

## 11+ PRACTICE PACK

# GL Assessment Test 2

## 11+ Maths Complete Practice Pack

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

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

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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 2

## 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.**
- 

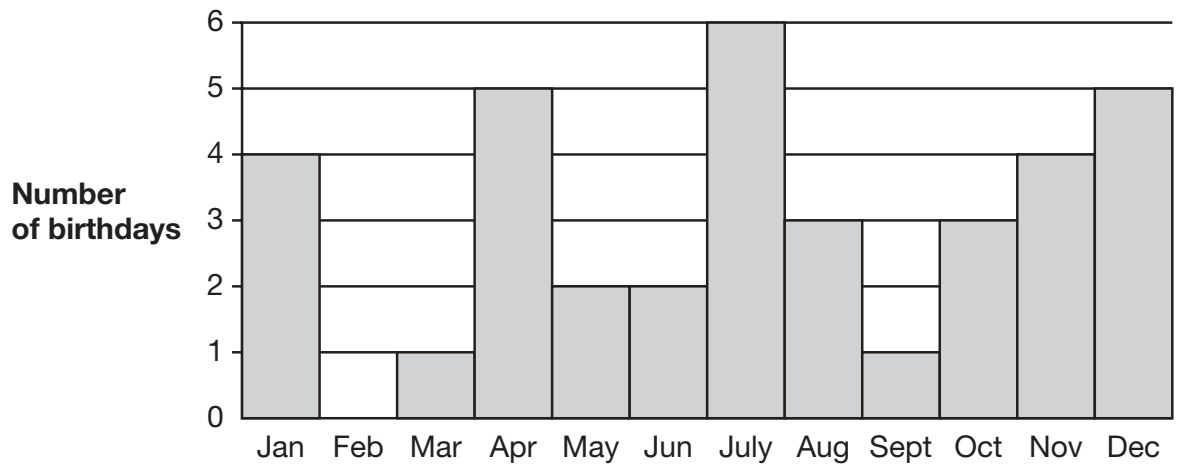
Familiarisation

1

How many 10p coins can I get for £1.80?

- A 10 coins    B 18 coins    C 88 coins    D 108 coins    E 180 coins

2



This bar chart shows during which months the children in a class have their birthdays.

During which month are there most birthdays?

- A April    B December    C January    D July    E November

3

Change the order of the figures 6085 to make the biggest number possible.

- A 8605    B 6850    C 8650    D 6580    E 8560

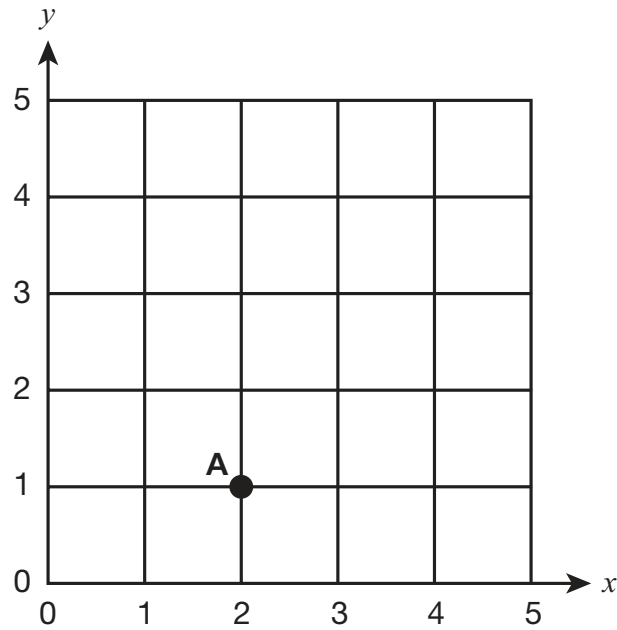
4

The time in New York is 5 hours behind the time in London.  
In London it is 9 am.

What time is it in New York?

- A 14:00    B 04:00    C 05:00    D 4 pm    E 5 pm

5



What are the coordinates of A?

- A (1, 2)      B (1, 1)      C (2, 0)      D (2, 2)      E (2, 1)

6

Write this number in figures:

eight thousand and twenty-five

- A 8250      B 80025      C 8205      D 8025      E 800025

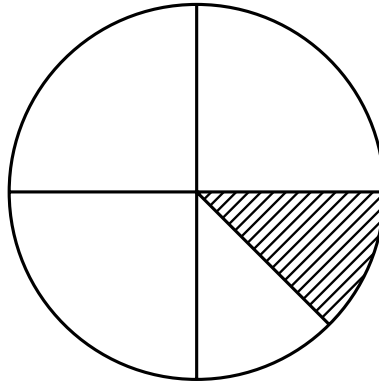
7

Share 240 into 4 equal parts.

How much is one part?

- A 80      B 60      C 65      D 40      E 70

8



What fraction of this circle is shaded?

- A  $\frac{1}{12}$       B  $\frac{1}{5}$       C  $\frac{1}{4}$       D  $\frac{1}{6}$       E  $\frac{1}{8}$
- 

9

In the number 836, what does the 3 stand for?

- A 3 hundreds  
B 3 ones  
C 3 thousands  
D 3 hundredths  
E 3 tens
- 

10

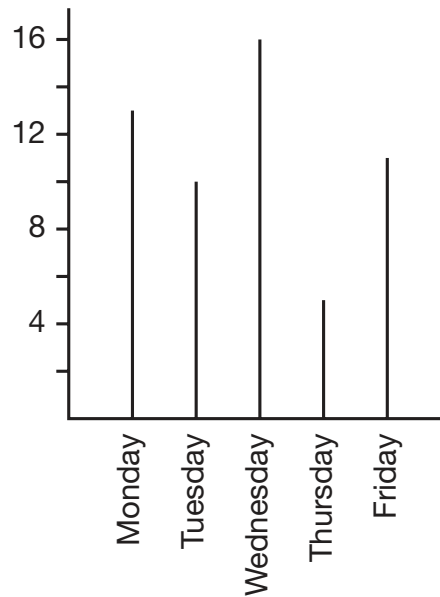
What number would go in the box?

$$\frac{3}{4} = \frac{\square}{8}$$

- A 5      B 6      C 7      D 9      E 12
-

# 11

Sati records how many children visit the school library each day. This is the bar chart Sati draws to show her data.



**How many children visited the library over the five days?**

- A** 55      **B** 54      **C** 53      **D** 52      **E** 51

# 12

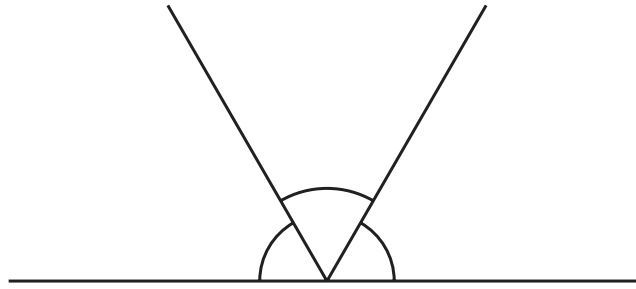
Three pieces of wood are cut from a plank 1 metre long. Each piece is 30 cm long.

**How long is the piece left over?**

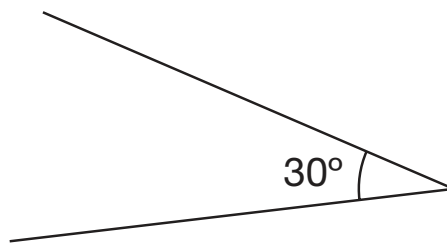
- A** 10 cm      **B** 40 cm      **C** 70 cm      **D** 910 cm      **E** 970 cm

13

These three angles fit together to make a straight line:



Look at the angle below.



**How many of these 30° angles will fit together to make a straight line?**

- A** 3                      **B** 4                      **C** 5                      **D** 6                      **E** 7

14

Callum is thinking of a two-digit number.  
Its digits add up to 5.  
It is a prime number.  
Its square is a three-digit number.

**What number is he thinking of?**

- A** 31                      **B** 14                      **C** 23                      **D** 13                      **E** 41

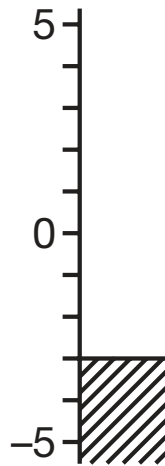
# 15

What is the next number in this sequence?

49 43 37 31 \_\_\_\_\_

- A 27                      B 21                      C 25                      D 23                      E 29
- 

# 16



The thermometer shows the temperature in Kiev.  
London is 18°C warmer.

