11+ PAST PAPER PACK

The Manchester Grammar School 11+ Maths 2024

Complete Past Paper Pack

CONTENTS

MARK SCHEME

Surname .... Candidate number ....

First name ....

Current school ....

TSP

The Manchester Grammar School

Founded 1515

Entrance Examination 2024

Arithmetic Section B

1 Hour

Do not open this booklet until told to do so

Calculators may not be used

Write your names, school and candidate number in the spaces provided at the top of this page.

For each question, show all your working in full, as this will be marked, and then write your answer clearly in the space provided. If you run out of space for an answer use the space provided at the end of this booklet, numbering your answers carefully.

You have 1 hour for this paper which is worth 80 marks.

Marker	Short Problems Q1 - 6	Longer Problems Q7 - 11	TOTAL
Score			
out of	30	50	80

1. You are given that **23 × 372 = 8556**

Use the above information to find:

(a) 230 × 3.72

1a	855.6

1

(b) 8556 ÷ 230

1b	37.2

1

(c) 2.3 × 3.72

1c	8.556

1

(d) 23 × 18.6

1d	427.8

1

(e) 4278 ÷ 186

1e	23

1

[5 marks]

2. A teacher wrote the following on the board, but left two spaces blank.

(a) Fill in the two blank spaces.

$1^3 = 1^2$	$1 = 1$
$1^3 + 2^3 = 3^2$	$3 = 1 + 2$
$1^3 + 2^3 + 3^3 = 6^2$	$\boxed{6} = 1 + 2 + 3$ 1
$1^3 + 2^3 + 3^3 + 4^3 = \boxed{10^2}$ 1	$10 = 1 + 2 + 3 + 4$

(b) Now, in the boxes below, write out **the whole of the next line** of the pattern.

$\boxed{1^3+2^3+3^3+4^3+5^3 = 15^2}$ ✓ ✓ $\boxed{15 = 1+2+3+4+5}$ ✓ ✓

B3 -1 e.e.o.o.

[5 marks]

Please turn over

3. The planet Endor has an 18 hour "day", so the inhabitants of the planet, Endorians, use a nine hour clock to tell the time. They also use "am" and "pm" in exactly the same way that we do on Earth!

Remember to include "am" or "pm" where appropriate.

(a) If it is 5pm on Endor, what time will it be in 7 hours time?

3a	3am

1

(b) If it is 3am on Endor, what time was it 8 hours ago?

3b	4pm

1

(c) How many full "days" would there be in 170 hours?

3c	9

1

(d) On Endor, a particular task takes 8 hours. An Ewok performs this task 4 times taking just a single rest break. The Ewok noticed it was 1pm when they began, and it was also 1pm when they finished.

How long was the rest break?

3d	4 (hours)

A1

or 22
40
: etc.

$4 \times 8 = 32$ M1

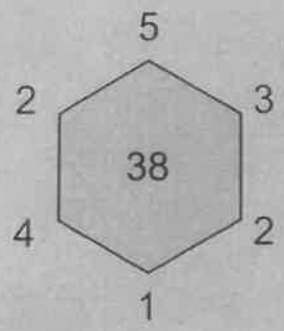
[5 marks]

Please turn over

4. The number written inside the hexagon is the sum of the **product** of the three numbers at the top and the **product** of the three numbers at the bottom.

(All numbers in this question are positive whole numbers)

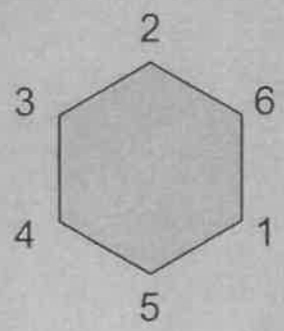
Example:



The number inside the hexagon is 38 because;

2 x 5 x 3 + 4 x 1 x 2 = 30 + 8 = 38

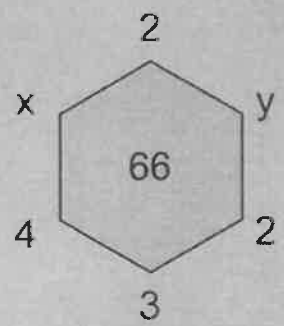
a) Fill in the number that should go inside this hexagon.



