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11+ PRACTICE PACK

GL Assessment Test 2

11+ Non-Verbal Reasoning Complete Practice Pack

CONTENTS

Non-Verbal Reasoning 2

Familiarisation

Read the following with your child:

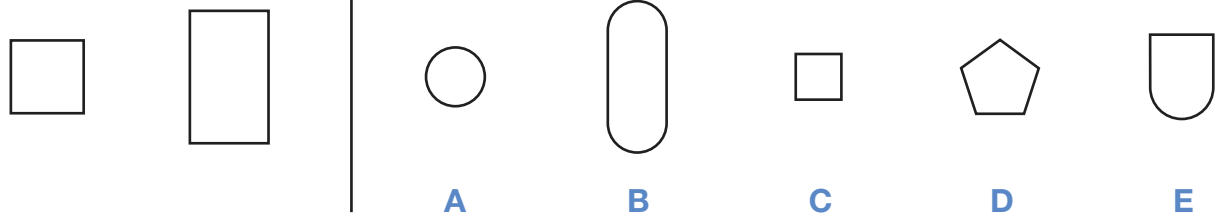
1. This is a multiple-choice paper in which you have to mark your answer to each question on the separate answer sheet. You should mark only one answer for each question.
2. Draw a firm line clearly through the rectangle next to your answer like this . If you make a mistake, rub it out as completely as you can and put in your new answer.
3. There are four sections in this paper. Each section starts with an explanation of what to do followed by a worked example with the answer already marked on the answer sheet. Each section also contains some practice questions. Solutions to the example and practice questions are provided.
4. Be sure to keep your place in the correct section on the answer sheet. Mark your answer in the box that has the same number as the question in the booklet.
5. 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.
6. **Work as quickly and as carefully as you can.**

GL Assessment®

Section 1

On the left of the example below there are two figures that are alike. On the right there are five more figures: one of these is **most like** the two figures on the left and its letter has been marked on your answer sheet.

Example

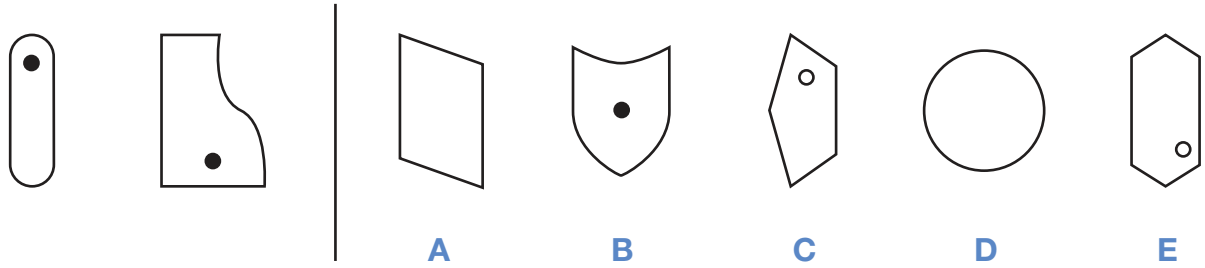


Answer: C

The two shapes on the left are alike in having four sides. They are not identical (the dimensions of the sides vary) but what they share in common is having four sides.

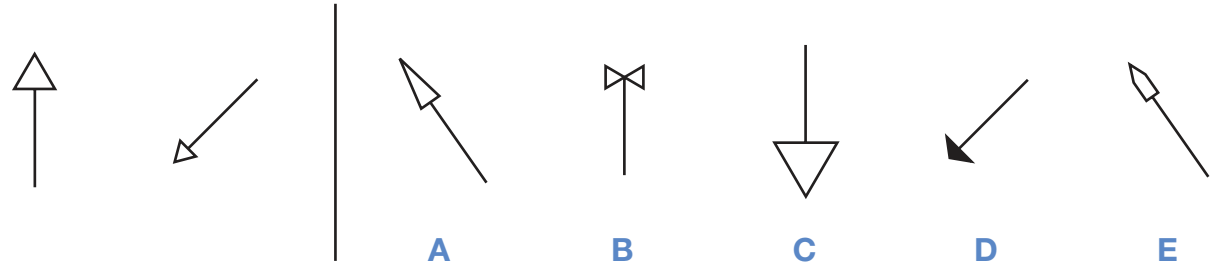
Now do the two practice questions below.

P1



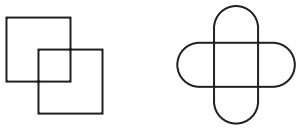
The two figures on the left both contain a small black circle. Only one of the five figures on the right, option **B**, also contains a small black circle, so this is the correct answer.

P2



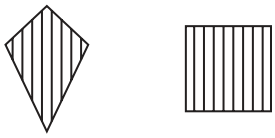
The two figures on the left have an arrow with an arrowhead which is an unshaded equilateral triangle (a triangle in which all three sides are equal). Only answer option **C** has an unshaded equilateral triangle as the arrowhead. The size of the arrowhead is irrelevant and so is the direction in which the arrow is pointing.

1



A B C D E

2



A B C D E

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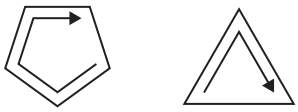

A B C D E

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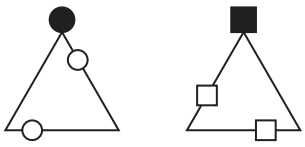
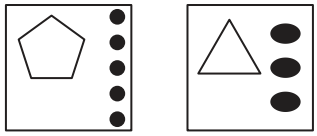


A B C D E

5

A B C D E

6



A B C D E

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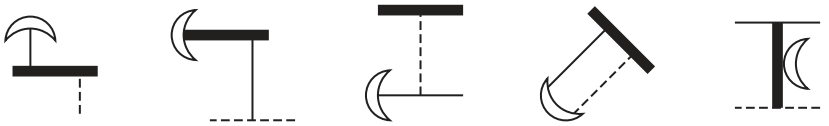

A B C D E

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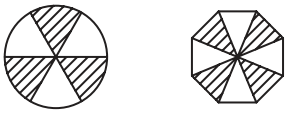

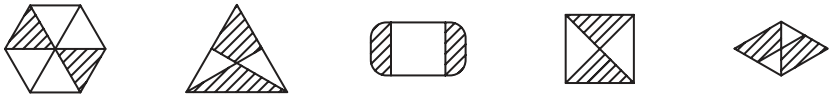

A B C D E

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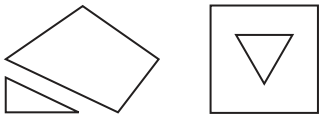

A B C D E

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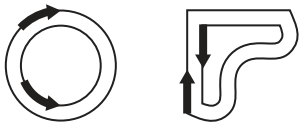

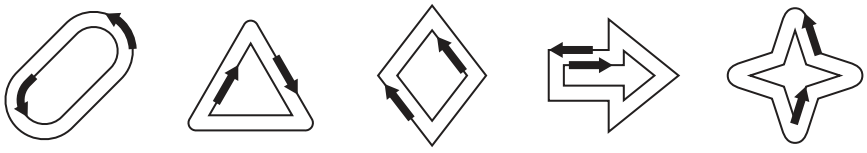

A B C D E

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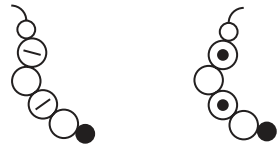

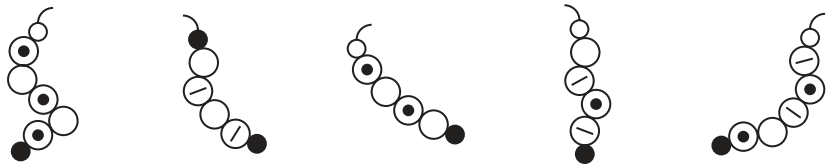

A B C D E

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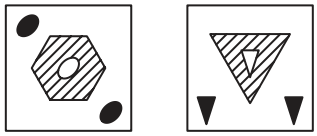

A B C D E

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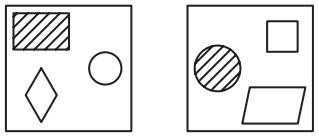