What is the temperature in London?

- A 17°C                      B 16°C                      C 15°C                      D 14°C                      E 13°C
- 

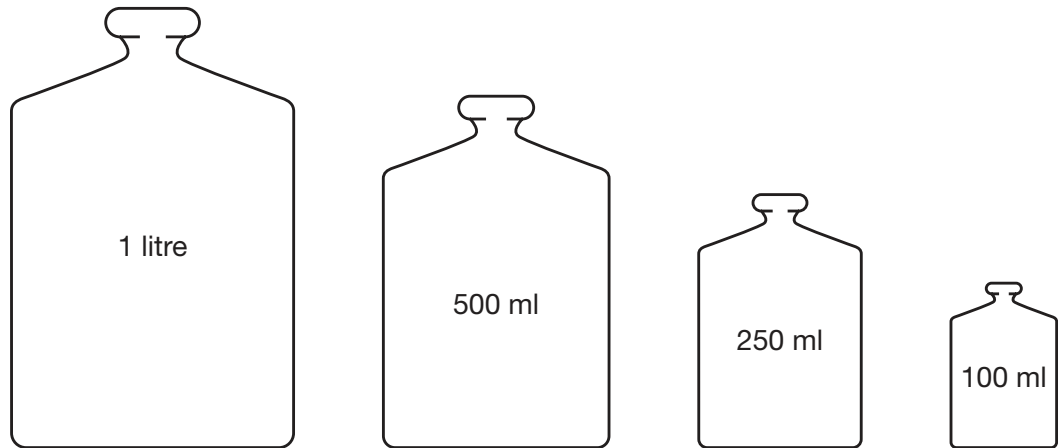
# 17

$324 \div 6 =$

- A 44                      B 54                      C 56                      D 58                      E 64
-

18

Look at these bottles.



**How many times would you have to fill the 250 ml bottle to make 1 litre?**

- A** 8 times      **B** 14 times      **C** 4 times      **D** 3 times      **E** 40 times

19

There were 24 marbles in a bag.

I took out  $\frac{1}{3}$  of the marbles.

**How many marbles did I take out?**

- A** 16      **B** 17      **C** 9      **D** 8      **E** 18

20

Karen wants to buy a guitar.

She has saved £43.95

The guitar costs £65.00

**How much more money does she need?**

- A** £22.05      **B** £21.05      **C** £20.05      **D** £12.05      **E** £11.05

# 21

Put these numbers in order from the smallest to the biggest.

0.525    0.7    0.35    0.175

- A 0.7, 0.525, 0.35, 0.175
  - B 0.175, 0.525, 0.35, 0.7
  - C 0.175, 0.35, 0.525, 0.7
  - D 0.7, 0.35, 0.175, 0.525
  - E 0.175, 0.35, 0.7, 0.525
- 

# 22

8 chocolate bars cost £5.20.

How much do 6 chocolate bars cost?

- A £3.75
  - B £3.80
  - C £3.85
  - D £3.90
  - E £3.95
- 

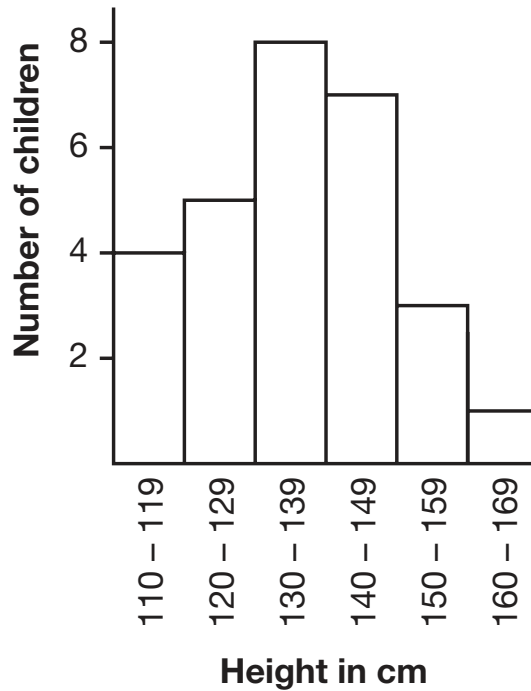
# 23

What is 50% of 40?

- A 16                      B 20                      C 25                      D 8                      E 18
-

24

The bar chart shows the heights of a class of pupils.



Which statement **MUST** be true?

- A 1 child is exactly 165 cm tall.
- B 5 children have a height between 120 cm and 129 cm.
- C No children have a height less than 111 cm.
- D 7 children have a height more than 140 cm but less than 150 cm.
- E 8 children have a height of less than 139 cm.

25

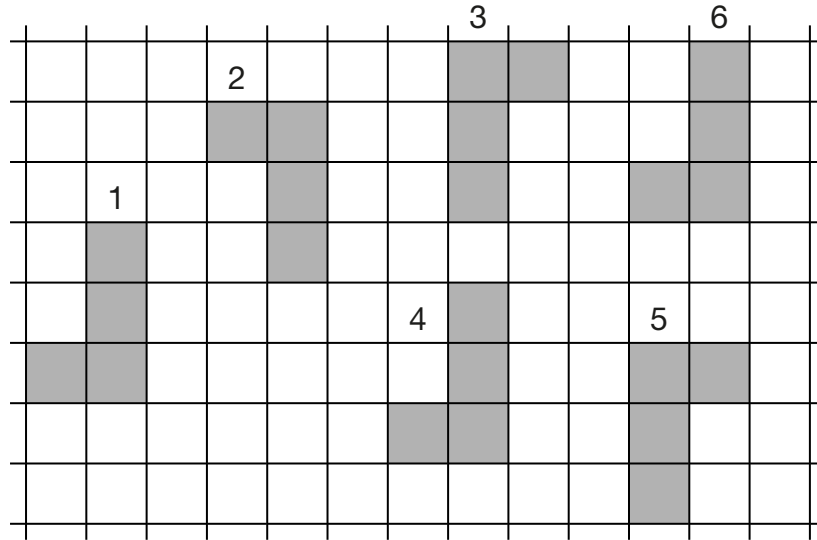
A television programme finished at 4.55 pm.  
It lasted for three-quarters of an hour.

At what time did it start?

- A 4.15 pm
- B 4.10 pm
- C 4.05 pm
- D 4.25 pm
- E 4.20 pm

# 26

Which of these moves is not a translation?



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

# 27

Zoey has a large carpet in her room.  
It is 5 metres long and 4 metres wide.

What is the distance all around the edge of the carpet?

- A** 14m      **B** 16m      **C** 18m      **D** 19m      **E** 20m

# 28

Ella paid £780 per month in rent.

How much rent did she pay in 12 months?

- A** £2340      **B** £8360      **C** £8580      **D** £9260      **E** £9360

29

Jenny is wallpapering her bedroom.  
She starts with a 6 metre roll but has to cut off 1.75 metres because it is damaged.

**If she needs 33.75 metres of wallpaper in total, how many more rolls of 6 metres must she buy?**

- A 8                      B 7                      C 6                      D 5                      E 4

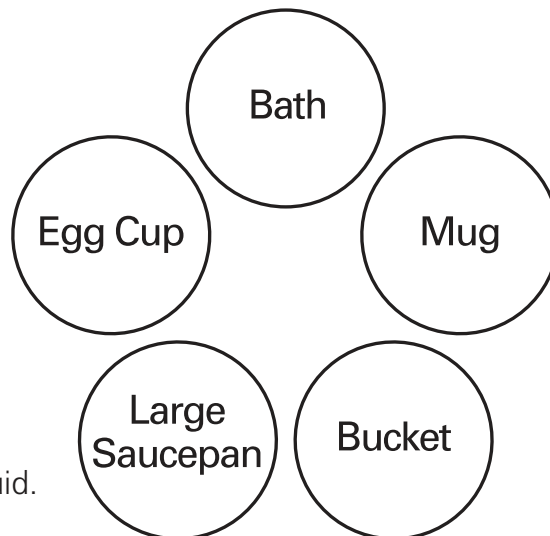
30

An empty box weighs 150 grams.  
When it is filled with paper it weighs 1 kilogram.