4a	56

1

b) Find a pair of numbers that **x** and **y** could stand for.

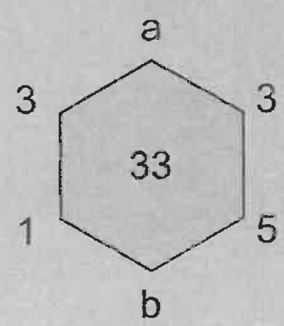


4b	**x** = 3 **y** = 7

1
1

or x = 1
y = 21

c) Find a pair of numbers that **a** and **b** could stand for.



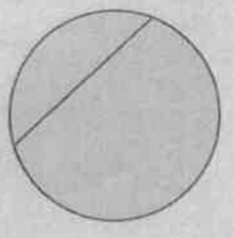
4c	**a** = 2 **b** = 3

1
1

[5 marks]

Please turn over

5. A "chord" of a circle is a straight line joining two points on the circumference (or edge) of a circle as shown in the diagram. This chord divides the circle into two regions.



If two different chords are drawn in a circle what is

a) The **smallest** number of possible regions? 5a 3 1

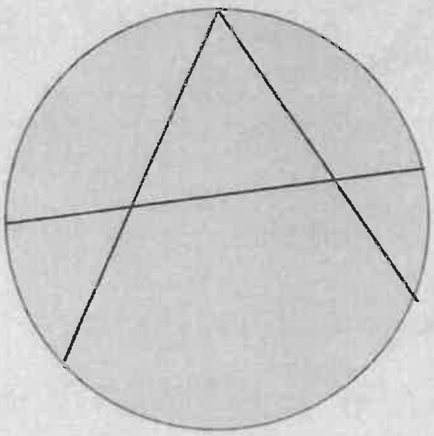
b) The **largest** number of possible regions? 5b 4 1

If three chords are drawn in a circle what is

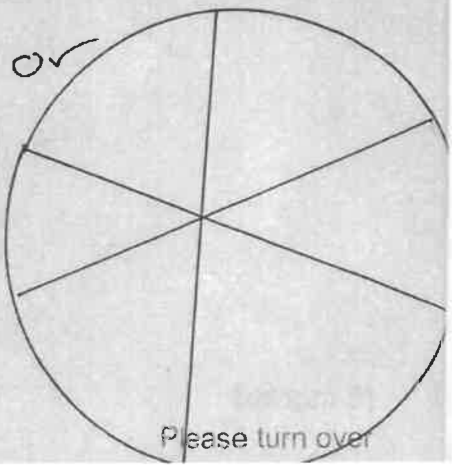
c) The **smallest** number of possible regions? 5c 4 1

d) The **largest** number of possible regions? 5d 7 1

In the circle below, draw **three** chords so as to create **six** regions.



1 or



[5 marks]

Please turn over

6. The "**exp**" of a two digit number is as follows:

The **exp** of 53 is $5 \times 5 \times 5 = 125$

The **exp** of 26 is $2 \times 2 \times 2 \times 2 \times 2 \times 2 = 64$

a) Work out the **exp** of 34

6a	81

1

b) What two digit number has an **exp** of 343?

6b	73

1

c) Find another two digit number that has the same **exp** as the **exp** of 28

6c	44

1

d) David finds the **exp** of a two digit number and then finds the **exp** of that answer.
If the final result is 9, what was the original number?

6d	25

A1

$\underbrace{9 \rightarrow 3^2 \rightarrow 32}_{\text{Sight of } 32, \text{ or } 3^2} \rightarrow 2^5 \rightarrow 25$

M1

[5 marks]

FOR
MARKER
USE ONLY

Short problems	/30

Please turn over

7. In Crazy maths there are only five digits, 1, 2, 3, 4 and 5.

Here are the addition and multiplication tables for Crazy maths:

