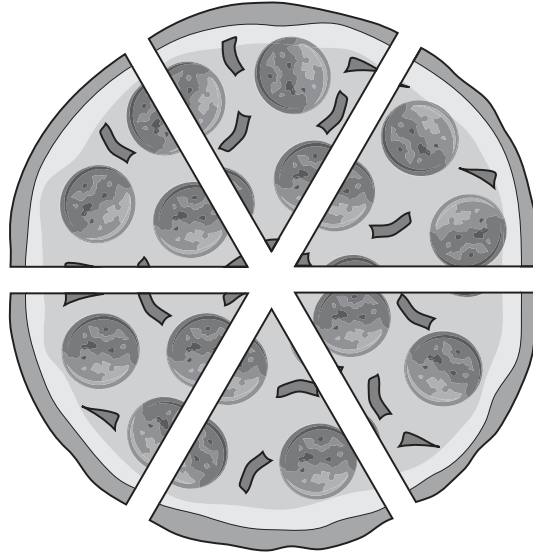


Which form of transport is taken by a total of 4 children?

- A** bicycle      **B** bus      **C** car      **D** train      **E** walk

48

Ali and his sister share a pizza cut into six equal pieces.



Ali eats  $\frac{1}{3}$  of all the pieces. His sister eats  $\frac{1}{4}$  of the remaining pieces.

**After both Ali and his sister have eaten, what fraction of the pizza is left?**

- A**  $\frac{5}{12}$       **B**  $\frac{1}{2}$       **C**  $\frac{1}{4}$       **D**  $\frac{1}{12}$       **E**  $\frac{1}{6}$

49

Instructions for roasting meat:  
Cook for 30 minutes at 230°C.  
Turn down the heat to 180°C.  
Allow 30 minutes cooking time for every 450 g.

A piece of meat takes  $2\frac{1}{2}$  hours altogether to cook.

**How heavy is it?**

- A** 2.25 kg      **B** 1.25 kg      **C** 1.8 kg      **D** 2.7 kg      **E** 1.35 kg

50

To make brown paint, you mix 2 parts red, 17 parts yellow and 1 part blue.

**How much red paint is needed to make 40 litres of brown paint?**

- A 20 litres
  - B 34 litres
  - C 1.5 litres
  - D 4 litres
  - E 2 litres
-

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# Paper Notes: 11+ Maths Question Booklet (Test 1)

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

## Overview

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This is an **11+ Mathematics** familiarisation paper published by **GL Assessment**, designed to prepare children for the multiple-choice maths component of the 11+ entrance examination. It contains **50 questions** covering a broad range of topics from number operations and fractions to geometry, data interpretation, and problem solving.

The paper is presented in a multiple-choice format with five answer options (A to E) for each question, mirroring the structure used in real GL Assessment 11+ exams.

Questions range from straightforward arithmetic to multi-step word problems, testing both procedural fluency and conceptual understanding.

This familiarisation material is intended for children in Year 5 or Year 6 preparing for selective school entrance exams. Parents and tutors can use it to familiarise candidates with the question style, pacing demands, and range of mathematical content they will encounter on test day.

## How this paper is organised

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The paper is divided into **50 multiple-choice questions**, each offering five possible answers labelled A through E. Questions are numbered sequentially from 1 to 50, and candidates are instructed to mark answers on a separate answer sheet by drawing a firm line through the appropriate rectangle.

The familiarisation notes at the start emphasise the importance of time management: candidates should skip difficult questions, move on quickly, and return later if time permits. There is no explicit time limit given in the question booklet, but real GL Assessment 11+ maths papers typically allow **45 to 50 minutes** for completion.

Questions appear in mixed order, with no formal section breaks. Early questions tend to be more straightforward (place value, pictograms, simple arithmetic), while later items introduce more complex problem solving, including multi-step word problems, fraction operations, Roman numeral multiplication, and pie-chart interpretation without numerical scales.