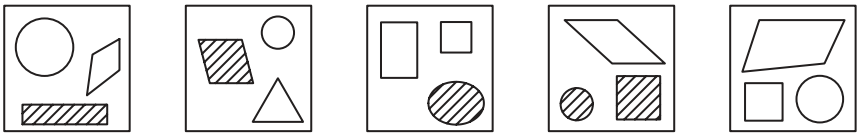

A B C D E

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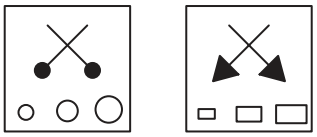
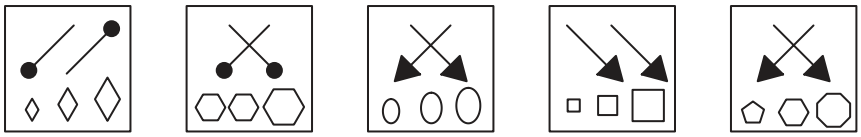




A B C D E

15

A B C D E

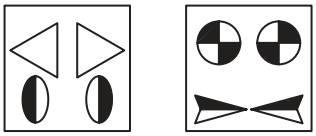
16

A B C D E

17

A B C D E

18



A B C D E

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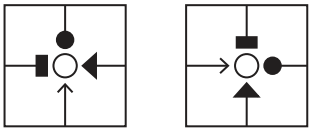

A B C D E

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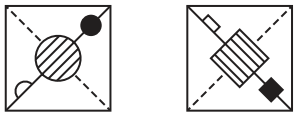
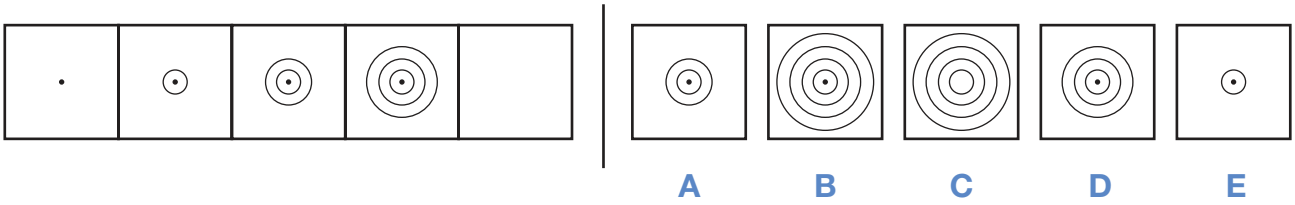


A B C D E

Section 2

To the left in the example below there are five squares arranged in order. One of these squares has been left empty. One of the five squares on the right should **take the place** of the empty square and its letter has been marked on your answer sheet.

Example

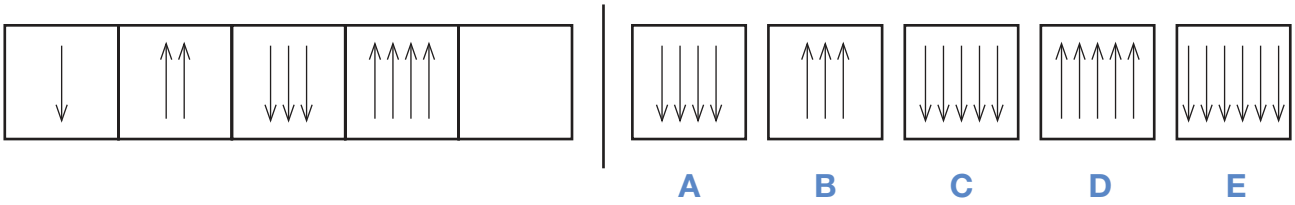


Answer: B

As you move through the series, the dot acquires an extra ring around it, increasing the overall size of the circle each time. The central dot is present in each cell.

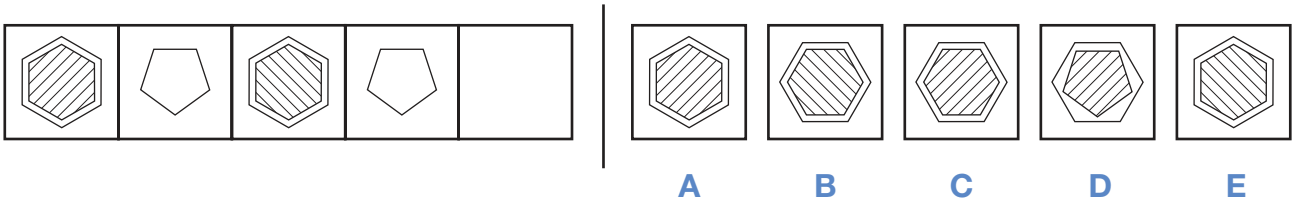
Now do the two practice questions below.

P1



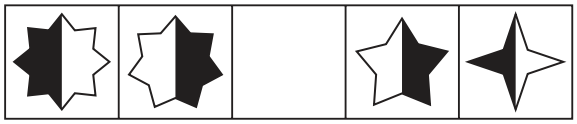
This series has two rules: firstly, an arrow is added each time and, secondly, the direction of the arrows alternates, pointing downwards then upwards etc. Therefore, the missing square should have five arrows pointing downwards, as in answer option **C**.

P2



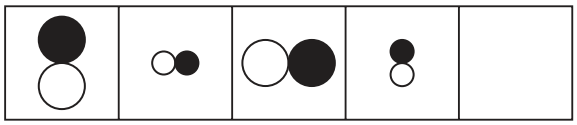
In this series, the image changes across every other square so the pattern for 1, 3 and 5 is independent from squares 2 and 4. We can see that the pattern for 2 and 4 remains the same: the five-sided shape doesn't change. The pattern for 1, 3 and 5 shows that the six-sided shape is always positioned the same way but the direction of the diagonal lines alternates. In square 5 they will be slanting right, as in answer option **A**.

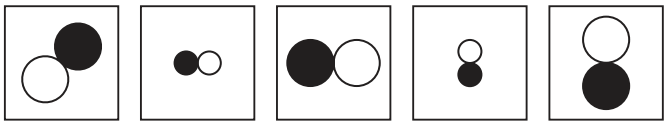
21



A B C D E

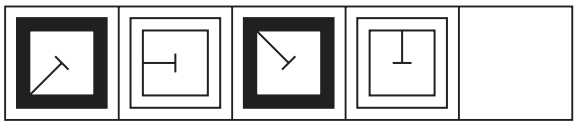
22

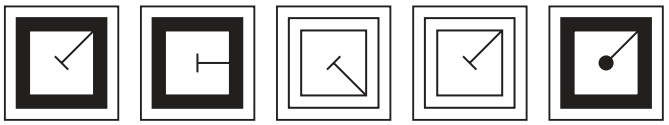




A B C D E

23





A B C D E

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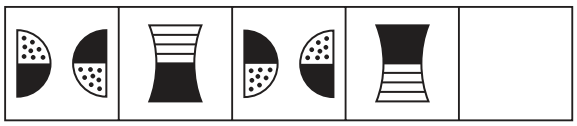

A B C D E

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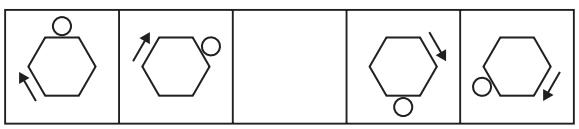

A B C D E

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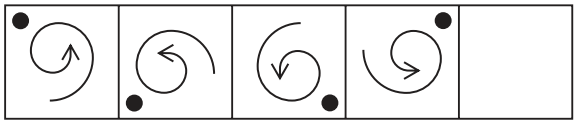
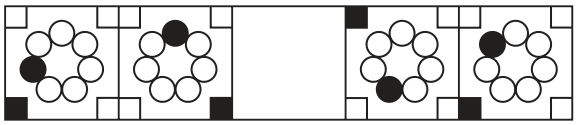
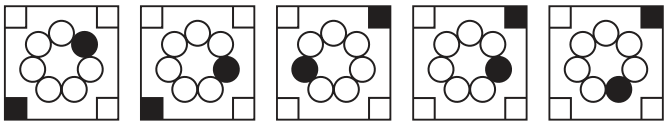


A B C D E

27





A B C D E

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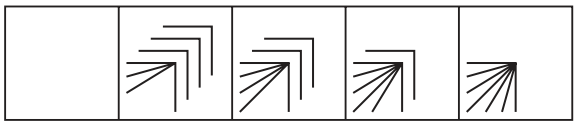
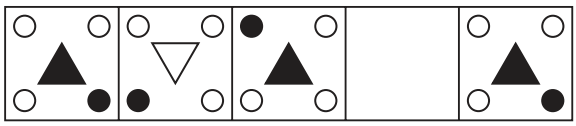
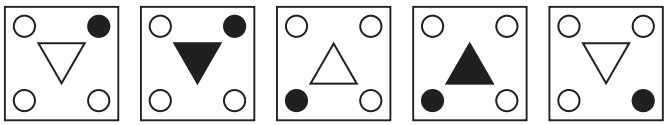