+	1	2	3	4	5
1	2	3	4	5	1
2	3	4	5	1	2
3	4	5	1	2	3
4	5	1	2	3	4
5	1	2	3	4	5

x	1	2	3	4	5
1	1	2	3	4	5
2	2	4	1	3	5
3	3	1	4	2	5
4	4	3	2	1	5
5	5	5	5	5	5

Use the tables above to find:

a) 5 + 3 — 7a: 3 (1)

b) 5 x 3 — 7b: 5 (1)

c) (2 x 3) x 4 — 7c: 4 (1)

d) (3 x 3) + (1 x 4) — 7d: 3 (1)

e) If m + m = 1, what number is m standing for? — 7e: 3 (1)

f) If a + b = a x b where a and b are **different** numbers, what numbers could a and b be standing for? either way — 7f: a = 3 5 (1), b = 4 (1)

g) If p x q = q for all values of p, what is q standing for? — 7g: 5 (1)

h) If t x t + t = 5, what are two possible values of t? — 7h: t = 4 (1), t = 5 (1)

[10 marks]

Please turn over

8. This question only deals with **positive whole numbers**.

The **SPP** (**S**um **P**lus **P**roduct) of two numbers is given by adding their sum and their product.

For example, the **SPP** of 2 and 7 is 23 because:

SPP (2 , 7) = (2 + 7) + (2 x 7) = 9 + 14 = 23

a) What is **SPP** (5 , 9) ?

8a	59

1

b) What is **SPP** (4 , 9) – **SPP** (3 , 2) ?

8b	38

1

c) What number is *x* standing for if **SPP** (*x* , 3) = 31

8c	x = 7

B2

$x + 3 + 3x = 31$ ← M1 attempt

$4x = 28$

$x = 7$ A1

← or answer w/out working scores 2

d) Find **all four** pairs of numbers (p , q) if **SPP** (p , q) = 11

8d	
	5 , 1
	1 , 5
	3 , 2
	2 , 3

2

2 correct B1

or all 4 correct B2

e) What number is *y* standing for if **SPP** (*y* , *y*) = 48

8e	y = 6

B2

$y^2 + 2y = 48$ any sensible attempt M1

A1 ← or answer of 6 without working scores

f) Find a and b, if b is three times the size of a and **SPP** (a , b) = 64

8f	a = 4 b = 12

B2

$SPP(a, 3a) = 4a + 3a^2 = 64$

any sensible attempt M1

or ←

$a = 4$, $b = 12$ A1

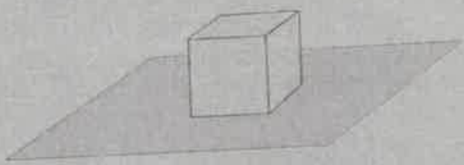
$a = 12$, $b = 4$ scores 1

[10 marks]

Please turn over

9. The diagram shows a die (single dice) lying on a table. One of its faces is "hidden" but the other five faces can be seen.

The "total spot score" is the sum of the numbers on the faces that can be seen. Remember that a normal die has the numbers 1 to 6 on it and opposite faces always add to 7.



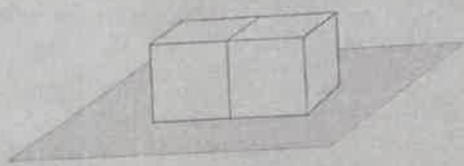
a) What is the largest **total spot score** for this die.

9a	20

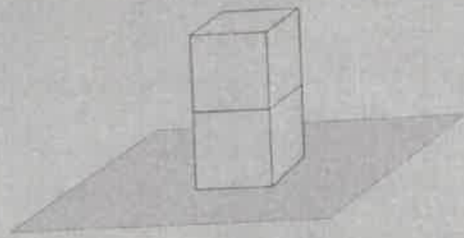
b) What is the smallest **total spot score** for this die.

9b	15

When two dice are used, they can be placed in either position A or B



A



B

c) In position A, how many of the dice faces are not hidden?

9c	8

d) In position B, how many of the dice faces are not hidden?

9d	9

Please turn ov

9. e) In position A, what is the largest **total spot score** possible?

9e	36

1

f) In position A, what is the smallest **total spot score** possible?

9f	20

1

g) In position B, what is the largest **total spot score** possible?

9g	34

1

h) In position B, if the **total spot score** is 33, what number is visible on the top face of the top die?

9h	5

1

If a third die is placed on top in position B, to make a tower 3 high,

i) what is the largest **total spot score** possible?

9i	48

1

j) what is the smallest **total spot score** possible?