**How much does the paper weigh?**

- A 350g                      B 750g                      C 850g                      D 950g                      E 9850g

31



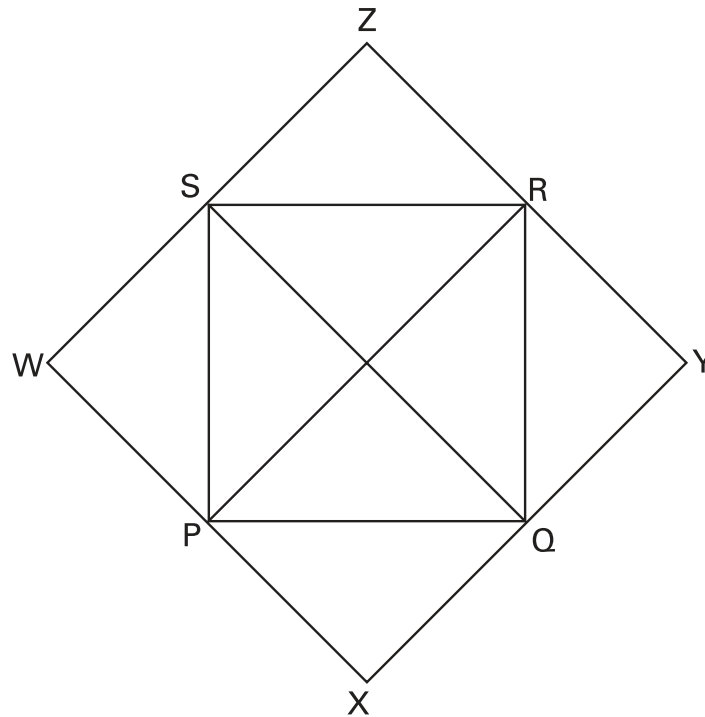
Mrs Shaw has 175 ml of liquid.  
She needs a container for it.

**Which one suits her needs best?**

- A Bath  
B Mug  
C Large saucepan  
D Egg cup  
E Bucket

32

The vertices of the two squares below are labelled with letters.



Which of the following lines is perpendicular to the line connecting P and R?

- A the line connecting X and Y
- B the line connecting P and S
- C the line connecting Q and S
- D the line connecting S and W
- E the line connecting Q and R

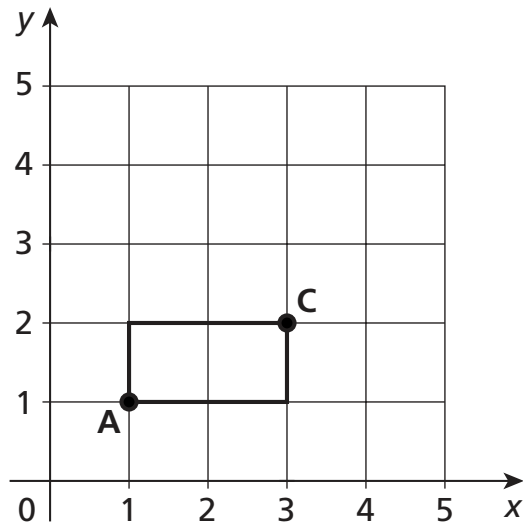
33

If X stands for a whole number and 3 lots of X are equal to 36, what are 2 lots of X equal to?

- A 12
- B 18
- C 24
- D 26
- E 28

34

A rectangle is drawn with corner A at (1, 1).  
All sides of the rectangle are then doubled in length.

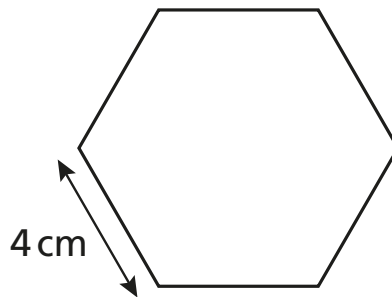


The new rectangle is drawn with A again at (1, 1).

Where will corner C now be drawn?

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

35



Which of these statements is NOT true for this regular hexagon?

- A There are 6 equal sides.
- B There are 6 equal angles.
- C The perimeter is 24 cm.
- D There are 6 lines of symmetry.
- E There is only 1 pair of parallel sides.

36

$$0.02 + 7.8 =$$

- A 7.802      B 7.82      C 7.822      D 8.00      E 7.102
- 

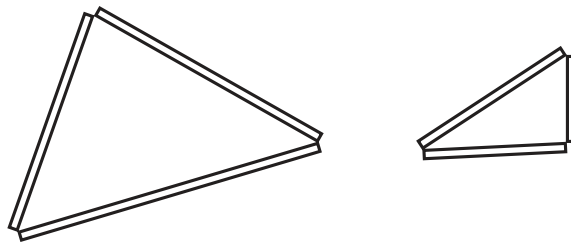
37

Emily has six sticks.

Their lengths are:

3 cm    5 cm    6 cm    8 cm    9 cm    11 cm

Emily can lay the sticks end to end to make triangles, like this:



Emily wants to make the smallest triangle she can using the 11 cm stick

**Which two other lengths of stick should she use?**

- A 3 cm and 5 cm  
B 3 cm and 6 cm  
C 5 cm and 6 cm  
D 5 cm and 8 cm  
E 6 cm and 8 cm
- 

38

Muhammed must get up at 07.30 hours.

He goes to bed at 22.38 hours the night before.

**How long does he spend in bed?**

- A 8 hours 22 minutes  
B 8 hours 42 minutes  
C 8 hours 52 minutes  
D 9 hours 42 minutes  
E 9 hours 52 minutes

39

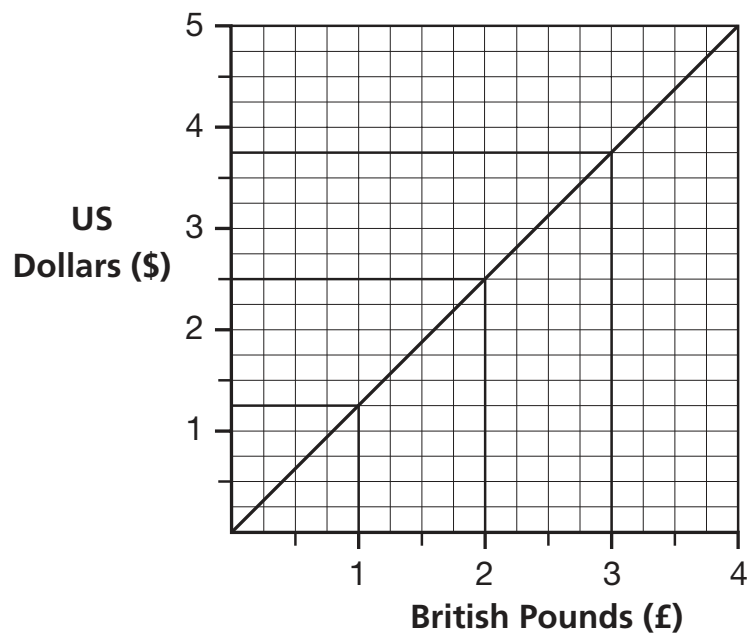
Liam carried ten parcels.  
Each parcel weighed 250 grams.

How many KILOGRAMS was this altogether?

- A 25 kg      B 2.50 kg      C 2.25 kg      D 0.25 kg      E 0.025 kg
- 

40

This graph converts British Pounds (£) to United States Dollars (\$).



How many Dollars (\$) is £34?

- A \$42.50      B \$47.50      C \$45      D \$42.05      E \$27.20
-

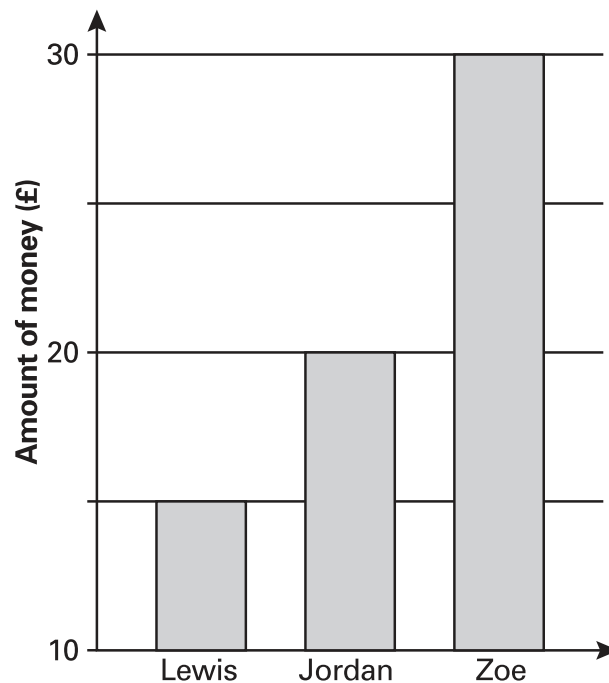
41

To add up all the angles inside a polygon, you subtract 2 from the number of sides and multiply this by 180.  
An octagon has 8 sides.