A B C D E

29





A B C D E

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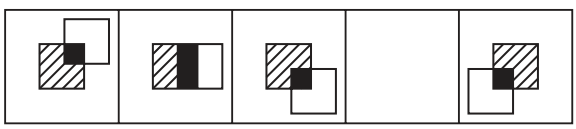

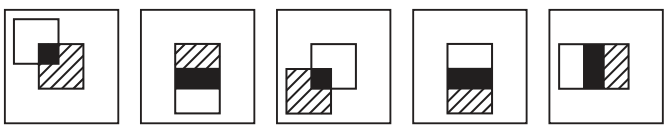

A B C D E

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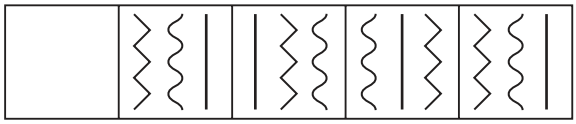

A B C D E

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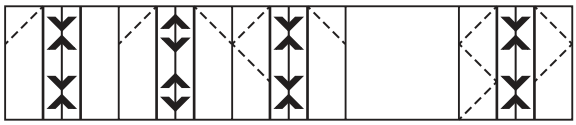

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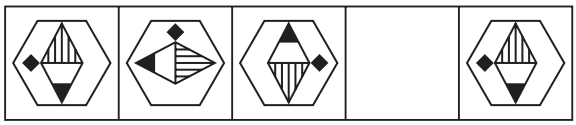

A B C D E

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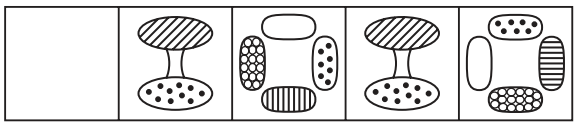
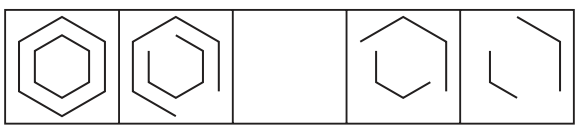


A B C D E

35



A B C D E

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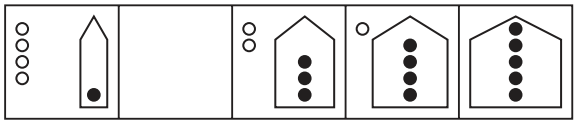

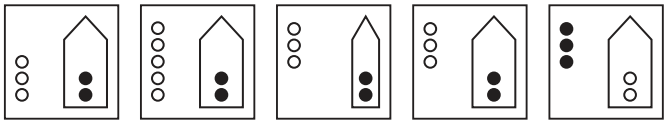

A B C D E

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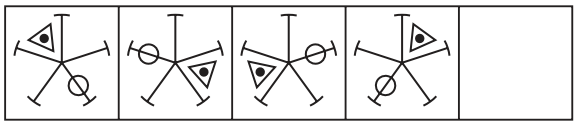
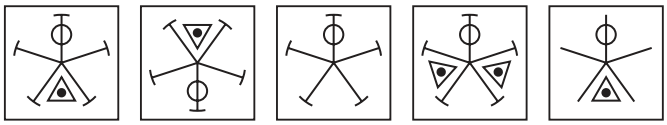
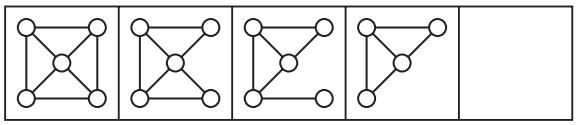
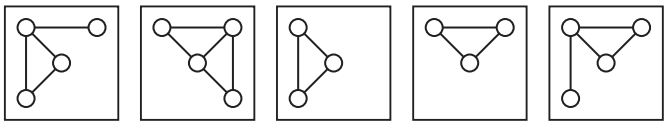




A B C D E

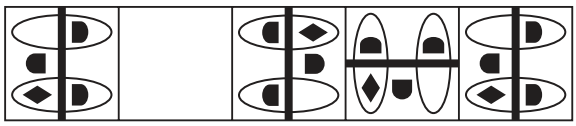
38





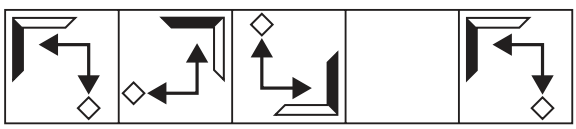
A B C D E

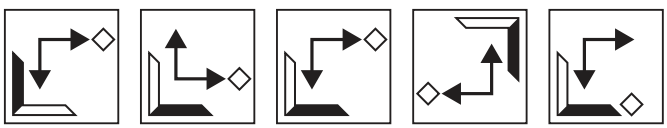
39



A B C D E

40



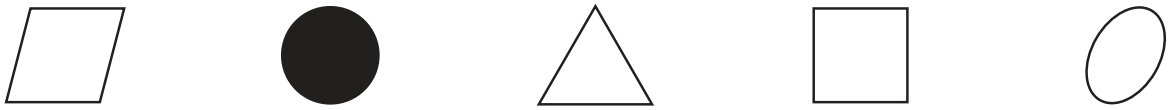


A B C D E

Section 3

In the example below there are five figures. One of these figures is **most unlike** the other four and its letter has been marked on your answer sheet.

Example



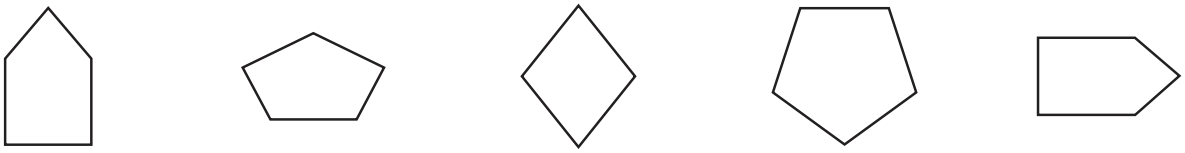
A B C D E

Answer: B

In this example, all the figures are white except for the black circle. Therefore **B** is the correct answer as it is the only one of the five figures that is unlike the others.

Now do the two practice questions below.

P1



A B C D E

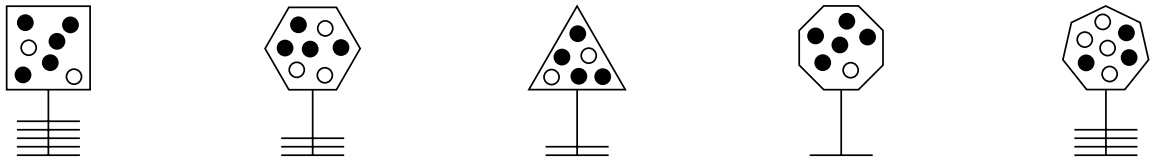
In this question, all the figures have five sides except for option **C** which has four sides.

P2

A B C D E

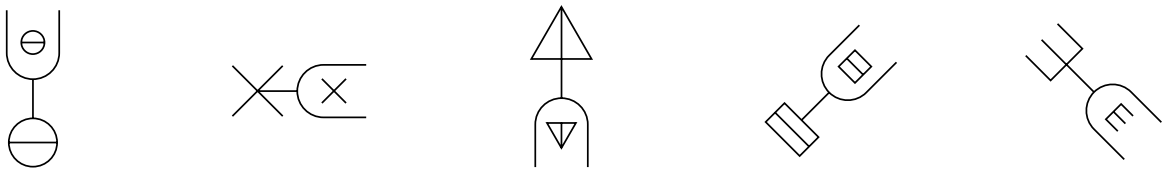
In this question, all the arrows (irrespective of their line style or fill) are pointing upwards except for option **D** which is pointing downwards.