## Topics covered

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- Place value and number representation, including writing numbers in figures from words (e.g. 'five thousand, one hundred and nine') and identifying digit value in four-digit numbers
- Interpretation of pictograms and bar charts, including calculating differences in frequency and reading time-based data from graphs
- Co-ordinates on a grid, locating objects and identifying points using two-axis notation
- Number sequences and pattern recognition, identifying missing terms in descending arithmetic sequences
- Fraction concepts, including fractions of shapes, simplifying fractions, ordering fractions by size, and calculating fractions of quantities
- Measurement conversions between metric units (millilitres to litres, centimetres to metres, grams to kilograms), and estimating real-world capacities
- Basic algebra, solving simple linear equations of the form  $a - 9 = 10$  and substituting values into expressions
- Time calculations, including 24-hour clock reading, journey duration, and interpreting train timetables
- Money problems involving decimals, percentages (e.g. 60% of 50), membership discounts, and ratio-based calculations
- Geometry and properties of shapes, including identifying quadrilaterals, recognising cuboids, angle classification (acute, obtuse, right, reflex), and tessellation (counting how many small shapes fit into larger figures)
- Data handling from line graphs, pie charts without numerical scales, and bar charts, including estimating proportions and interpolating values
- Roman numeral arithmetic, multiplying two Roman numbers and expressing the product in Roman form
- Multi-step word problems combining operations, including ratio mixing (paint problem), proportional reasoning (cooking times), and sequential operations (frog jump distances)

## How to use this paper for revision

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- Practise reading questions carefully and underlining key information, especially in multi-step word problems where you need to perform more than one operation to reach the answer.
- Revise converting between metric units (grams to kilograms, millilitres to litres, centimetres to metres) and ensure you can move the decimal point confidently in both directions.
- Strengthen your understanding of fractions by working on ordering fractions with different denominators, finding fractions of quantities, and calculating what fraction remains after portions are removed.
- Use online tools or printable grids to practise reading and plotting co-ordinates, paying close attention to which number comes first (horizontal before vertical).
- Familiarise yourself with reading 24-hour time and calculating durations across the hour boundary (e.g. from 23:27 to 23:43), as timetable questions appear frequently in 11+ maths papers.
- Learn the properties of 2D shapes (quadrilaterals, pentagons, hexagons) and 3D solids (cuboids, prisms), and practise spotting the odd one out in a set of shapes.
- Build confidence with Roman numerals by converting numbers up to 1500 and practising simple multiplication and division in Roman form.

## Common mistakes to avoid

---

- Confusing the order of co-ordinates: always read the horizontal (x) value first, then the vertical (y) value. Many children reverse these and select an incorrect position.
- Misreading multi-step problems and stopping after the first operation. For example, in question 16, children multiply by 2 to get 10, then forget to add back the 4 that was subtracted, leading to the wrong starting number.
- Mixing up units when converting measurements. A common error is to move the decimal point the wrong way (e.g. 800 grams multiplied by 5 becomes 40 kg instead of 4 kg).
- Failing to simplify or compare fractions correctly. When ordering fractions by size, students sometimes compare numerators directly without finding a common denominator or converting to decimals.
- Overlooking the word 'NOT' in questions such as 'Which of these is NOT a quadrilateral?' and selecting a correct example instead of the exception.
- Rushing through pie charts or bar charts and estimating proportions inaccurately, especially when no numerical scale is provided and you must infer totals from the question text.

## Exam technique

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Start by reading the familiarisation instructions carefully with a parent or tutor so you understand the answer-sheet marking system. In the real test, you will fill in rectangles on a separate sheet, so practise this format at home to avoid errors on the day.

Work through the paper at a steady pace, aiming to spend no more than one minute per question on average. If a question seems difficult or confusing, make an educated guess by eliminating obviously wrong answers, mark the question number lightly, and move on. Return to any skipped questions only if you have time remaining at the end.

For multi-step word problems, jot down brief working in the margin or on scrap paper if allowed. This helps you keep track of intermediate values and reduces the chance of arithmetic slips. Always double-check that your final answer matches one of the five options; if it does not, revisit your calculations rather than assuming the paper contains an error.

## What to revise alongside this paper

---

Before tackling this paper, ensure you are comfortable with the four operations (addition, subtraction, multiplication, division) for whole numbers and decimals,

including long multiplication and division by single-digit and two-digit numbers. These foundational skills underpin almost every question in the paper.

After completing this practice test, progress to more advanced problem-solving resources that involve algebraic reasoning, such as forming and solving simple equations, and working with inverse operations. GL Assessment publishes additional 11+ maths papers (often labelled Test 2, Test 3, and so on) that increase in difficulty and introduce topics such as speed-distance-time, area and perimeter of compound shapes, and probability.

Complement your maths revision with regular practice in mental arithmetic and times tables up to  $12 \times 12$ , as quick recall will save valuable time during the exam. Consider using Bond, CGP, or Schofield & Sims workbooks for targeted revision of weaker areas identified in this familiarisation paper.