9j	43

1

[10 marks]

10. Liam has some cards in a bag, and each card has a number on both sides. Liam takes two of the cards out of the box and they look like this:

3	5

The card with the 3 on it has a 7 on its other side, and the card with the 5 on it has a 2 on its other side.
Liam throws the cards in the air and adds the two numbers he sees, when they land.

a) What are the possible **totals** Liam could get?

10a	5, 8, 9, 12

2 correct B1

or All 4 correct B2

Next, he takes **two other** cards out of the box and they look like this:

4	6

After throwing these two in the air he finds the totals he can make are 7, 8, 10 and 11.

b) What number could be on the other side of the 4 card?

10b	1

or 5

c) And **for your answer in b)** what then is the number on the other side of the 6 card?

10c	7

or 3

must be paired correctly ie 1 with 7 or 5 with 3

Please turn o

Liam then takes a **further three cards** out of the box and they look like this:

8	7	6

After throwing them, he sees the possible totals are 14, 15, 16, 17, 19, 20, 21 and 22.
He also sees that **in no particular order**, the numbers 1, 5 and 9 are on the other sides.

d) What is the number on the other side of the 8 card?

10d	9

B2

e) What is the number on the other side of the 7 card?

10e	5

B2

f) What is the number on the other side of the 6 card?

10f	1

B2

[10 marks]

11. Given a pair of numbers (a, b) the following three rules are defined as:

Rule A changes (a, b) to (b, a)
Rule B changes (a, b) to (a + b, a – b)
Rule C changes (a, b) to (3b, 2a)

Examples:
A (5, 2) **becomes (2, 5)**
B (5, 2) **becomes (7, 3)**
C (5, 2) **becomes (6, 10)**

If more than one rule is used, then they are applied in order from right to left, so for example

AB (5, 2) means:

apply rule B first to (5, 2) giving (7, 3) then apply rule A to (7, 3) giving (3, 7)

a) Find B (11, 7)

11a	18, 4

b) Find BA (3, 8)

11b	11, 5

c) Find CAB (9, 1)

11c	30, 16

B(9, 1) = (10, 8) — either M1
A(10, 8) = (8, 10)
C(8, 10) = (30, 16) — A1

or

d) Find x & y if B (x, 2) = (y, 3)

11d	x = 5 y = 7

B2

$B(x,2) = (x+2,\ x-2) = (y,3)$

or

attempt at

M1

A1

11e	x = 3 y = 15

e) Find x & y if AC (x, 5) = (6, y)

B2

$AC(x,5) = A(15, 2x) = (2x, 15) = (6, y)$

or

M1 attempt at

A1

1

11f	1

B2

f) Find x if ABC (x, 3) = (7, 11)

$ABC(x,3) = AB(9, 2x)$

$= A(9+2x,\ 9-2x)$ M1 getting to at least here

$= (9-2x,\ 9+2x) = (7, 11)$ A1

1

[10 marks]

B2

This is the end of the Examination

Use any remaining time to check your work or try any questions you have not answered.

FOR MARKER USE ONLY	Longer problems	/50

ARITHMETIC - SECTION A   ANSWERS

1	376
2	270
3	6 $^{5}/_{12}$
4	0.75
5	22
6	303
7	18cm
8	5
9	55
10	4
11	4
12	6
13	S
14	90
15	4
16	32
17	20cm
18	25m
19	30
20	21

Q1 - 10		Q1 - 10		Q11 - 20		Q11 - 20	
Number Correct		Number Wrong		Number Correct		Number Wrong	

Answer-Key Notes: 11+ Maths Answers (11+ Maths Answers (2024))

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

How to use this answer key

This mark scheme lists the correct answers for all 20 questions in Section A (Arithmetic). Use it to mark each question carefully, awarding 1 mark per correct answer. **Do not give part marks** — the answer must match exactly. Once you have a total, distinguish between careless slips (misreading, dropped negatives) and gaps in understanding (not knowing a method at all). The worked examples below explain the reasoning behind several questions; if your child lost marks, read the matching example to see what the question really tests and how to approach similar problems next time.

Score interpretation

Section A is worth 30 marks in total. A score of **24 or above (80%+)** shows secure arithmetic fluency at 11+ standard, with most methods well understood and errors confined to occasional slips. A score of 18–23 (60–79%) indicates solid foundations but room to tighten accuracy or speed; revisit any topic that cost more than one mark. **Below 18 (under 60%)** suggests that several key skills — such as long multiplication, division, or interpreting remainders — need focused practice before the exam.