**What do the angles inside an octagon add up to?**

- A 1438 degrees
- B 1086 degrees
- C 186 degrees
- D 1080 degrees
- E 1806 degrees

42



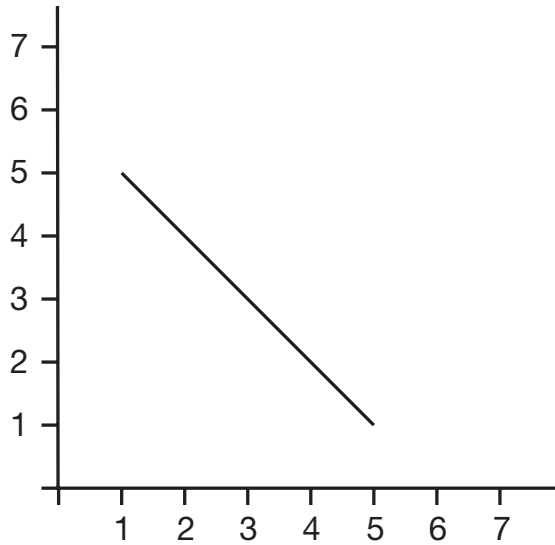
The bar chart shows the amount of money Lewis, Jordan and Zoe have in their savings accounts.

**Which one of these is NOT true?**

- A Lewis and Jordan have £35 altogether.
- B Lewis has half as much as Jordan.
- C The children have £65 altogether.
- D Zoe has twice as much as Lewis.
- E Jordan has £10 less than Zoe.

43

The end points of five lines are shown in the answer options below.

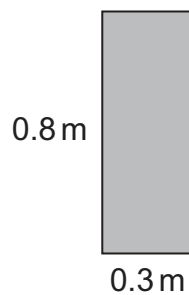


Which line is parallel to the line in the diagram?

- A (3, 1) and (1, 4)
- B (2, 6) and (4, 3)
- C (5, 1) and (1, 5)
- D (2, 5) and (4, 2)
- E (5, 2) and (1, 6)

44

What is the area of this rectangle?



- A  $0.24 \text{ cm}^2$
- B  $2.4 \text{ cm}^2$
- C  $24 \text{ cm}^2$
- D  $240 \text{ cm}^2$
- E  $2400 \text{ cm}^2$

45

What is 1.7 as a fraction?

A  $\frac{17}{10}$

B  $\frac{1}{17}$

C  $\frac{10}{17}$

D  $\frac{17}{100}$

E  $\frac{17}{11}$

---

46

Greg thinks of a number, multiplies it by 3, subtracts 5 and then multiplies by 2. His answer is 26.

What number did Greg think of?

A 9

B 8

C 7

D 6

E 5

---

47

Henry says that to change from kilometres to miles you divide the number of kilometres by 8 and then multiply by 5.

Which of these is NOT correct?

A 168 kilometres is 105 miles.

B 248 kilometres is 155 miles.

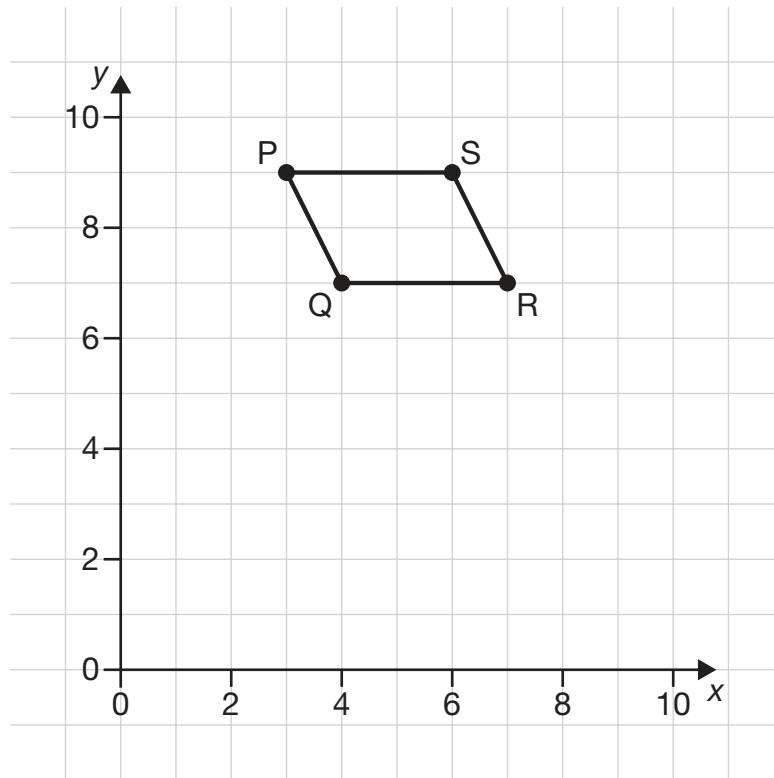
C 192 kilometres is 125 miles.

D 216 kilometres is 135 miles.

E 264 kilometres is 165 miles.

---

A shape, PQRS is shown on a coordinate grid.



Following a reflection, the position of point S in the reflected shape is (6 , 1).

**In what line is the shape reflected?**

- A** A horizontal line that passes through the  $y$ -axis at (0 , 6)
- B** A vertical line that passes through the  $x$ -axis at (5 , 0)
- C** A horizontal line that passes through the  $y$ -axis at (0 , 5)
- D** A horizontal line that passes through the  $y$ -axis at (0 , 4)
- E** A vertical line that passes through the  $x$ -axis at (6 , 0)

49

The area of a rectangular playground is 210 metres squared.

Which of the following could be the playground's perimeter?

- A 44 metres
  - B 52 metres
  - C 64 metres
  - D 72 metres
  - E 74 metres
- 

50

$4^3 \times 4 \times 3^2$  is NOT the same as which of the following?

- A  $9 \times 8^2 \times 4$
  - B  $3^2 \times 4^2 \times 4^2$
  - C  $4^3 \times 6^2$
  - D  $6 \times 12 \times 16$
  - E  $36 \times 64$
-

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# Paper Notes: 11+ Maths Question Booklet (Test 2)

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+ Maths** familiarisation paper, designed to help students preparing for **selective school entrance exams**. The paper contains **50 multiple-choice questions** that cover the breadth of the 11+ mathematics curriculum, from basic arithmetic and fractions to geometry, data handling, and problem-solving.

The questions are presented in a continuous sequence with increasing difficulty, and students mark their answers on a separate answer sheet (not included in this booklet). The format mirrors the style of GL Assessment papers used by many grammar and independent schools across the UK, making it valuable practice for building exam technique and confidence.

This familiarisation material is published by **GL Assessment**, one of the leading providers of 11+ testing materials. It is particularly useful for students in **Year 5 and Year 6** who are preparing for **11+ entrance exams** in mathematics. The paper requires no calculator and tests a wide range of mathematical skills, including number operations, shape properties, coordinates, time calculations, money problems, and interpreting graphs and charts.

## How this paper is organised

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The paper comprises **50 questions** arranged in a single continuous section. Questions are numbered from 1 to 50 and progress gradually from more straightforward calculations and chart-reading tasks to more complex multi-step problems and abstract reasoning questions in the later stages.

Each question offers **five multiple-choice answers** labelled A to E. Students must select the single correct answer for each question and mark it clearly on a separate answer sheet. The instructions at the start remind students to rub out mistakes completely and to move on if stuck, rather than spending too much time on any one question.

The paper is untimed in this familiarisation format, but in a real exam setting students would typically have **45 to 50 minutes** to complete all 50 questions. The layout is clean and uncluttered, with diagrams, bar charts, coordinate grids, and thermometers integrated clearly alongside the text. Questions are spread across 21 pages, with ample white space to reduce visual overload.