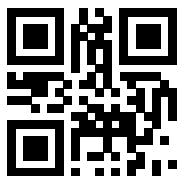
## Key terms

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**Place value, Pictogram, Co-ordinates, Sequence, Fraction, Percentage, Quadrilateral, Cuboid, Acute angle, Obtuse angle, Roman numerals, Ratio, Proportion, Mean, Timetable**

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Candidate's Name
School Name

DATE OF TEST		
Day	Month	Year

CANDIDATE NUMBER									

SCHOOL NUMBER					

DATE OF BIRTH		
Day	Month	Year

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# Paper Notes: 11+ Maths Answer Sheet (Test 1)

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

## Overview

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This is a **GL Assessment 11-Plus Maths familiarisation answer sheet** for Test 1, covering **50 multiple-choice questions**. It provides the correct answers for a standardised mathematics paper designed to prepare students for selective school entrance exams at Year 7 entry level. The sheet is laid out as a grid of bubble boxes, each question offering between four and six possible answers, mirroring the format students will encounter in the actual examination.

The answers span core primary mathematics topics including **place value**, **measurement conversions** (length, mass, capacity, time), **money calculations**, **coordinate geometry**, **fractions and decimals**, **Roman numerals**, and multi-step **problem-solving**. Questions progress in difficulty, testing both computational fluency and the ability to apply mathematical reasoning to real-world contexts such as timetables, prices, and data interpretation.

This answer sheet is intended for students, parents, and tutors marking practice attempts. It allows immediate feedback on performance across the full breadth of 11-Plus maths content, helping identify strengths and weaknesses before the entrance examination. The document is undated, making it suitable for ongoing revision throughout the preparation period.

## How this paper is organised

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The answer sheet is organised as a single-page grid containing **50 numbered questions**, each with between four and six multiple-choice options. Questions 1 to 19 appear in the top two rows, questions 20 to 35 in the middle section, and questions 36 to 50 at the bottom. The layout mirrors the format of the corresponding question paper, with each answer presented as a horizontal option to be marked with a thin line.

Certain questions (such as 8, 35, and 48) involve selecting from **fraction or mixed number options**, while others (like 20, 24, 25, 33, 42, and 44) use letter codes A to E. Question 35 is notable for presenting a sequence of five fractions to be ordered, with each ordering displayed as a full horizontal option. Questions 41 and 47 test specialist knowledge of Roman numerals and mode of transport respectively, showing the breadth of contexts covered.

The sheet includes administrative boxes at the top for candidate name, school name, candidate number, school number, date of test, and date of birth. The copyright notice

confirms this is official **GL Assessment material from October 2021**, part of their familiarisation resources for 11-Plus entrance examinations.

## Topics covered

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- Place value of whole numbers and decimals, including identifying the value of digits in four-digit and five-digit numbers (question 1) and decimal place values (question 3)
- Coordinate geometry: reading and plotting points on a Cartesian grid using ordered pairs (question 4)
- Measurement conversions between metric units: metres to centimetres, litres to millilitres, kilograms to grams (questions 7, 11, 19, 36, 43, 50)
- Operations with fractions: comparing, ordering, and identifying equivalent fractions; converting between improper fractions and mixed numbers (questions 8, 35, 48)
- Time calculations: reading analogue and 24-hour digital clocks, calculating durations and intervals in hours and minutes (questions 12, 15, 17, 21, 45)
- Money problems: calculating totals, change, and multi-step purchase scenarios involving pounds and pence (questions 18, 28)
- Roman numeral recognition and conversion, including large numbers in the thousands (question 41)
- Data interpretation and problem-solving: multi-step word problems involving percentages, ratios, and real-world contexts (questions 22, 23, 38, 39, 47)
- Decimals and percentages: performing calculations with decimal numbers, including multiplication and rounding (questions 29, 34)
- Number sequences and patterns: identifying arithmetic progressions and completing series (questions 14, 30, 31, 32, 40, 46)

## How to use this paper for revision

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- Work through the corresponding question paper under timed conditions first, then use this answer sheet to mark your work immediately afterwards while your thinking is fresh.
- For each incorrect answer, return to the original question and rework it step by step, identifying exactly where your method or calculation went wrong.
- Pay special attention to measurement conversion questions (7, 11, 19, 36, 43, 50): create a reference card listing all metric conversions to memorise.
- Practise reading both 12-hour and 24-hour clock formats, and converting between them, as several questions (15, 21) test this skill under time pressure.
- For fraction questions (8, 35, 48), ensure you can confidently find common denominators, simplify, and convert between improper fractions and mixed numbers.
- Use incorrect answers as a diagnostic tool: if you consistently miss questions on a particular topic (for example, coordinate geometry or Roman numerals), dedicate focused revision time to that area.
- Keep a log of questions you initially got wrong and revisit them a week later to check whether the concepts have stuck.