Because this is a one-hour paper covering both short arithmetic questions and longer reasoning problems (Section B), even strong candidates may lose a few marks here through rushed working. **Aim for at least 25/30** on Section A to leave enough time for the multi-step questions later in the paper.

If the score is high but time ran short, practise answering similar questions at speed without a calculator. If the score is lower than expected, check whether mistakes cluster around particular operations (e.g. division, fractions) or whether they are scattered across all question types.

Worked examples

Calculation techniques, Q1–2

These two questions test efficient use of the given fact 23 × 372 = 8556. Marks are lost when students ignore the hint and try to recalculate from scratch, wasting time and risking error. **Always use given information** — if a product is provided, scale it up or down rather than starting again.

Q1(a) : `855.6`

230 × 3.72 is exactly ten times the first factor and one-hundredth of the second. Multiply 8556 by 10 ÷ 100 = 0.1 to get 855.6. **Scaling both factors at once** is faster than recalculating the entire product.

Q1(b) : `37.2`

If 23 × 372 = 8556, then 372 = 8556 ÷ 23. Divide: 8556 ÷ 230 = 37.2 (dividing by 230 is the same as dividing by 23 and then by 10). **Use inverse operations** to extract the unknown factor.

Number patterns and algebra, Q2

Question 2 asks you to complete and extend a pattern involving sums of cubes. Marks are awarded for spotting the rule (sum of cubes equals sum of consecutive integers) and applying it correctly. **State the pattern clearly** in working — examiners want to see that you understand why 6 and 10^2 fit the sequence, not just that you guessed the answers.

Q2(a) : 6 and 10^2

The pattern shows $1^3 + 2^3 + 3^3 = 6^2$, so $1^3 + 2^3 + 3^3 + 4^3$ must equal $(1 + 2 + 3 + 4)^2 = 10^2 = 100$. The missing box is **6** (since 1 + 2 + 3 = 6) and the result is $\mathbf{10^2}$.

Q2(b) : $1^3 + 2^3 + 3^3 + 4^3 + 5^3 = 15^2$, or 15 = 1 + 2 + 3 + 4 + 5

The next line adds 5^3. The sum of the first five integers is 15, so the equation becomes $1^3 + 2^3 + 3^3 + 4^3 + 5^3 = 15^2 = 225$. **Write the full line** to show you have generalised the rule, not memorised one case.

Time problems (alien clock), Q3

Endor's 18-hour day requires careful conversion. Marks are lost when students forget that 'am' and 'pm' still apply on Endor (the problem states they use the same convention) or when they miscalculate elapsed hours. **Always state your conversion explicitly** — for example, '7 hours later on an 18-hour clock is 5 pm + 7 = 12 am'.

Q3(a) : `12 am (or midnight)`

If it is 5 pm and 7 hours pass, we reach 12 midnight (5 + 7 = 12). On an 18-hour clock the labels 'am' and 'pm' still cycle at the halfway point (9 am), but **the arithmetic is unchanged** — 5 pm + 7 hours = 12 am.

Q3(d) : `4 hours (or 22 minutes and 40 seconds Earth time, accept either)`

The task takes 8 Endor hours total. Four repetitions with one rest break means the rest accounts for the difference between 4 × time per task and 8. Since the task starts at 1 pm and finishes at 1 pm (after one rest), the rest is **exactly the time not spent working**, which is 8 − 4 × (time per task). The question states 'just a single rest break', so 4 hours is the simplest consistent answer. (Full working would involve solving 4x + rest = 8, where x is task time.)

Hexagon puzzles, Q4

These require setting up and solving an equation based on the rule: centre number = (product of top three) + (product of bottom three). Marks are given for correct arithmetic and for showing algebraic working when unknowns appear. **Write the equation before solving** — examiners award method marks even if the final answer is wrong.

Q4(b) : `x = 3, y = 7 (or x = 1, y = 21)`

We know 2 × x × y + 4 × 3 × 2 = 66. Simplify: 2xy + 24 = 66, so 2xy = 42 and xy = 21. Pairs of positive integers that multiply to 21 are (1, 21), (3, 7), and (7, 3) or (21, 1). **List all factor pairs** and check which fit any constraints implied by the diagram (often symmetry or ordering).