41



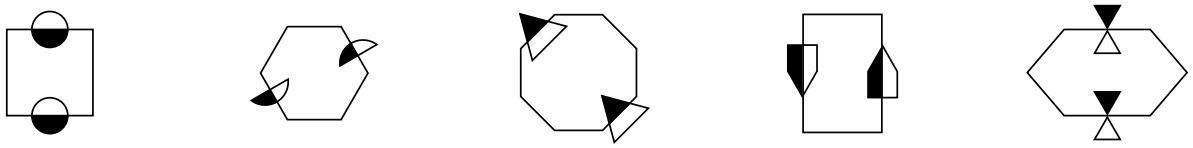
A B C D E

42



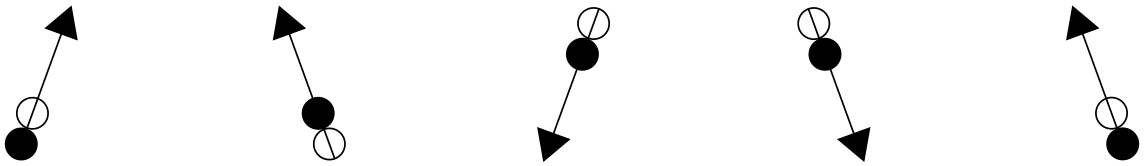
A B C D E

43



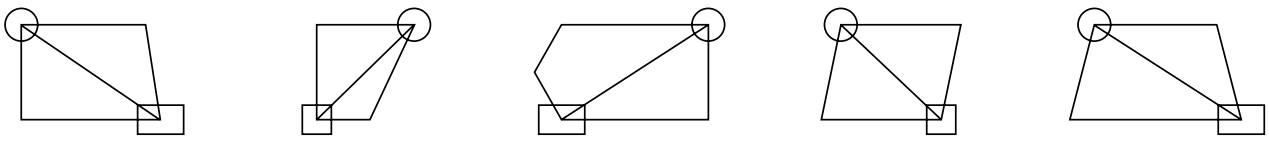
A B C D E

44



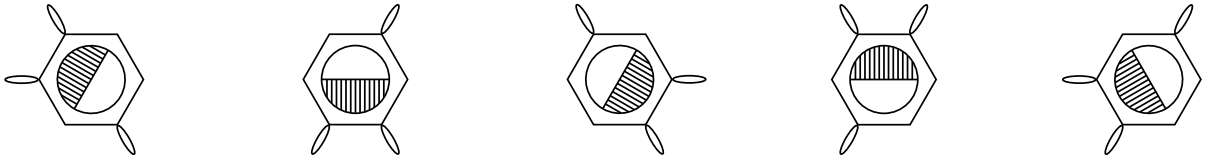
A B C D E

45



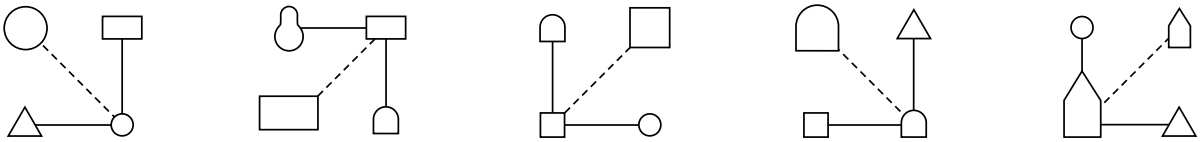
A B C D E

46



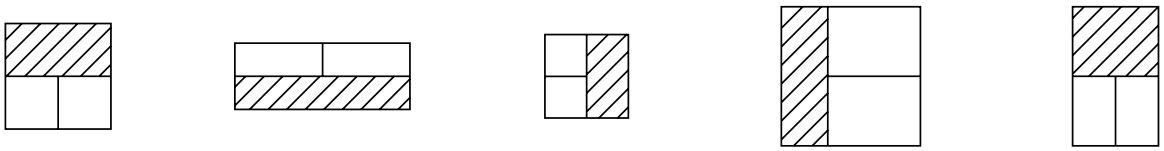
A B C D E

47



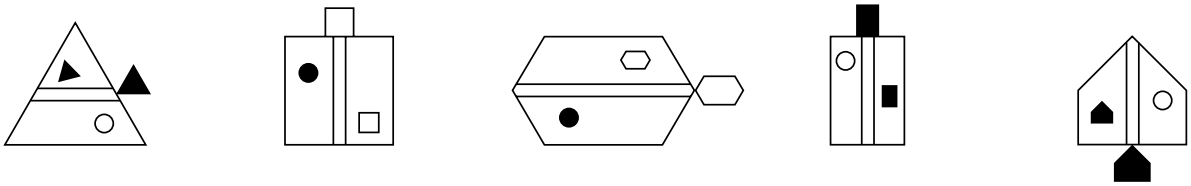
A B C D E

48



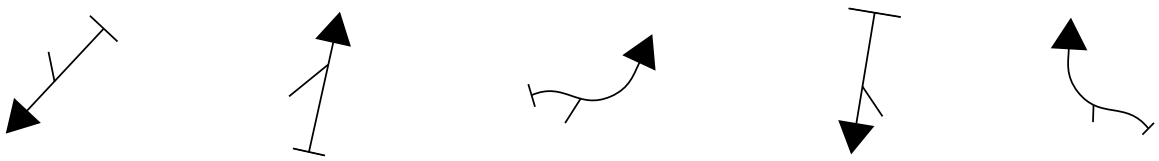
A B C D E

49



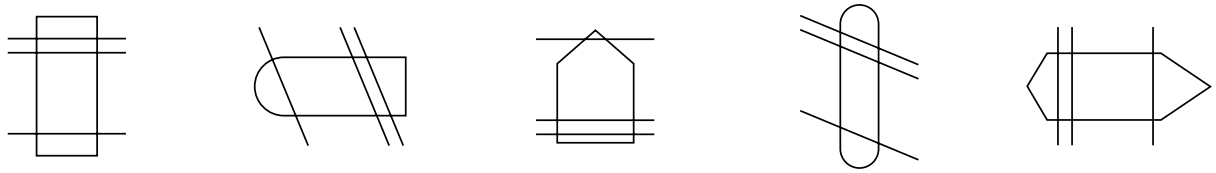
A B C D E

50



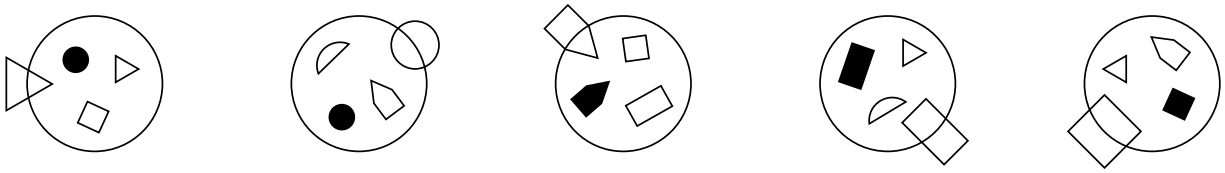
A B C D E

51



A B C D E

52

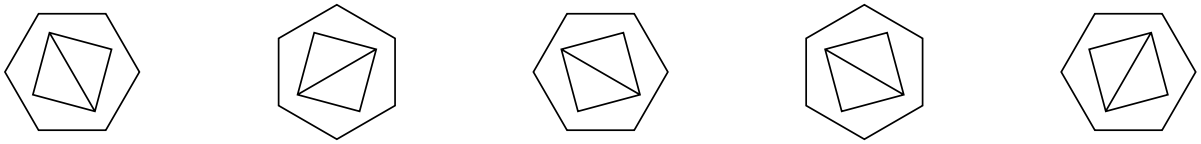


A B C D E

53

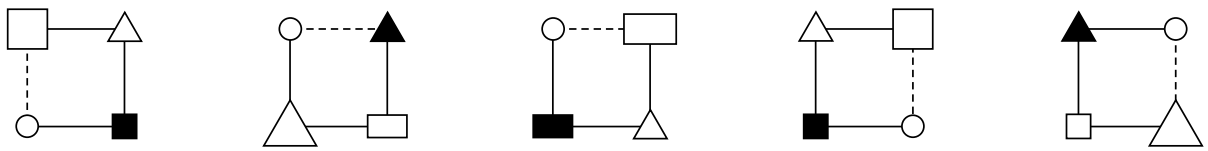
A B C D E

54



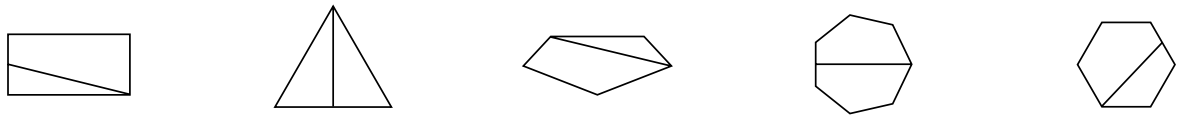
A B C D E

55



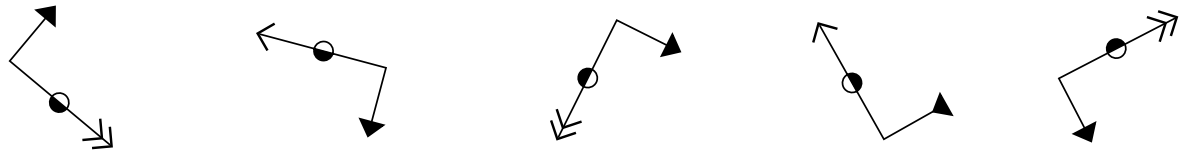
A B C D E

56



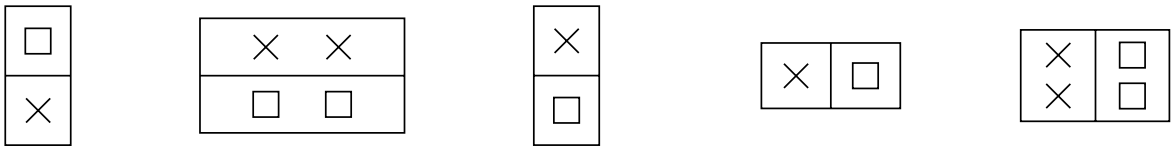
A B C D E

57



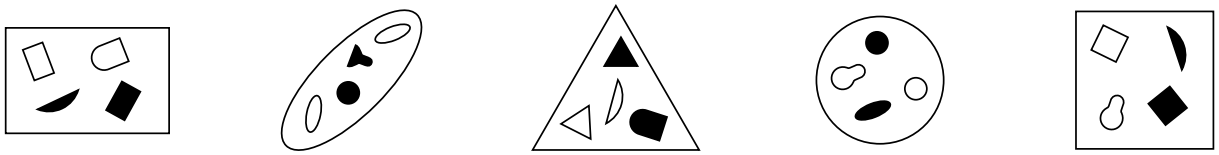
A B C D E

58



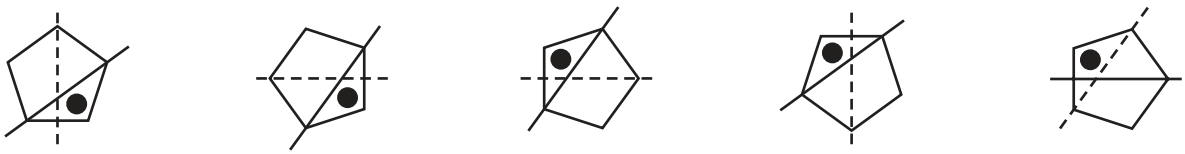
A B C D E

59



A B C D E

60



A B C D E

Section 4

To answer these questions you have to work out a code. On the left of the example below are some shapes and the codes that go with them. You must decide how the code letters go with the shapes. Then find the correct code for the **test shape** from the set of five codes on the right. Its letter has been marked on your answer sheet.

Example


SX


SY


TZ

Test shape

SZ	TY	TX	ST	TZ
A	B	C	D	E

Answer: A

Decide what the code letters mean. The **first letter** is the same for both shaded shapes, so S must be the code for shading and T the code for white. The **second letter** is different for each shape, so X, Y and Z must be the codes for arrow, square and diamond. Therefore the test shape must have an S code for shading and a Z code for diamond. So the answer is SZ and **A** has been marked on the answer sheet.

Now do the two practice questions below.
Remember there is a new code for each question.

P1


XJ

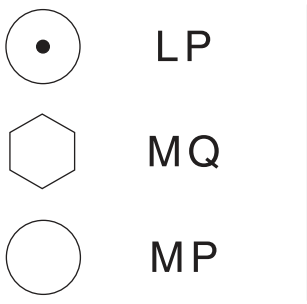

XK

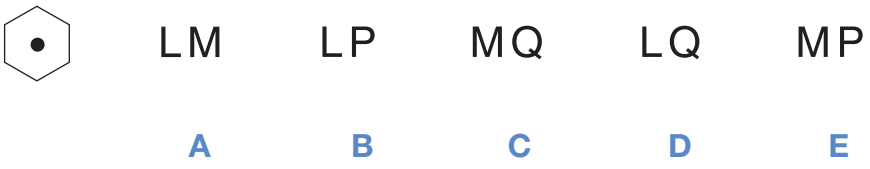

YJ

XK	XJ	YK	XY	YJ
A	B	C	D	E

In this question, the answer is **C** because the test shape must have a Y code for being a rounded shield and a K code for being a small shield.

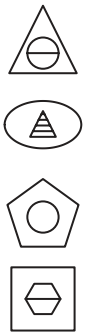
P2





In this question, the answer is **D** because the test shape must have an L code for the black dot at the centre of the shape and a Q code for being a hexagon (a six-sided figure).