## Common mistakes to avoid

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- Confusing place value positions, especially with decimals: students often misread 1.405 m as 1.45 m (question 7) or mix up thousands and hundreds in large numbers (question 1).
- Misreading coordinates by reversing the x and y values, writing (1, 6) when the answer is (6, 1) (question 4).
- Forgetting to convert units before performing calculations: for example, adding litres to millilitres without first converting both to the same unit (questions 11, 19, 50).
- Misinterpreting 24-hour clock times, particularly in the evening: confusing 19:15 with 7:15 or miscalculating the afternoon hours (question 15).
- Failing to simplify fractions or spot equivalent forms: not recognising that  $\frac{5}{12}$  and  $\frac{10}{24}$  are the same fraction, or leaving answers unsimplified (questions 8, 48).
- Rushing through multi-step problems and stopping after the first calculation instead of completing all required steps to reach the final answer (questions 28, 38, 39).

## Exam technique

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When using this answer sheet to mark your practice attempt, work methodically through each question in order rather than jumping around. Circle any incorrect answers immediately and note the question numbers on a separate revision list. This creates a personalised record of topics requiring further attention.

For questions you got wrong, do not simply look at the correct answer and move on. Retrieve the original question paper and rework the problem from scratch, writing out your full method. Only then compare your revised answer with the sheet. This active correction process embeds the correct approach far more effectively than passive review.

Analyse patterns in your errors: if you missed several measurement conversion questions, this signals a need for focused practice on metric units. If time calculations proved difficult, dedicate sessions to clock-reading and duration problems. Use this diagnostic insight to structure your remaining revision sessions, concentrating effort where it will yield the greatest improvement before the actual 11-Plus examination.

## What to revise alongside this paper

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Students should consolidate their understanding of **multi-step problem-solving**, which underlies many of the harder questions on this paper. Practise breaking down word problems into smaller steps, identifying what information is given, what needs to be calculated, and what operations to use. This skill transfers across money, measurement, and time contexts.

Review all **metric unit conversions** thoroughly: millimetres to centimetres to metres to kilometres for length; millilitres to litres for capacity; grams to kilograms for mass. Create conversion triangles or ladder diagrams to visualise the relationships. Extend this work to include conversions involving area (square centimetres to square metres) and volume (cubic centimetres to litres), which appear in more advanced 11-Plus papers.

For progression, tackle **algebra basics** (simple equations, finding unknowns), **ratio and proportion** problems, and more complex **geometric reasoning** involving area, perimeter, and properties of shapes. These topics build naturally on the arithmetic and spatial skills tested here and frequently appear in the later questions of full-length GL Assessment 11-Plus mathematics papers.

## Key terms

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**Place value, Decimal, Coordinates, Ordered pair, Metric conversion, Fraction, Improper fraction, Mixed number, 24-hour clock, Duration, Roman numerals, Percentage, Sequence, Multiple-choice, Familiarisation**

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# Answer Key

## Mathematics Familiarisation 1

1. 5109
2. 6
3. 7 thousands
4. (1, 6)
5. 366
6. 6
7. 1.45 m
8.  $\frac{1}{3}$
9. 1
10. 19
11. 0.3 l
12. 7.5 hours
13. 8 weeks
14. 18
15. 19:15
16. 7
17. 55 mins
18. £46.50
19. 300 millilitres
20. A
21. 16 mins
22. 10%
23. 4 weeks
24. D
25. D
26. 5
27. 5
28. £3.50
29. 36
30. 1875
31. 24
32. 7920
33. D
34. 40.5°C
35. A
36. 4 kg
37. 9
38. 18 boys
39. 30
40. 12
41. MLXVI
42. B
43. 75 cm
44. D
45. 8 hours
46. 27
47. walk
48.  $\frac{1}{2}$
49. 1.8 kg
50. 4 litres

# Answer-Key Notes: 11+ Maths Answers (Test 1)

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

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This answer key lists the correct response for each of the 50 questions. Use it to mark your child's work objectively, awarding one mark per correct answer and zero for incorrect or missing responses. The total raw score (out of 50) indicates current performance, but the pattern of errors matters more than the headline number.