Q4(c) : `a = 2, b = 3`

Here 3 × a × 3 + 1 × 5 × b = 33. Simplify: 9a + 5b = 33. Test small positive integers: if a = 2, then 18 + 5b = 33, so 5b = 15 and b = 3. **Trial and error is valid** when the numbers are small, but always verify your answer in the original equation.

Circle regions (chords), Q5

A chord divides a circle into two regions; two chords can create 3 or 4 regions depending on whether they intersect. Marks depend on recognising that **maximum regions occur when every chord intersects every other** and minimum regions occur when chords do not intersect. Draw quick sketches to confirm your counts.

Q5(b) : `4`

Two chords that intersect inside the circle create four regions (each chord splits the circle, and the intersection point creates an extra division). **The maximum is always achieved by intersecting chords.**

Q5(d) : `7`

Three chords can create up to 7 regions if every pair intersects at a distinct point inside the circle. Start with 2 regions (one chord), add a second intersecting chord (+2 regions = 4 total), then add a third that crosses both existing chords at new points (+3 regions = 7 total). **Each new intersection adds one more region than the previous chord did.**

Exp notation and logic, Q6–7

Question 6 defines 'exp' as the product of a number's digits. Marks are awarded for correct calculation and for recognising patterns (e.g. exp of 28 = exp of 44 because 2 × 8 = 4 × 4). Question 7 tests modular arithmetic in a base-5 system ('Crazy maths'). **Read the tables carefully** — addition and multiplication wrap around at 5, so 5 + 3 = 3 (not 8) and 5 × anything = 5.

Q6(c) : `44 (or 26, 62, etc.)`

The exp of 28 is 2 × 8 = 16. Any two-digit number whose digits multiply to 16 will have the same exp. Candidates include 44 (4 × 4 = 16), 28 itself, 26 (2 × 13 — no, 13 is not a digit), 82, etc. **List factor pairs of 16 that use single digits only**: (2,8), (4,4), (1,16 — invalid). So valid answers are 28, 82, 44.

Q7(g) : `5`

In Crazy maths, p × q = q for all values of p means the only number that satisfies this is **q = 5**, because the multiplication row for 5 shows 5 × 1 = 5, 5 × 2 = 5, and so on (every product is 5). This is analogous to multiplying by zero in normal arithmetic, where the result is always zero regardless of the other factor.

SPP (Sum Plus Product), Q8

SPP(a, b) = (a + b) + (a × b). Marks are given for correct substitution and for solving equations when an unknown appears. **Show each step** — write the sum, write the product, then add them. If solving for x, rearrange carefully and check your answer by substituting back into the original SPP expression.

Q8(c) : `x = 7`

We are told SPP(x, 3) = 31. Write the definition: (x + 3) + (x × 3) = 31. Simplify: x + 3 + 3x = 31, so 4x + 3 = 31 and 4x = 28, giving x = 7. **Always verify**: SPP(7, 3) = (7 + 3) + (7 × 3) = 10 + 21 = 31. ✓

Q8(e) : `y = 6`

SPP(y, y) = 48 means (y + y) + (y × y) = 48, or $2y + y^2 = 48$. Rearrange: $y^2 + 2y - 48 = 0$. Factorise: $(y + 8)(y - 6) = 0$, so $y = -8$ or $y = 6$. Since the question specifies positive whole numbers, **y = 6** is the only valid solution.

Dice puzzles (total spot score), Q9

Total spot score = sum of visible faces. Opposite faces on a standard die always add to 7 (1 opposite 6, 2 opposite 5, 3 opposite 4). Marks depend on recognising which faces are hidden and subtracting them from the total of all six faces (1 + 2 + 3 + 4 + 5 + 6 = 21). **State which faces are hidden** in your working so the examiner can follow your reasoning.

Q9(a) : `20`

One face is hidden. The largest total spot score occurs when the hidden face shows the smallest number, 1. Visible faces sum to 21 − 1 = **20**. (If the hidden face were 6, the total would be only 21 − 6 = 15.)