## Topics covered

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- Money calculations, including converting pounds to pence and working out change from purchases
- Data handling and chart interpretation, featuring bar charts showing birthdays, library visits, children's heights, and savings accounts
- Place value and ordering numbers, including rearranging digits to form the largest number and ordering decimals from smallest to largest
- Time zones and elapsed time, such as calculating New York time relative to London and working backwards from a finishing time
- Coordinates on the first quadrant of a Cartesian grid, identifying points and predicting new positions after transformations
- Fractions, decimals, and percentages, including equivalent fractions, converting fractions to decimals, and calculating 50% of a quantity
- Geometry and shape properties, covering angles on a straight line, perimeter and area of rectangles, properties of regular hexagons, and perpendicular and parallel lines
- Measurement and units, including converting between grams and kilograms, metres and centimetres, millilitres and litres, and understanding temperature scales
- Problem-solving with multi-step arithmetic, such as working backwards from a final answer, sharing quantities equally, and calculating totals over multiple periods
- Transformations on coordinate grids, including translations, reflections, and scaling shapes by doubling side lengths

## How to use this paper for revision

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- Practise reading bar charts and extracting data accurately. Many questions require you to count the height of bars carefully or add values across multiple categories.
- Strengthen your understanding of place value with both whole numbers and decimals. Be confident rearranging digits and comparing decimal numbers to three decimal places.
- Revise converting between units, especially grams to kilograms, millilitres to litres, and centimetres to metres. These conversions appear frequently and mistakes are common.
- Work on multi-step word problems by identifying the operations needed in sequence. Write down intermediate answers if you are working on rough paper to avoid errors.
- Learn the properties of common 2D shapes, including how many sides and angles they have, and how to calculate perimeter and area. Regular polygons such as hexagons often appear.
- Familiarise yourself with coordinates and simple transformations. Practise plotting points, reflecting shapes in horizontal and vertical lines, and translating shapes on a grid.
- Time yourself on practice papers to build speed and stamina. Aim to spend roughly one minute per question, and flag any you find difficult to return to at the end.

## Common mistakes to avoid

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- Misreading the scale on bar charts or thermometers. Students often read between gridlines or count incorrectly when the scale goes up in steps of 2 or 5 rather than 1.
- Confusing the x and y coordinates. Remember that coordinates are always written (x, y), with the horizontal value first and the vertical value second.
- Forgetting to convert units before calculating. For example, adding centimetres and metres without converting everything to the same unit first leads to wrong answers.
- Mixing up perimeter and area. Perimeter is the distance around the edge (add all the sides), whilst area is the space inside (multiply length by width for rectangles).
- Ordering decimals incorrectly. Compare digit by digit from left to right: 0.7 is larger than 0.525 because 7 tenths is more than 5 tenths, even though 525 looks like a bigger number.
- Rushing through multi-step problems and skipping a step. Read each question twice, underline key information, and check you have answered what is actually being asked.

## Exam technique

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Start by reading the instructions carefully and ensuring you understand how to mark your answer sheet. Work through the questions in order at first, because the early questions are generally more straightforward and will build your confidence. If you encounter a question that seems difficult, mark your best guess and move on rather than losing valuable time.

Keep an eye on time throughout the paper. With **50 questions** and typically 45 to 50 minutes allowed, you should aim to spend about one minute per question on average. Flag any questions you skip so you can return to them if time permits. Check your working carefully on calculation questions, and use rough paper to write down intermediate steps so you do not make careless errors.

When you finish, if time allows, go back and check your answers. Look particularly at questions involving conversions, coordinates, and multi-step problems, as these are where mistakes often creep in. Make sure you have filled in one answer for every question, because there is no penalty for guessing. If you are uncertain, eliminate any answers that are obviously wrong and choose from what remains.

## What to revise alongside this paper

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Students should consolidate their understanding of the **four operations** (addition, subtraction, multiplication, division) with both whole numbers and decimals, as these underpin many of the questions. Practise mental arithmetic and times tables up to  $12 \times 12$  to speed up your calculations. Revise fractions in depth, including finding equivalent fractions, simplifying, and converting between fractions, decimals, and percentages.

Work on your geometry knowledge, particularly the properties of 2D shapes such as triangles, quadrilaterals, and regular polygons. Understand how to calculate perimeter and area, and be comfortable with angle facts such as angles on a straight line ( $180^\circ$ ) and angles around a point ( $360^\circ$ ). Practise plotting and reading coordinates, and learn how transformations such as reflection, translation, and rotation work on a grid.

To progress further, explore ratio and proportion problems, and practise interpreting more complex graphs such as line graphs and pie charts. Strengthen your problem-solving skills by attempting puzzles and logic questions that require you to work backwards or use trial and error. Look at additional **GL Assessment** papers and other 11+ practice materials from publishers such as Bond, CGP, and Schofield & Sims to build familiarity with different question styles.

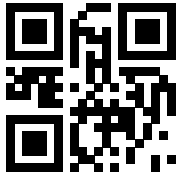
## Key terms

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**Coordinates, Place value, Bar chart, Perimeter, Area, Equivalent fractions, Decimals, Percentage, Translation, Reflection, Perpendicular, Parallel, Angle, Regular polygon, Conversion**

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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

Please mark boxes with a thin horizontal line like this .

<b>1</b>	10 coins <input type="checkbox"/>	<b>2</b>	April <input type="checkbox"/>	<b>3</b>	8605 <input type="checkbox"/>	<b>4</b>	14:00 <input type="checkbox"/>	<b>5</b>	(1, 2) <input type="checkbox"/>	<b>6</b>	8250 <input type="checkbox"/>	<b>7</b>	80 <input type="checkbox"/>	<b>8</b>	$\frac{1}{12}$ <input type="checkbox"/>	<b>9</b>	3 hundreds <input type="checkbox"/>
	18 coins <input type="checkbox"/>		December <input type="checkbox"/>		6850 <input type="checkbox"/>		04:00 <input type="checkbox"/>		(1, 1) <input type="checkbox"/>		80025 <input type="checkbox"/>		60 <input type="checkbox"/>		$\frac{1}{5}$ <input type="checkbox"/>		3 ones <input type="checkbox"/>
	88 coins <input type="checkbox"/>		January <input type="checkbox"/>		8650 <input type="checkbox"/>		05:00 <input type="checkbox"/>		(2, 0) <input type="checkbox"/>		8205 <input type="checkbox"/>		65 <input type="checkbox"/>		$\frac{1}{4}$ <input type="checkbox"/>		3 thousands <input type="checkbox"/>
	108 coins <input type="checkbox"/>		July <input type="checkbox"/>		6580 <input type="checkbox"/>		4 pm <input type="checkbox"/>		(2, 2) <input type="checkbox"/>		8025 <input type="checkbox"/>		40 <input type="checkbox"/>		$\frac{1}{6}$ <input type="checkbox"/>		3 hundredths <input type="checkbox"/>
	180 coins <input type="checkbox"/>		November <input type="checkbox"/>		8560 <input type="checkbox"/>		5 pm <input type="checkbox"/>		(2, 1) <input type="checkbox"/>		800025 <input type="checkbox"/>		70 <input type="checkbox"/>		$\frac{1}{8}$ <input type="checkbox"/>		3 tens <input type="checkbox"/>

<b>10</b>	5 <input type="checkbox"/>	<b>11</b>	55 <input type="checkbox"/>	<b>12</b>	10 cm <input type="checkbox"/>	<b>13</b>	3 <input type="checkbox"/>	<b>14</b>	31 <input type="checkbox"/>	<b>15</b>	27 <input type="checkbox"/>	<b>16</b>	17°C <input type="checkbox"/>	<b>17</b>	44 <input type="checkbox"/>	<b>18</b>	8 times <input type="checkbox"/>
	6 <input type="checkbox"/>		54 <input type="checkbox"/>		40 cm <input type="checkbox"/>		4 <input type="checkbox"/>		14 <input type="checkbox"/>		21 <input type="checkbox"/>		16°C <input type="checkbox"/>		54 <input type="checkbox"/>		14 times <input type="checkbox"/>
	7 <input type="checkbox"/>		53 <input type="checkbox"/>		70 cm <input type="checkbox"/>		5 <input type="checkbox"/>		23 <input type="checkbox"/>		25 <input type="checkbox"/>		15°C <input type="checkbox"/>		56 <input type="checkbox"/>		4 times <input type="checkbox"/>
	9 <input type="checkbox"/>		52 <input type="checkbox"/>		910 cm <input type="checkbox"/>		6 <input type="checkbox"/>		13 <input type="checkbox"/>		23 <input type="checkbox"/>		14°C <input type="checkbox"/>		58 <input type="checkbox"/>		3 times <input type="checkbox"/>
	12 <input type="checkbox"/>		51 <input type="checkbox"/>		970 cm <input type="checkbox"/>		7 <input type="checkbox"/>		41 <input type="checkbox"/>		29 <input type="checkbox"/>		13°C <input type="checkbox"/>		64 <input type="checkbox"/>		40 times <input type="checkbox"/>