Distinguish between slips (misreading '1.45 m' as '1.54 m') and gaps in understanding (not knowing how to convert millilitres to litres). Slips cluster randomly; knowledge gaps cluster by topic. If five questions on fractions are all wrong, that topic needs teaching, not just more practice.

The worked examples below explain **why particular answers are correct**, using evidence from the question stem or showing the calculation steps. Consult them when your child disputes a mark or when you want to model clear reasoning for a tricky question.

## Score interpretation

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A score of 40–50 suggests secure fluency across place value, fractions, decimals, percentages, time, measurement, and shape. The child is working comfortably at or above age-related expectations and should tackle harder papers or extension work in weak spots (for example, Roman numerals or ratio problems) to prepare for selective-school standards.

Between 28 and 39 marks indicates growing competence with some gaps. Check which topics account for most errors: common trouble areas include converting units (question 11, 36, 49), interpreting graphs without labelled scales (question 23, 47), and multi-step word problems (question 27, 48). Targeted practice on those themes will lift performance quickly.

Below 28 marks points to foundational gaps in number sense, operations, or reading mathematical English. Slow down and consolidate times tables, fraction-decimal equivalence, and the meaning of terms like 'twice as many' or 'remaining'. Revisit Year 5 material before attempting papers at this level again; confidence built on solid understanding will serve better than repeated attempts at questions the child is not yet ready for.

## Worked examples

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### Place value, number, and algebra, Q1–10

These questions reward precise reading of number names, understanding of column values, and substitution into simple equations. Marks are often lost through careless transcription (writing 5019 instead of 5109) or forgetting that dividing any number by 1 leaves it unchanged. **Check each digit carefully** and ensure the child knows the meaning of 'value of the 7' versus 'the digit 7 itself'.

**Q3** : 7 thousands

In 7240, the digit 7 sits in the thousands column, so its value is 7000. The question asks for the **value of the 7**, not the digit, so '7 thousands' (or 7000) is the correct interpretation. 'Seven hundreds' would be wrong because 7 is not in the hundreds place.

**Q5** : 366

The sequence decreases by 9 each time:  $393 - 9 = 384$ ,  $384 - 9 = 375$ ,  $375 - 9 = 366$ ,  $366 - 9 = 357$ . Spotting the constant difference is the key; then subtract 9 from 375 to find the missing term.

**Q10** : 19

If  $a - 9 = 10$ , add 9 to both sides:  $a = 10 + 9 = 19$ . This is inverse-operation thinking; many children subtract 9 from 10 by mistake and arrive at 1.

### Fractions and ratio, Q8, Q27, Q31, Q48, Q50

Fraction questions test both calculation (finding one-third of 36) and interpretation (reading a shaded diagram or working out what fraction remains). Marks slip away when children confuse 'of' with addition or fail to simplify their answer. **Always check whether the final answer should be simplified** or converted to a different form.

**Q31** : 24

The bag holds 36 sweets. Ethan takes out  $\frac{2}{3}$  of them, so calculate  $(2 \div 3) \times 36 = 24$ . A common error is to take  $\frac{2}{3}$  of 36 as 12 (by finding one-third first and forgetting to double it).

**Q48** :  $1/2$

Ali eats  $1/3$  of six pieces, which is two pieces. Four remain. His sister eats  $1/4$  of those four, which is one piece. Three pieces are left out of the original six, so the fraction left is  $3/6 = 1/2$ . The key is to work step-by-step and simplify at the end.

**Q50** : 4 litres

The ratio is 2 red : 17 yellow : 1 blue, totalling 20 parts. To make 40 litres, each part is  $40 \div 20 = 2$  litres. Red requires 2 parts, so  $2 \times 2 = 4$  litres. Many children forget to find the value of one part before multiplying.

### Measurement and conversion, Q7, Q11, Q19, Q36, Q49

These questions test fluency in converting between related units: centimetres to metres, grams to kilograms, millilitres to litres. **The most common mistake is multiplying when you should divide** (or vice versa). Remember that 1 metre = 100 centimetres, 1 kilogram = 1000 grams, 1 litre = 1000 millilitres.