61



VPJ

WQK

XPL

YRJ

XRK VQL XRL YQJ WPK

A B C D E

62

KRV

LSW

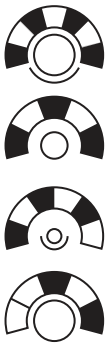
MTX

NRW

LRX KTW MTV NSW MSV

A B C D E

63



FKP

GLQ

HLR

GMP

HKR GKQ FMP HLQ GLR

A B C D E

64

JPV

KQW

LPV

MRW

MRV JQW MQV KPW JRV

A B C D E

65

FJP

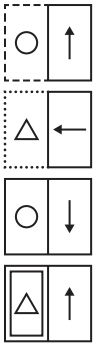
GKQ

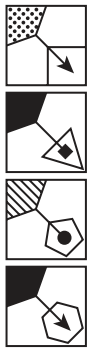
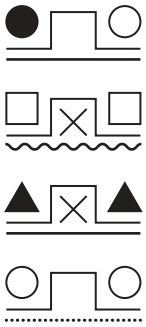
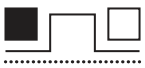
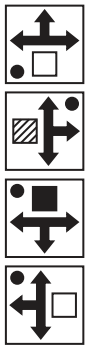
GLR

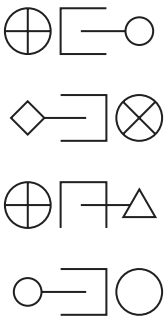
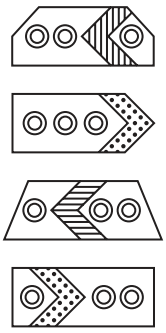
FMQ

FJR GKP FMR GJP GMP

A B C D E

66	 KQW LRX LQY MSW	 KRX MQY LSX MQW KSY A B C D E
67	 JPS KPT JQS LRT	 JQT KQS LPT KRS JRT A B C D E
68	 MRV NSW MTX ORW	 MTW NRX NTV OSW MSV A B C D E
69	 JPV KQW LPX MQV	 JQX LPV KPW JQW LQV A B C D E
70	 JQX KRY LSZ KTX	 KQY KSZ LQY JRY LTY A B C D E

71 	JPW KQX LRY KPZ	 LPX JRZ JQZ LRW KQW A B C D E
72 	FKQ FLR HMS GKR	 GMR FLQ GKS HKQ FKR A B C D E
73 	JMW KNX JNY LMX	 LNX JMX LMW KNY LNW A B C D E
74 	FJP GKQ FLR HJQ	 HLQ FJR HKP GJQ GKP A B C D E
75 	KQU LRV MSW NSU	 LSU KRW NQU LRW MQV A B C D E

76 	JPT KQU LRV MQT	 JRU LRU JRV KPT JQU A B C D E
77 	SLX TMY VNX SMZ	 TLZ VMZ VLY TNX SNY A B C D E
78 	XKP YLQ ZKQ YMR	 YKQ ZLP XLR ZMP XMQ A B C D E
79 	KQX LRY MRZ KSY	 KRX LSY KQZ MSZ LQY A B C D E
80 	FKP GLQ HMR FLS	 FMR GKS GMP HKQ HLS A B C D E

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Code 6853 931
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Paper Notes: 11+ Non-Verbal Reasoning Question Booklet (Test 2)

Compiled by SATs-Papers.co.uk to help you get the most from this paper.

Overview

This is **Non-Verbal Reasoning 2**, a familiarisation paper published by **GL Assessment** for **11-Plus** entrance preparation. The paper is designed to help children and parents become familiar with the **multiple-choice** format and question types used in selective school entrance exams. It contains **80 questions** divided into four distinct sections, each testing a different aspect of non-verbal reasoning ability.

The paper tests visual-spatial intelligence through pattern recognition, sequence completion, identifying similarities and differences, and logical code-breaking. All questions require children to work with abstract shapes, symbols, and patterns without relying on words or numbers. This makes it an effective measure of innate reasoning ability independent of vocabulary or reading comprehension.