<b>19</b>	16 <input type="checkbox"/>	<b>20</b>	£22.05 <input type="checkbox"/>	<b>21</b>	A <input type="checkbox"/>	<b>22</b>	£3.75 <input type="checkbox"/>	<b>23</b>	16 <input type="checkbox"/>	<b>24</b>	A <input type="checkbox"/>	<b>25</b>	4.15 pm <input type="checkbox"/>	<b>26</b>	3 → 5 <input type="checkbox"/>	<b>27</b>	14 m <input type="checkbox"/>	<b>28</b>	£2340 <input type="checkbox"/>
	17 <input type="checkbox"/>		£21.05 <input type="checkbox"/>		B <input type="checkbox"/>		£3.80 <input type="checkbox"/>		20 <input type="checkbox"/>		B <input type="checkbox"/>		4.10 pm <input type="checkbox"/>		4 → 1 <input type="checkbox"/>		16 m <input type="checkbox"/>		£8360 <input type="checkbox"/>
	9 <input type="checkbox"/>		£20.05 <input type="checkbox"/>		C <input type="checkbox"/>		£3.85 <input type="checkbox"/>		25 <input type="checkbox"/>		C <input type="checkbox"/>		4.05 pm <input type="checkbox"/>		6 → 4 <input type="checkbox"/>		18 m <input type="checkbox"/>		£8580 <input type="checkbox"/>
	8 <input type="checkbox"/>		£12.05 <input type="checkbox"/>		D <input type="checkbox"/>		£3.90 <input type="checkbox"/>		8 <input type="checkbox"/>		D <input type="checkbox"/>		4.25 pm <input type="checkbox"/>		5 → 2 <input type="checkbox"/>		19 m <input type="checkbox"/>		£9260 <input type="checkbox"/>
	18 <input type="checkbox"/>		£11.05 <input type="checkbox"/>		E <input type="checkbox"/>		£3.95 <input type="checkbox"/>		18 <input type="checkbox"/>		E <input type="checkbox"/>		4.20 pm <input type="checkbox"/>		1 → 6 <input type="checkbox"/>		20 m <input type="checkbox"/>		£9360 <input type="checkbox"/>

<b>29</b>	8 <input type="checkbox"/>	<b>30</b>	350 g <input type="checkbox"/>	<b>31</b>	Bath <input type="checkbox"/>	<b>32</b>	A <input type="checkbox"/>	<b>33</b>	12 <input type="checkbox"/>	<b>34</b>	(6, 4) <input type="checkbox"/>	<b>35</b>	A <input type="checkbox"/>	<b>36</b>	7.802 <input type="checkbox"/>	<b>37</b>	3 cm and 5 cm <input type="checkbox"/>
	7 <input type="checkbox"/>		750 g <input type="checkbox"/>		Mug <input type="checkbox"/>		B <input type="checkbox"/>		18 <input type="checkbox"/>		(4, 2) <input type="checkbox"/>		B <input type="checkbox"/>		7.82 <input type="checkbox"/>		3 cm and 6 cm <input type="checkbox"/>
	6 <input type="checkbox"/>		850 g <input type="checkbox"/>		Large saucepan <input type="checkbox"/>		C <input type="checkbox"/>		24 <input type="checkbox"/>		(5, 2) <input type="checkbox"/>		C <input type="checkbox"/>		7.822 <input type="checkbox"/>		5 cm and 6 cm <input type="checkbox"/>
	5 <input type="checkbox"/>		950 g <input type="checkbox"/>		Egg cup <input type="checkbox"/>		D <input type="checkbox"/>		26 <input type="checkbox"/>		(4, 3) <input type="checkbox"/>		D <input type="checkbox"/>		8.00 <input type="checkbox"/>		5 cm and 8 cm <input type="checkbox"/>
	4 <input type="checkbox"/>		9850 g <input type="checkbox"/>		Bucket <input type="checkbox"/>		E <input type="checkbox"/>		28 <input type="checkbox"/>		(5, 3) <input type="checkbox"/>		E <input type="checkbox"/>		7.102 <input type="checkbox"/>		6 cm and 8 cm <input type="checkbox"/>

<b>38</b>	8 hours 22 minutes <input type="checkbox"/>	<b>39</b>	25 kg <input type="checkbox"/>	<b>40</b>	\$42.50 <input type="checkbox"/>	<b>41</b>	1438 degrees <input type="checkbox"/>	<b>42</b>	A <input type="checkbox"/>	<b>43</b>	(3, 1) and (1, 4) <input type="checkbox"/>	<b>44</b>	0.24 cm <sup>2</sup> <input type="checkbox"/>	<b>45</b>	$\frac{17}{10}$ <input type="checkbox"/>
	8 hours 42 minutes <input type="checkbox"/>		2.50 kg <input type="checkbox"/>		\$47.50 <input type="checkbox"/>		1086 degrees <input type="checkbox"/>		B <input type="checkbox"/>		(2, 6) and (4, 3) <input type="checkbox"/>		2.4 cm <sup>2</sup> <input type="checkbox"/>		$\frac{1}{17}$ <input type="checkbox"/>
	8 hours 52 minutes <input type="checkbox"/>		2.25 kg <input type="checkbox"/>		\$45 <input type="checkbox"/>		186 degrees <input type="checkbox"/>		C <input type="checkbox"/>		(5, 1) and (1, 5) <input type="checkbox"/>		24 cm <sup>2</sup> <input type="checkbox"/>		$\frac{10}{17}$ <input type="checkbox"/>
	9 hours 42 minutes <input type="checkbox"/>		0.25 kg <input type="checkbox"/>		\$42.05 <input type="checkbox"/>		1080 degrees <input type="checkbox"/>		D <input type="checkbox"/>		(2, 5) and (4, 2) <input type="checkbox"/>		240 cm <sup>2</sup> <input type="checkbox"/>		$\frac{17}{100}$ <input type="checkbox"/>
	9 hours 52 minutes <input type="checkbox"/>		0.025 kg <input type="checkbox"/>		\$27.20 <input type="checkbox"/>		1806 degrees <input type="checkbox"/>		E <input type="checkbox"/>		(5, 2) and (1, 6) <input type="checkbox"/>		2400 cm <sup>2</sup> <input type="checkbox"/>		$\frac{17}{11}$ <input type="checkbox"/>

<b>46</b>	9 <input type="checkbox"/>	<b>47</b>	A <input type="checkbox"/>	<b>48</b>	A <input type="checkbox"/>	<b>49</b>	44 metres <input type="checkbox"/>	<b>50</b>	$9 \times 8^2 \times 4$ <input type="checkbox"/>
	8 <input type="checkbox"/>		B <input type="checkbox"/>		B <input type="checkbox"/>		52 metres <input type="checkbox"/>		$3^2 \times 4^2 \times 4^2$ <input type="checkbox"/>
	7 <input type="checkbox"/>		C <input type="checkbox"/>		C <input type="checkbox"/>		64 metres <input type="checkbox"/>		$4^3 \times 6^2$ <input type="checkbox"/>
	6 <input type="checkbox"/>		D <input type="checkbox"/>		D <input type="checkbox"/>		72 metres <input type="checkbox"/>		$6 \times 12 \times 16$ <input type="checkbox"/>
	5 <input type="checkbox"/>		E <input type="checkbox"/>		E <input type="checkbox"/>		74 metres <input type="checkbox"/>		$36 \times 64$ <input type="checkbox"/>

# Paper Notes: 11+ Maths Answer Sheet (Test 2)

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 the **GL Assessment Familiarisation Answer Sheet for Mathematics 2**, designed to accompany the corresponding **11+ Maths practice paper**. It contains the correct answers for all **50 multiple-choice questions** covering a wide range of mathematical topics typical of the GL Assessment 11+ entrance exam. Each question offers five possible answers, and the sheet is formatted for optical scanning with boxes to be marked with a thin horizontal line.

The answer key reflects the breadth of the GL 11+ syllabus, including **number operations, coordinates, measurement conversions, money problems, time calculations, geometry, and algebra**. Questions range from straightforward arithmetic and place value to more complex multi-step problems involving area, perimeter, angles, and decimal comparisons. The sheet also includes fields for candidate details, school information, and dates.