**Q7** : 1.45 m

Iveta was 1.43 m tall and grew 2 cm. Convert 2 cm to metres:  $2 \div 100 = 0.02$  m. Add:  $1.43 + 0.02 = 1.45$  m. Writing 1.63 m shows the child added 2 to 43 without converting units.

**Q36** : 4 kg

Five boxes at 800 g each total  $5 \times 800 = 4000$  g. Convert to kilograms:  $4000 \div 1000 = 4$  kg. A common trap is to leave the answer in grams or to write 4.5 kg by misreading the question.

### Time and timetables, Q12, Q15, Q17, Q21, Q45

Time questions require careful counting of hours and minutes, often crossing noon or using 24-hour notation. Marks are lost by miscounting intervals (forgetting that 10:20 to 11:15 is 55 minutes, not 45) or by confusing a.m. and p.m. formats. **Draw a timeline or count in stages** (hours first, then minutes) to avoid arithmetic slips.

**Q17** : 55 mins

The train left at 10:20 and arrived at 11:15. From 10:20 to 11:00 is 40 minutes; from 11:00 to 11:15 is another 15 minutes. Total:  $40 + 15 = 55$  minutes. Many children write 45 by subtracting 20 from 15 without carrying the hour.

**Q21** : 16 mins

The train leaves East Croydon at 23:27 and reaches Victoria at 23:43. The journey time is  $23:43 - 23:27 = 16$  minutes. Reading the correct row and column in the timetable is the first hurdle; then subtract carefully.

### Shape, space, and geometry, Q4, Q14, Q20, Q24, Q25, Q43

Geometry questions test recognition of shapes (quadrilaterals, cuboids), understanding of coordinates, and angle classification. Marks are lost by confusing x and y when reading coordinates, by miscounting small squares, or by misjudging angle size. **Use a ruler or your finger to trace shapes** systematically; do not rely on a quick glance.

**Q4** : ( 1 , 6 )

The lighthouse sits at  $x = 1$  (one square right of the origin) and  $y = 6$  (six squares up). Coordinates are always written (x, y). A common error is to reverse them and write (6, 1).

**Q24** : D

A cuboid is a box with six rectangular faces. Shape D has a step cut out of it, so it is not a cuboid; it is an *L-shaped prism*. All the others (including the long prism labelled A) are valid cuboids.

**Q25** : D

Angle x is obtuse: larger than  $90^\circ$  but smaller than  $180^\circ$ . Option D states exactly that. Children who choose 'less than  $90^\circ$ ' have mistaken the angle for its acute neighbour.

### Data handling and problem-solving, Q23, Q30, Q40, Q42, Q44, Q47

These questions involve interpreting graphs, Venn diagrams, and unlabelled charts, then reasoning through multi-step problems. **Read scales carefully**: if the y-axis has no numbers, use proportions or given totals to deduce values. Show all working so that partial credit can be awarded (if the school allows it) and so that you can spot where logic breaks down.

**Q30** : 1875

From the graph, the population in 1800 was roughly 10 million. Twice that is 20 million. The curve crosses 20 million around 1875. Reading the x-axis carefully is essential; 1850 is too early, 1900 too late.

**Q40** : 12

The shaded overlap contains multiples of both 3 and 4, i.e. multiples of 12. The numbers given as examples (8, 4, 5, 3, 6) all fail this test except 12, which belongs in the overlap. Option B (12) is correct.

**Q47** : walk

There are 28 children in total. The bars show roughly 7 (bicycle), 8 (bus), 5 (car), 4 (train), and 4 (walk). The smallest group is either train or walk (both  $\approx 4$ ), and the question asks which form is used by exactly 4; the chart indicates walk. This question is tricky because the y-axis is unlabelled; proportions must be estimated.

## Next steps

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Record the raw score and note which topics accounted for most errors. If fractions, time, or unit conversion clusters appear, use a focused exercise book (Bond 10-Minute Tests or CGP topic practice) to rebuild that skill before attempting another full paper.

**One targeted week is worth more** than three unfocused attempts at similar papers.

If the score exceeds 42, consider harder material: GL 11+ Advanced papers, or past entrance papers from grammar schools in your region. If the score falls below 28, consolidate Year 5 national-curriculum objectives (especially the four operations, simple fractions, and telling the time) before returning to 11+ standard. Quality of understanding matters more than volume of practice; a child who knows *why* 366 is the missing term will adapt that reasoning to any sequence, whilst a child who guesses will guess again.

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