The familiarisation material includes worked examples and practice questions at the start of each section, complete with detailed explanations. This makes it particularly valuable for children new to this type of test, as well as parents who may be unfamiliar with non-verbal reasoning formats. The paper is undated and generic, suitable for home practice or tutoring sessions rather than being tied to any specific school's admissions cycle.

How this paper is organised

The paper comprises **four sections** with a total of **80 questions**, all in **multiple-choice format**. Each question offers five possible answers labelled A to E. Answers are recorded on a separate answer sheet by drawing a firm line through the chosen option. Each section begins with clear instructions, a worked example with the answer pre-marked, and two practice questions (P1 and P2) with full explanations provided.

Section 1 (questions 1 to 20) focuses on figure matching. Children are shown two similar figures on the left and must identify which of five options on the right is most like them. **Section 2** (questions 21 to 40) presents pattern sequences with one missing square. Children must work out the rule governing the sequence and select the missing image from five options.

Section 3 (questions 41 to 60) involves identifying the odd one out. Five figures are shown and children must find the one that is most unlike the other four. **Section 4** (questions 61 to 80) tests code-breaking ability. Children are given shapes with letter

codes and must deduce what each letter represents, then apply that code to a test shape. No overall time limit is stated, as this is a familiarisation exercise rather than a timed test.

Topics covered

- **Figure matching** based on shared visual properties such as shading, shape, number of sides, internal patterns, or the presence of specific elements like circles or lines
- **Pattern sequences** requiring identification of transformation rules, including rotation, reflection, size changes, shading alternation, addition or removal of elements, and multi-step rules affecting different attributes
- **Odd one out** problems testing the ability to identify unique features such as orientation, number of sides, line style, fill pattern, symmetry, or position of symbols within a shape
- **Shape coding** where letter codes correspond to attributes like shape type (triangle, circle, hexagon), shading, size, internal symbols, or orientation, requiring systematic deduction
- Recognition and classification of **2D geometric shapes** including triangles, squares, rectangles, pentagons, hexagons, diamonds, circles, ovals, and irregular polygons
- Understanding of **visual transformations** such as rotation (90°, 180°, 270°), reflection (horizontal, vertical, diagonal), and scaling (enlargement and reduction)
- Identification of **shading and line patterns** including solid fills, vertical lines, horizontal lines, diagonal hatching, dots, cross-hatching, and combinations of patterns
- Analysis of **positional relationships** between shapes and symbols, including overlapping, adjacent placement, containment, and relative size or position
- Recognition of **sequential patterns** where attributes change systematically across a series, requiring children to predict the next step or identify a missing element
- Application of **logical deduction** to decode symbolic systems, matching abstract codes to visual properties through elimination and pattern recognition

How to use this paper for revision

- Work through the practice questions at the start of each section carefully, reading the explanations aloud if that helps understanding. These examples model the thinking process needed for each question type.
- When tackling figure matching questions, list mentally what the two given shapes have in common (shading, number of sides, internal symbols) before looking at the answer options. This prevents rushing to the wrong choice.
- For sequence problems, look at what changes from one square to the next. Does something rotate, grow, alternate, or move position? Once you spot the pattern, check it works across all visible squares before choosing.
- In odd-one-out questions, examine each figure systematically. Count sides, check shading, note orientations. The outlier often differs in just one clear way, so elimination can be more effective than searching for the odd one directly.
- With code questions, work out what the first letter and second letter represent separately. Use the examples given to eliminate possibilities. If stuck, try each answer option in turn to see which matches the test shape correctly.
- Keep a pencil and rough paper to hand. Drawing quick sketches of rotations or jotting down what each code letter might mean helps organise your thinking, especially in sections 2 and 4.
- Read every question twice before answering. In non-verbal reasoning, small details (a dot, a line direction, the number of segments) often matter, and these are easy to overlook if you rush.

Common mistakes to avoid

- Choosing an answer in figure matching based on overall shape similarity without checking all the specific features the two given figures share, such as shading, internal symbols, or line style.
- In sequence questions, assuming the pattern is simpler than it actually is. Many sequences have two rules operating simultaneously (e.g. rotation plus shading change), and missing one leads to the wrong answer.
- Forgetting that in odd-one-out questions, the outlier must be different from all four others in the same way. Picking a figure that differs from just one or two of the others is a common error.
- In coding problems, confusing which letter represents which attribute. Children often decode the first letter correctly but mix up the meanings of the second or third letters, especially under time pressure.
- Overlooking fine details such as the direction of arrows, the number of sides in polygons, or whether a shape is shaded or outlined. Non-verbal reasoning rewards precise observation.
- Rushing through the examples and practice questions without reading the explanations, then applying the wrong method to the main questions. The worked solutions are there for a reason and should be studied carefully.

Exam technique

Because this is a familiarisation paper, it is best used untimed initially. Work through one section at a time, reading the instructions and examples thoroughly before attempting the questions. Once comfortable with the format, repeat the paper or similar practice sets under **timed conditions**, allowing roughly 30 to 35 minutes for 80 questions to simulate real test pressure. This trains both accuracy and speed.

In the actual **11-Plus** exam, manage your time by not getting stuck on any one question. If a problem seems baffling after 20 or 30 seconds, mark it lightly in the question booklet and move on. Return to flagged questions at the end if time permits. Because all questions carry equal weight, it makes no sense to spend two minutes wrestling with a difficult code problem if it costs you three easier questions elsewhere.

Use the **answer sheet** carefully. Draw a firm, clear line through the chosen rectangle and erase completely if you change your mind. Messy or ambiguous marks can lead to incorrect scoring. After completing a section, double-check that your answer numbers align with the question numbers in the booklet. Misalignment (answering question 23 in

the row for question 24, for example) is a disaster that can cascade through an entire section.

What to revise alongside this paper

Children preparing with this paper should also practise **spatial reasoning** activities such as 3D shape nets, mirror images, and plan and elevation problems. These build the same visual-spatial skills in a different context and help consolidate understanding of transformations. Working through additional non-verbal reasoning booklets from publishers like **Bond**, **CGP**, or **Schofield & Sims** will expose students to variations in question style and difficulty, preventing over-familiarity with one format.

For a fuller picture of **11-Plus** preparation, balance non-verbal reasoning with **verbal reasoning** (codes, analogies, word patterns), **English** (comprehension, grammar, creative writing), and **maths** (problem-solving, arithmetic, algebra at Year 6 standard). Many selective schools use a composite score across all these areas, so neglecting one subject can undermine an otherwise strong performance.

Once confident with familiarisation materials, progress to **full-length practice papers** and **timed mock tests**. These replicate exam conditions more closely and help children build stamina, manage anxiety, and refine their pacing. Past papers from your target schools (if available) or from test publishers like GL Assessment offer the most realistic preparation in the final weeks before the exam.

Key terms

> **Figure matching**, **Pattern sequence**, **Odd one out**, **Coding**, **Rotation**, **Reflection**, **Shading**, **Symmetry**, **Transformation**, **Polygon**, **Pentagon**, **Hexagon**, **Equilateral triangle**, **Attribute**, **Deduction**

FAMILIARISATION ANSWER SHEET - NON-VERBAL REASONING 2

GL Assessment

Pupil's Name

School Name

DATE OF TEST

Day		Month		Year	

UNIQUE PUPIL NUMBER

SCHOOL NUMBER

DATE OF BIRTH

Day		Month		Year	

Please mark boxes with a thin horizontal line like this ▬.