This answer sheet is an essential tool for parents, tutors, and students preparing for **selective grammar school entry at Year 7**. It allows accurate marking of practice attempts and helps identify areas of strength and weakness across the mathematical curriculum. The familiarisation format ensures students become comfortable with the multiple-choice answer format used in the actual GL Assessment tests.

## How this paper is organised

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The answer sheet is organised as a **single-page optical mark recognition form** containing all **50 answers** arranged in a grid layout. Each question number appears in a grey box, followed by five possible answer options presented either as numerical values, text labels (A to E), coordinates, time expressions, or measurements. Students mark their chosen answer by filling in the corresponding box with a thin horizontal line.

The layout progresses sequentially from **question 1 through question 50**, with questions grouped in rows across the page for efficient scanning. Early questions tend to involve simpler numerical choices (such as coin quantities, dates, and place value), whilst later questions present more complex options including coordinate pairs, decimal numbers, area measurements, and algebraic expressions.

At the top of the sheet, there are fields for the **candidate's name, school name, candidate number, school number, date of test, and date of birth**. The document footer confirms it is copyright **GL Assessment 2021** and carries the designation **FAM**

**MA2** (Familiarisation Mathematics 2), indicating its role as practice material rather than a live examination paper.

## Topics covered

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- Number operations including multiplication, division, and calculations with large numbers up to thousands and millions
- Place value and understanding of digits in decimal numbers, including identifying the value of specific digits in numbers like 7.802 and 7.822
- Coordinate geometry with ordered pairs identifying points on a grid, testing understanding of x and y axes
- Money problems involving addition, subtraction, and calculation of totals in pounds and pence
- Time problems including 12-hour and 24-hour clock conversions, duration calculations, and time intervals extending beyond 8 hours
- Measurement conversions and estimation across metric units (grams, kilograms, centimetres, metres) and capacity (litres, millilitres)
- Perimeter calculations for compound shapes and geometric figures measured in centimetres and metres
- Area calculations presented in square centimetres, ranging from decimal values to four-digit whole numbers
- Temperature reading and comparison on the Celsius scale
- Angle calculations including total interior angles of polygons measured in degrees
- Fraction representation and comparison, including expressing ratios and proportions
- Powers and indices including expressions involving squared and cubed numbers
- Calendar and date awareness testing knowledge of months and sequences

## 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 carefully, noting which topics caused difficulty.
- When you identify incorrect answers, revisit the question and work through it step by step to understand where your method or calculation went wrong.
- Pay particular attention to questions involving coordinates, as these test both careful reading of ordered pairs and understanding which value represents the x-axis and which the y-axis.
- For time and money questions, double-check your working by using inverse operations to verify your answer matches one of the multiple-choice options provided.
- Create a revision checklist based on the topics you answered incorrectly, focusing extra practice on these weaker areas before attempting another full paper.
- Practise converting between units of measurement regularly, as questions 30, 38, 39, and 44 show these appear frequently at different difficulty levels.
- Review decimal place value and ordering carefully, as questions like 36 require precise understanding of hundredths and thousandths.

## Common mistakes to avoid

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- Confusing the x and y coordinates in ordered pairs, leading to selecting (4, 2) instead of (2, 4) or similar reversed values.
- Misreading time formats, particularly when converting between 12-hour clock with am/pm and 24-hour clock notation, or miscalculating time intervals that cross the hour boundary.
- Errors in place value when working with large numbers or decimals, such as confusing 8025 with 8205 or 7.802 with 7.82.
- Incorrect unit conversions, particularly between grams and kilograms or centimetres and metres, leading to answers that are a factor of 10, 100, or 1000 out.
- Rushing through multi-step problems and selecting the answer to an intermediate step rather than the final answer required by the question.
- Miscounting when calculating perimeters or failing to identify all sides of irregular shapes before summing their lengths.

## Exam technique

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Use this answer sheet immediately after completing the corresponding **Mathematics 2 practice paper** to mark your work accurately. Check each answer carefully against your working, and circle or note any questions you answered incorrectly. Rather than simply counting your total score, analyse which **types of questions** caused difficulty, such as coordinates, time, or measurement conversions.

When marking, pay attention to questions where you hesitated or guessed. Even if you happened to select the correct answer, these indicate topics that need further revision. Create a simple tally of errors by topic (number, geometry, measurement, etc.) to identify patterns. Questions at the end of the paper (40 onwards) tend to be more challenging, testing **compound skills like area, powers, and angle calculations**.

After marking, rework incorrect questions without looking at the answer sheet, using textbooks or online resources to strengthen your understanding. Once confident, attempt the question again to confirm you can now reach the correct answer independently. This process of **marking, analysis, targeted revision, and reattempting** is far more effective than simply completing multiple papers without learning from mistakes.

## What to revise alongside this paper

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Students working with this answer sheet should ensure they have mastered **basic arithmetic operations with whole numbers, decimals, and fractions**, as these underpin many of the 50 questions. If errors cluster around measurement questions, dedicate time to practising conversions between millimetres, centimetres, metres, and kilometres, as well as grams, kilograms, and tonnes. Similarly, capacity conversions between millilitres and litres appear frequently in GL papers.

Coordinate geometry is tested at multiple difficulty levels in this paper (questions 5, 34, and 43), so students should practise plotting points, identifying coordinates, and understanding **symmetry and transformations on a grid**. This connects to broader geometry topics including properties of 2D shapes, angle calculation, and perimeter and area of compound shapes. Questions 41, 44, and 50 suggest familiarity with **angle sums in polygons, area formulae, and laws of indices** is expected.

To progress beyond this level, students should explore **ratio and proportion problems, algebraic expressions, and more complex word problems** involving multiple steps and operations. Practising mental arithmetic strategies and estimation skills will improve speed and accuracy across all question types in the GL Assessment 11+ format.

## Key terms

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**Coordinates, Ordered pairs, Place value, 24-hour clock, Duration, Perimeter, Area, Decimal places, Unit conversion, Interior angles, Powers and indices, Squared numbers, Cubed numbers, Mixed units, Capacity**

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

# Answer Key

## Mathematics Familiarisation 2

1. 18 coins
2. July
3. 8650
4. 04:00
5. (2, 1)
6. 8025
7. 60
8.  $\frac{1}{8}$
9. 3 tens
10. 6
11. 55
12. 10 cm
13. 6
14. 23
15. 25
16. 15°C
17. 54
18. 4 times
19. 8
20. £21.05
21. C
22. £3.90
23. 20
24. B
25. 4.10pm
26.  $5 \rightarrow 2$
27. 18 m
28. £9360
29. 5
30. 850 g
31. Mug
32. C
33. 24
34. (5, 3)
35. E
36. 7.82
37. 5 cm and 8 cm
38. 8 hours 52 minutes
39. 2.50 kg
40. \$42.50
41. 1080 degrees
42. B
43. (5, 2) and (1, 6)
44. 2400 cm<sup>2</sup>
45.  $\frac{17}{10}$
46. 6
47. C
48. C
49. 74 metres
50.  $6 \times 12 \times 16$

# Answer-Key Notes: 11+ Maths Answers (Test 2)

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 mark scheme lists the correct answers for all fifty multiple-choice and short-answer questions. Before marking, work through the paper yourself so that you can distinguish genuine mistakes from careless slips. If your child has selected the wrong multiple-choice option, check whether they misread the question or misunderstood the concept; the worked examples below explain **why particular distractors are tempting** and where the reasoning pivots.

Mark objectively: a wrong answer is wrong, even if the working looks plausible. At the same time, note **whether errors cluster in one topic** (for example, all the fraction questions, or every problem involving coordinates). A cluster signals a specific gap; random mistakes across topics usually mean rushed reading or arithmetic slips.

Use the worked examples when an answer surprises you or when your child cannot explain their choice. The examples show the logical steps and highlight common traps, so that revision targets the underlying skill rather than memorising one question's answer.

## Score interpretation

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This paper contains fifty questions of mixed difficulty, typical of GL Assessment 11+ familiarisation material. **Scoring above 40** suggests solid all-round arithmetic, competent problem-solving, and careful reading of multi-step questions. Children at this level usually move comfortably between fractions, decimals, percentages, and can interpret bar charts and coordinate grids without confusion.

**Scores between 30 and 40** indicate reasonable numeracy but gaps in one or two areas—often geometry (perimeter, area, angles), fractions and ratio, or word problems requiring two or three steps. These students benefit most from targeted practice on their weakest topics and from slowing down to underline key information in each question.