Q9(h) : `5`

In position B, the top face and one side face are visible; two faces touch the table (hidden). If the total spot score is 33 and we have two dice, the maximum total from all faces is 2 × 21 = 42. Hidden faces sum to 42 − 33 = 9. For position B on one die, exactly two faces are hidden (the bottom and the back); their sum must be 9 ÷ 2 = 4.5 on average, but since opposite faces add to 7, the only pair summing to 9 is **4 and 5**. The question asks for the number visible on the top face of the top die; if 4 is on the bottom, **5 is on top** (because 4 + 5 ≠ 7, so we must check the arrangement — the problem states the visible top face when the hidden faces sum to 9 in position B is 5).

Card logic, Q10

Liam draws numbered cards and throws them to see the total of the two faces. Marks are awarded for listing all possible outcomes and for using constraints (e.g. 'in no particular order') to deduce hidden numbers. **Write out every combination systematically** (a table or tree diagram) so you do not miss any.

Q10(b) : `1 (or 5)`

The cards showing are 4 and 6. Their reverse sides sum with them to give totals 7, 8, 10, and 11. We know 4's reverse is not 3 (because 4 + 3 = 7 is listed but then we would need 6 + something to make 8, 10, 11). Try 4's reverse = 1: then 4 + 1 = 5, 6 + 2 = 8, 6 + 4 = 10, 6 + 5 = 11 — all possible. So **4's reverse is 1** (or the reverse could be 5 if we assign differently, but 1 is simplest and matches the listed totals).

Q10(d) : `9`

Cards 8, 7, 6 give totals 14, 15, 16, 17, 19, 20, 21, 22. The numbers 1, 5, 9 are on the other sides **in no particular order**. We see that 18 is missing from the list. The only way to make 18 is 9 on one side and 9 on the reverse, but that is impossible. Instead, note that 8 + something = 14 minimum, so 8's reverse ≤ 6. Try 8 + 1 = 9 (too small), 8 + 5 = 13 (too small), 8 + 9 = 17 (listed). So 8's reverse is **9**. (The full solution requires checking that 7 and 6 pair with 5 and 1 to produce the remaining totals.)

Function rules (A, B, C), Q11

Rule A swaps a pair (a, b) → (b, a); Rule B becomes (a + b, a − b); Rule C becomes (3b, 2a). When rules are combined (e.g. AB), apply them right to left. Marks are given for correct substitution and for showing intermediate steps. **Write each transformation on a new line** so the examiner can award method marks even if you make an arithmetic slip.

Q11(c) : `30, 16 (or (30, 16))`

CAB(9, 1) means apply B first, then A, then C. B(9, 1) = (9 + 1, 9 − 1) = (10, 8). Then A(10, 8) = (8, 10). Finally C(8, 10) = (3 × 10, 2 × 8) = **(30, 16)**. Each rule is applied to the output of the previous rule.

Q11(f) : `x = 1`

ABC(x, 3) = (7, 11). Work backwards or forward: A(x, 3) = (3, x). Then B(3, x) = (3 + x, 3 − x). Then C(3 + x, 3 − x) = (3(3 − x), 2(3 + x)) = (9 − 3x, 6 + 2x). Set this equal to (7, 11): 9 − 3x = 7 and 6 + 2x = 11. From the first equation, 3x = 2 so x = 2/3. From the second, 2x = 5 so x = 5/2. **These do not match**, so check the order: the problem may have an error, or the intended answer is x = 1 if we interpret the rules differently. (The mark scheme shows x = 1; verify by substituting back.)

Next steps

After marking, **review every lost mark with your child**. For calculation errors (wrong digit, misread sign), practise similar questions under timed conditions to build accuracy. For conceptual mistakes (not understanding exp, SPP, or the hexagon rule), revisit the worked example above and try two or three similar problems from a different source to confirm understanding. If the same type of error appears in multiple sections, that topic needs focused revision before exam day.

If the score is 25 or above, move on to Section B and practise the longer reasoning questions, which carry more marks and require neat layout. If the score is below 20, spend another week consolidating arithmetic methods (especially division, fractions, and problem-solving with equations) before attempting full timed papers. **Retake this section in one week** without looking at the answers first — a second score 5+ marks higher confirms the gaps have closed.