SECTION 1

EXAMPLE

A ☐
B ☐
C ▬
D ☐
E ☐

P1

A ☐
B ☐
C ☐
D ☐
E ☐

P2

A ☐
B ☐
C ☐
D ☐
E ☐

1	2	3	4	5	6	7
A ☐	A ☐	A ☐	A ☐	A ☐	A ☐	A ☐
B ☐	B ☐	B ☐	B ☐	B ☐	B ☐	B ☐
C ☐	C ☐	C ☐	C ☐	C ☐	C ☐	C ☐
D ☐	D ☐	D ☐	D ☐	D ☐	D ☐	D ☐
E ☐	E ☐	E ☐	E ☐	E ☐	E ☐	E ☐

8	9	10	11	12	13	14
A ☐	A ☐	A ☐	A ☐	A ☐	A ☐	A ☐
B ☐	B ☐	B ☐	B ☐	B ☐	B ☐	B ☐
C ☐	C ☐	C ☐	C ☐	C ☐	C ☐	C ☐
D ☐	D ☐	D ☐	D ☐	D ☐	D ☐	D ☐
E ☐	E ☐	E ☐	E ☐	E ☐	E ☐	E ☐

15	16	17	18	19	20
A ☐	A ☐	A ☐	A ☐	A ☐	A ☐
B ☐	B ☐	B ☐	B ☐	B ☐	B ☐
C ☐	C ☐	C ☐	C ☐	C ☐	C ☐
D ☐	D ☐	D ☐	D ☐	D ☐	D ☐
E ☐	E ☐	E ☐	E ☐	E ☐	E ☐

SECTION 2

EXAMPLE

A ☐
B ▬
C ☐
D ☐
E ☐

P1

A ☐
B ☐
C ☐
D ☐
E ☐

P2

A ☐
B ☐
C ☐
D ☐
E ☐

21	22	23	24	25	26	27
A ☐	A ☐	A ☐	A ☐	A ☐	A ☐	A ☐
B ☐	B ☐	B ☐	B ☐	B ☐	B ☐	B ☐
C ☐	C ☐	C ☐	C ☐	C ☐	C ☐	C ☐
D ☐	D ☐	D ☐	D ☐	D ☐	D ☐	D ☐
E ☐	E ☐	E ☐	E ☐	E ☐	E ☐	E ☐

28	29	30	31	32	33	34
A ☐	A ☐	A ☐	A ☐	A ☐	A ☐	A ☐
B ☐	B ☐	B ☐	B ☐	B ☐	B ☐	B ☐
C ☐	C ☐	C ☐	C ☐	C ☐	C ☐	C ☐
D ☐	D ☐	D ☐	D ☐	D ☐	D ☐	D ☐
E ☐	E ☐	E ☐	E ☐	E ☐	E ☐	E ☐

35	36	37	38	39	40
A ☐	A ☐	A ☐	A ☐	A ☐	A ☐
B ☐	B ☐	B ☐	B ☐	B ☐	B ☐
C ☐	C ☐	C ☐	C ☐	C ☐	C ☐
D ☐	D ☐	D ☐	D ☐	D ☐	D ☐
E ☐	E ☐	E ☐	E ☐	E ☐	E ☐

PLEASE TURN OVER

Please mark boxes with a thin horizontal line like this ▬.

SECTION 3

EXAMPLE
A
B ▬
C
D
E

P1
A
B
C
D
E

P2
A
B
C
D
E

41 42 43 44 45 46 47
48 49 50 51 52 53 54
55 56 57 58 59 60

A
B
C
D
E

SECTION 4

EXAMPLE
A ▬
B
C
D
E

P1
A
B
C
D
E

P2
A
B
C
D
E

61 62 63 64 65 66 67
68 69 70 71 72 73 74
75 76 77 78 79 80

A
B
C
D
E

END OF TEST

Paper Notes: 11+ Non-Verbal Reasoning Answer Sheet (Test 2)

Compiled by SATs-Papers.co.uk to help you get the most from this paper.

Overview

This is the **answer sheet for GL Assessment's Non-Verbal Reasoning familiarisation paper 2**, designed for pupils preparing for **11+ entrance examinations**. It provides the structured template where candidates mark their responses to the accompanying question booklet, covering pattern recognition, shape sequences, and spatial reasoning tasks typical of GL Assessment's NVR format.

The sheet is divided into **four sections**, with a total of **80 questions** numbered from 1 to 80. Each question offers five possible answers (A to E), and pupils must mark their chosen answer using a thin horizontal line in the appropriate box. The sheet also includes example questions and practice questions (labelled P1 and P2) at the beginning of each section to familiarise students with the marking method.

This answer sheet serves as both a practice tool for learning the correct marking technique and the official recording document for timed mock tests. It is suitable for Year 6 pupils sitting GL Assessment-format 11+ exams, and parents or tutors will use it alongside the question paper to assess performance and identify areas needing improvement.

How this paper is organised

The answer sheet comprises **four sections** that correspond to the four parts of the accompanying Non-Verbal Reasoning Test 2 question paper. Section 1 covers questions 1 to 20, Section 2 runs from questions 21 to 40, Section 3 contains questions 41 to 60, and Section 4 holds questions 61 to 80, making **80 questions in total**.

Each section begins with an example question to demonstrate the correct marking method, followed by two practice questions (P1 and P2) before the scored questions begin. The top of the sheet provides fields for the pupil's name, school name, unique pupil number, school number, date of test, and date of birth, reflecting the administrative requirements of formal 11+ testing.

Every question has five answer options (A, B, C, D, E) represented by boxes that must be marked with a thin horizontal line. The layout is uniform across all sections, with questions arranged in rows for ease of reference. Clear instructions at the top and middle of the sheet remind candidates how to mark their answers correctly, helping to avoid ambiguous or invalid responses.

Topics covered

- Pattern recognition in sequences of abstract shapes, requiring identification of the missing or next element
- Spatial reasoning involving rotation, reflection, and translation of two-dimensional figures
- Visual analogies where relationships between pairs of shapes must be identified and applied
- Odd one out tasks requiring pupils to spot which figure does not share properties with the others in a set
- Completion of grids or matrices by identifying patterns across rows and columns
- Logical thinking about shape properties such as shading, size, orientation, and the number of elements
- Code-breaking or transformation tasks where a rule must be deduced and applied to new figures
- Figure series problems involving progression through a sequence of changes

How to use this paper for revision

- Practise marking answer sheets with a thin horizontal line, as instructed, rather than ticks or crosses, to avoid confusion during timed conditions.
- Work through the example and practice questions (P1 and P2) carefully before starting each section to understand the question type being tested.
- Use the section breaks to check you are marking in the correct part of the sheet, especially if you skip a question and return to it later.
- Keep your answer sheet clean and avoid stray marks, as ambiguous responses may not be counted by optical mark readers in real exams.
- Complete full-length practice tests under timed conditions using both the question paper and this answer sheet to build familiarity with the format.
- After completing a practice test, review your marked answer sheet alongside the mark scheme to identify patterns in the types of questions you find challenging.
- If you struggle with spatial reasoning questions, practise offline with physical puzzles, tangrams, or pattern-matching games to strengthen visual skills.

Common mistakes to avoid

- Marking answers with ticks, crosses, or shading the entire box instead of drawing a thin horizontal line, which may not be recognised by scanning equipment.
- Losing track of question numbers when working quickly and marking answers in the wrong row, particularly after skipping a difficult question.
- Failing to check that the section number on the answer sheet matches the section in the question paper, leading to misaligned responses.
- Changing an answer but not erasing the original mark fully, leaving two marks in one row and making the response ambiguous.
- Rushing through the administrative fields at the top of the sheet and entering incorrect or incomplete information, which can cause identification problems.
- Overlooking the practice questions (P1 and P2) and marking them as if they contribute to the final score, wasting time on non-assessed items.

Exam technique

Begin by filling in all personal details at the top of the sheet accurately and clearly before the test begins, as this administrative step is often overlooked when time starts. Work methodically through each section, marking your chosen answer with a single thin horizontal line in the appropriate box, and avoid any ambiguous marks or annotations that might confuse automated scoring systems.

If you are unsure of an answer, make your best guess and mark it lightly so you can return to it if time allows, but ensure you do mark something rather than leaving a blank, as there is no penalty for incorrect answers in GL Assessment papers. Keep a steady pace and use the section breaks as natural checkpoints to confirm you are marking in the correct part of the sheet.

After completing a practice test, compare your marked sheet with the mark scheme or answer key to identify not only which questions you answered incorrectly but also whether you marked them in the wrong place. This self-review process is essential for building speed and accuracy under exam conditions and for spotting recurring errors in specific question types.

What to revise alongside this paper

Pupils using this answer sheet should work through the corresponding **Non-Verbal Reasoning Test 2 question booklet**, which contains the actual shape puzzles, sequences, and analogies to which these answers refer. Without the question paper,

this sheet alone has no instructional value, so both documents must be used together during practice sessions.

Once confident with the familiarisation material, progress to timed full-length GL Assessment NVR papers to build stamina and refine your pacing strategy across all four sections. Supplement this practice with verbal reasoning, maths, and English papers if your target school uses a multi-subject 11+ format, as performance in NVR often correlates with strong analytical skills across disciplines.

Consider exploring puzzles and games that develop spatial awareness and logical reasoning outside formal test conditions, such as Rubik's cubes, tangrams, pentominoes, and online pattern-matching activities. These activities reinforce the cognitive skills tested in non-verbal reasoning and make revision more varied and engaging.