Below 30 may reflect underlying gaps in place value, times tables, or basic fraction concepts, or it may simply mean the child rushed. Before concluding that the material is too hard, ask them to reattempt five or six questions untimed, explaining their thinking aloud. If they still struggle, **consolidate Year 5 and early Year 6 content** before returning to mixed 11+ papers.

## Worked examples

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### Number and place value, Q1–10

**These early questions test confidence with large numbers, decimals, and basic operations.** Marks are lost when children miscount coins by forgetting to divide £1.80 by 10p, or when they confuse place-value columns (writing 8025 instead of reading it correctly). The circle-fraction question (Q8) catches those who count equal parts carelessly. Read each question twice and jot down the units you are working in.

**Q1** : 18 coins

£1.80 equals 180 pence. Each coin is worth 10p, so divide  $180 \div 10 = 18$ . A common mistake is to answer 180 by forgetting the division step, or to guess 88 by misreading the decimal point.

**Q5** : (2, 1)

Point A sits two squares along the x-axis and one square up the y-axis. Coordinates are always written (x, y). Reversing the order—writing (1, 2)—is the most frequent error on coordinate questions.

**Q8** :  $\frac{1}{8}$

The circle is divided into eight equal sectors, and exactly one is shaded. The fraction is therefore one-eighth. If you counted four large quarters and thought the shaded piece was a quarter of a quarter, you would still reach  $\frac{1}{8}$ , confirming the answer.

### Fractions, decimals and ratio, Q10, Q19, Q22, Q23, Q45

**Questions on equivalent fractions, fraction-of-amount, and decimal ordering reward careful arithmetic and knowledge of common equivalents.** Marks slip away when students multiply instead of divide (Q10: multiplying 3 by 8 rather than scaling  $\frac{3}{4}$  to  $\frac{?}{8}$ ), or when they rush decimal comparisons without aligning place-value columns (Q21). Write fractions in simplest form and double-check unit conversions.

**Q10** : 6

To find the missing numerator in  $\frac{3}{4} = \frac{?}{8}$ , notice that the denominator has doubled ( $4 \times 2 = 8$ ), so the numerator must also double:  $3 \times 2 = 6$ . The answer is 6.

**Q19** : 8

One-third of 24 is found by dividing  $24 \div 3 = 8$ . A common mistake is to calculate two-thirds (16) by misreading 'one-third' as 'two-thirds' under time pressure.

**Q22** : £3.90

Eight bars cost £5.20, so one bar costs  $£5.20 \div 8 = £0.65$ . Six bars therefore cost  $£0.65 \times 6 = £3.90$ . Children who skip the unit-cost step often guess wildly or divide 5.20 by 6 directly.

### Measurement and conversion, Q12, Q18, Q27, Q30, Q38, Q39

**Converting between units (metres and centimetres, grams and kilograms, hours and minutes) is a rich source of marks if you know your conversion factors cold.** Most errors occur when students forget that 1 metre = 100 cm or 1 kilogram = 1000 grams, or when they miscount time intervals that span midnight or cross the hour boundary. Always write down the conversion factor before calculating.

**Q12** : 10 cm

Three 30 cm pieces use 90 cm. The plank was 1 metre (100 cm), so  $100 - 90 = 10$  cm remains. The trap answer 70 cm assumes you forgot to add up all three pieces.

**Q38** : 8 hours 52 minutes

From 22:38 to midnight is 1 hour 22 minutes ( $24:00 - 22:38$ ). From midnight to 07:30 is 7 hours 30 minutes. Total:  $1:22 + 7:30 = 8$  hours 52 minutes. Forgetting to split the calculation at midnight leads to wrong answers.

**Q39** : 2.50 kg

Ten parcels, each 250 g, weigh  $10 \times 250 = 2500$  g. Since  $1000 \text{ g} = 1 \text{ kg}$ ,  $2500 \text{ g} = 2.5 \text{ kg}$ . Write your answer with two decimal places to match the format in the options.

### Geometry: coordinates, transformations and angle, Q5, Q26, Q32, Q34, Q43, Q48

**Coordinate and transformation questions test whether you can read grids accurately and visualise reflections or translations.** Mark every corner carefully when a shape moves, and remember that a horizontal line of reflection fixes the y-coordinate of points equidistant from it. Angle questions rely on knowing that angles on a straight line sum to  $180^\circ$  and that interior angles of polygons follow the formula  $(n - 2) \times 180^\circ$ . Show all working for angle calculations.

**Q34** : (5, 3)

The original rectangle has corner A at (1,1) and corner C at (3,2). Doubling every side length means the width becomes 4 units and the height 2 units. With A still at (1,1), corner C moves to  $(1 + 4, 1 + 2) = (5, 3)$ .

**Q43** : (5, 2) and (1, 6)

The line in the diagram runs from (1, 5) to (5, 1), dropping one y-unit for every x-unit gained (gradient  $-1$ ). Only option E, connecting (5, 2) to (1, 6), has the same gradient of  $-1$  and is therefore parallel.

**Q48** : C

Point S is originally at (6, 9). After reflection S' is at (6, 1), so the line of reflection lies midway between  $y = 9$  and  $y = 1$ , which is  $y = 5$ . This is a horizontal line through (0, 5). Option C matches exactly.

## Data handling and charts, Q2, Q11, Q24, Q40, Q42

**Bar charts, conversion graphs and frequency tables require careful reading of scales and axes.** Marks are lost when students miscount squares or misread the interval labels. For Q24, the bars show ranges (e.g. 120–129 cm), so a bar of height 5 means five children fall *somewhere in that range*, not that five children are exactly 120 cm tall. Check what each axis measures before choosing your answer.

**Q11** : 55

Add the heights of all five bars: Monday 13, Tuesday 10, Wednesday 5, Thursday 11, Friday 16. Total =  $13 + 10 + 5 + 11 + 16 = 55$  children over the five days.

**Q40** : \$42.50

The graph shows that £4 converts to \$5. The rate is therefore \$1.25 per pound. For £34, multiply  $34 \times 1.25 = \$42.50$ . Reading the graph at £3 and scaling up also works: £3 → \$3.75, so £1 → \$1.25.

**Q42** : B

Lewis has £15, Jordan £20, Zoe £30 (read from the bar heights). Statement B claims 'Lewis has half as much as Jordan.' In fact 15 is three-quarters of 20, not half, so B is false. All other statements can be verified as true.

## Problem-solving and multi-step reasoning, Q14, Q29, Q41, Q46, Q49, Q50

These questions combine two or three concepts and reward systematic working.

Identify what you are asked to find, list the information given, then write one equation or calculation step at a time. For Q46, working backwards from the final answer (26) is faster than guessing. For Q50, expand each expression fully or cancel common factors; do not rely on mental arithmetic alone when four or five options look similar.

**Q14** : 23

The two-digit number's digits sum to 5, so candidates are 14, 23, 32, 41, 50. Of these, only 23 and 41 are prime. The square of 23 is 529 (three digits); the square of 41 is 1681 (four digits). Hence 23 is correct.

**Q29** : 5

Jenny uses  $6 - 1.75 = 4.25$  m from the first roll. She needs 33.75 m total, so she still needs  $33.75 - 4.25 = 29.5$  m. Dividing 29.5 by 6 gives 4.916..., so she must buy five more whole rolls ( $5 \times 6 = 30$  m).

**Q46** : 6

Work backwards: the final answer is 26, which came from multiplying by 2, so before that step Greg had  $26 \div 2 = 13$ . Before subtracting 5 he had  $13 + 5 = 18$ . Before multiplying by 3 he had  $18 \div 3 = 6$ . The original number was 6.

**Q50** :  $6 \times 12 \times 16$

Calculate  $4^3 \times 4 \times 3^2 = 64 \times 4 \times 9 = 2304$ . Option D:  $6 \times 12 \times 16 = 1152$ , which is exactly half of 2304, so D is not equal. Every other option simplifies to 2304.

## Next steps

Once you have marked the paper, **sit down with your child and review every mistake together**. Ask them to explain aloud what they were thinking: often they misread the question or skipped a step that seemed obvious. If the same type of error appears three or four times—mixing up coordinates, forgetting to convert units, or miscounting angles—spend a focused session on that topic using a textbook or online resource before attempting another full paper.

If the score is high (above 42) and mistakes are scattered, your child is ready for slightly harder material or for timed practice under exam conditions. If the score is below 30, pause mixed papers for a week and consolidate times tables, fraction basics, and the

four operations with decimals. Revisit this paper in two or three weeks to measure progress; a gain of eight to ten marks will confirm that the targeted revision has worked.

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