Key terms

> **Multiple-choice**, **Optical mark recognition**, **Answer grid**, **Section**, **Practice question**, **Horizontal line marking**, **Pattern recognition**, **Spatial reasoning**, **Visual analogy**, **Odd one out**, **Matrix completion**, **Shape sequence**, **GL Assessment**, **Familiarisation paper**

Non-Verbal Reasoning Familiarisation *2*

Section 1		Section 2		Section 3		Section 4	
1.	A	21.	B	41.	A	61.	A
2.	E	22.	E	42.	D	62.	E
3.	B	23.	A	43.	C	63.	D
4.	E	24.	B	44.	B	64.	C
5.	D	25.	C	45.	C	65.	E
6.	A	26.	A	46.	E	66.	B
7.	C	27.	D	47.	E	67.	E
8.	D	28.	A	48.	D	68.	C
9.	E	29.	A	49.	A	69.	E
10.	C	30.	B	50.	D	70.	A
11.	C	31.	E	51.	C	71.	C
12.	B	32.	D	52.	A	72.	B
13.	A	33.	C	53.	D	73.	E
14.	C	34.	B	54.	C	74.	C
15.	E	35.	B	55.	B	75.	E
16.	C	36.	D	56.	C	76.	A
17.	A	37.	A	57.	D	77.	C
18.	D	38.	E	58.	B	78.	B
19.	B	39.	B	59.	B	79.	E
20.	B	40.	C	60.	E	80.	D

Answer-Key Notes: 11+ Non-Verbal Reasoning Answers (Test 2)

Compiled by SATs-Papers.co.uk to help you mark this paper and learn from each answer.

How to use this answer key

This answer key lists the correct option (A to E) for all 80 questions across four sections. Non-verbal reasoning answers can feel arbitrary if you mark only right or wrong; **the real learning happens when you revisit each incorrect answer** and ask what pattern or rule you missed. Use the worked examples below to understand *why* a particular option fits the rule.

When marking, record not just the score but also which question types caused difficulty: odd-one-out (Section 3), series completion (Section 2), analogies (Section 1), or codes (Section 4). A cluster of mistakes in one section usually means a gap in pattern-spotting technique, not a lack of ability.

If your child scores below 50 per cent, work through the examples slowly, verbalising the reasoning aloud. If the score is above 75 per cent, focus only on the questions they found hardest; these reveal the edges of their current skill and show where practice will yield the biggest gains.

Score interpretation

A score of 60 or above (75 per cent) suggests strong non-verbal reasoning skills and readiness for most selective-school papers. Mistakes at this level are usually lapses in concentration or rushing rather than fundamental gaps. Between 48 and 60 (60 to 74 per cent) indicates solid foundations but room to refine pattern recognition, especially under time pressure; targeted practice on weaker question types will lift performance quickly.

Scores between 32 and 48 (40 to 59 per cent) show that the core concepts are emerging but not yet automatic. **Focus on one question type at a time**, ensuring your child can explain the rule before moving to the next. Below 32 (under 40 per cent) often means either unfamiliarity with the format or difficulty holding multiple visual features in mind at once; shorter, more frequent practice sessions and explicit teaching of strategies (for example, naming features aloud) will help more than drilling dozens of questions.

Remember that this is a familiarisation paper designed to introduce the format. A lower score here is not a ceiling; it simply shows where to begin. Many children improve their non-verbal scores by 20 or 30 per cent with focussed practice over a few weeks.

Worked examples

Section 1: Similarities, Q1–20

These questions ask which option on the right is most like the two figures on the left. **Identify the shared feature** that both left-hand figures possess (for example, number of sides, shading, presence of a dot, arrow direction). Students lose marks by fixating on overall shape rather than the one defining attribute. If your child chose the wrong answer, ask them to list every feature of the left-hand pair; usually the common thread becomes obvious once named aloud.

> **Q1** : A
>
> Both left-hand figures show **two shapes overlapping**. Option A is the only choice that also contains two overlapping shapes. The fact that A uses circles and squares (different shapes from the originals) is irrelevant; the rule is overlap, not specific geometry.

> **Q8** : D
>
> The two circles on the left are each divided into segments, with alternating shading creating a **radial pattern of striped sectors**. Option D replicates this radial stripe in a diamond; the outer shape does not matter, only the internal division and shading rule.

> **Q15** : E
>
> Both left-hand figures contain **a wide diagonal band crossing the shape**. Option E shows the same band across a circle. Options A to D either lack the band or have small scattered elements instead of a single wide stripe.

Section 2: Series, Q21–40

Each series follows a rule that changes one or more features step by step (for example, rotation, number of elements, shading). **Compare consecutive boxes** to spot what increases, decreases, or alternates. Common errors include assuming the missing box must look identical to one already shown, or forgetting that some series have two independent patterns (for instance, alternating shapes with a separate rule for the lines inside). Always check your answer against the boxes either side of the gap.

> **Q21** : B
>
> The star rotates 90° clockwise each step, and the shading alternates black-white-black-white. The missing third box must show a star rotated 180° from the first (so top-left point horizontal) and **white fill**. Only option B meets both criteria.

Q27 : D

A ring of circles surrounds a central black circle. Each step the black circle moves one position clockwise around the ring. By the missing box it should be at **roughly four o'clock**. Option D places the black circle there, while the others put it at incorrect positions or change the pattern.

Q36 : D

The left column has open circles that **fill from bottom to top** one per step, while the right column (a chevron) remains unchanged. The missing box (second position) should show two filled circles at the bottom and the chevron on the right. Option D is the only match.

Section 3: Odd one out, Q41–60

Four of the five options share a common feature; one does not. **Test each option against every possible rule**: number of sides, symmetry, shading, number of internal elements, line style. The odd one differs in exactly one respect. Students often choose an answer that looks different overall but actually shares the key feature; slow down and name the rule before deciding.

Q44 : B

Each figure comprises two circles (one black, one white) joined by an arrow. In A, C, D and E the arrow points **away from** the black circle; in B it points away from the white circle. That reversal makes B the odd one out.

Q53 : D

Every option shows shapes reflected across a vertical dotted line, except D, where the shapes are **rotated rather than reflected**. The hexagon and trapezoid swap positions but are not mirror images; this breaks the symmetry rule shared by A, B, C and E.

Q60 : E

Options A, B, C and D each show a polygon crossed by **two straight lines** that pass through a black dot. Option E has a polygon, a dot and lines, but only one line passes through the dot; the second line misses it. That makes E the exception.

Section 4: Codes, Q61–80

Three example shapes on the left each have a two-letter code. Your task is to deduce which letter stands for which feature (for example, first letter for shading, second for shape) and then apply that rule to the test shape. **Compare examples that differ in only one feature** to isolate what each letter represents. Students often confuse the order of the code (writing the shape letter first when the rule puts it second) or apply a code from a previous question by mistake; each question has a fresh code.

> **Q63** : D
>
> The examples show circles divided into segments with varying shading patterns. Comparing codes reveals that **the first letter encodes the shading style** (solid black segments, vertical lines, or dots) and the second letter encodes **the number of black segments**. The test shape has dots (so first letter H) and three black segments (so second letter L), giving HL; only option D offers HLQ, where Q might encode an additional feature not immediately obvious but consistent across the set.

> **Q70** : A
>
> Each code has two letters. The examples show circles containing a cross or X, with arrows in various positions. **The first letter represents the style of the central mark** (J for a four-pointed cross, K for an X, L for a cross with curved arms); the second letter represents **the arrow direction**. The test shape has an X (so K) and an arrow pointing up-right (so Q). Option A is KQY; the third letter Y may encode circle size or line weight, which remains consistent in the test shape.

> **Q76** : A
>
> The examples are circles with four shapes at north, south, east and west positions, and a pattern in the centre. **The first letter encodes the centre pattern** (dots, cross-hatch, concentric rings); the second letter encodes **the combination of shapes around the edge**. The test shape has concentric rings in the centre (so J) and a particular edge arrangement (so R), then a third letter for size or border style. Option A (JRU) fits all three features.

Next steps

After marking, sit down with your child and revisit **every incorrect answer together**. For each one, ask them to describe what they saw and why they chose their option; often the mistake becomes clear as soon as they verbalise their reasoning. Then reveal the correct answer and work backwards: what feature did they overlook? Write a one-sentence note (for example, 'Q44: check which circle the arrow leaves') so that the

lesson sticks. Keep these notes in a margin or on a separate sheet; reviewing them before the next practice session halves the chance of repeating the same error.

If the score is below 60, repeat this paper in a week, *after* working through the weaker section types with untimed, step-by-step practice. If the score is above 70, move on to a fresh paper under timed conditions to build speed and confidence. Non-verbal reasoning improves quickly with deliberate practice; two or three focussed sessions per week for a month will usually lift a middling score into the strong range.
