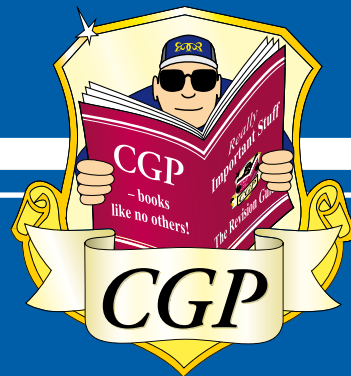


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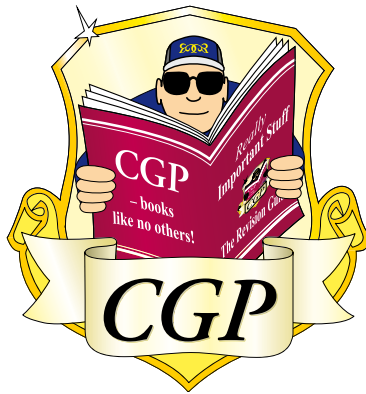


11+ Parents' Guide



The Complete Guide

All you need to help your child in the 11+ test



11+ Parents' Guide

The 11+ can seem like a complicated business, but never fear — this brilliant CGP Parents' Guide explains everything you'll need to know.

There's a detailed breakdown of the question types from each 11+ subject, plus plenty of advice on how to help your child prepare effectively for the test.

We've also included a handy guide to CGP's 11+ books and practice papers, so you'll know exactly what you'll need to get ready for the big day!

CGP – still the best! 😊

Our sole aim here at CGP is to produce the highest quality books — carefully written, immaculately presented and dangerously close to being funny.

Then we work our socks off to get them out to you
— at the cheapest possible prices.

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What is the 11+?

It can be tricky to find reliable information about the 11+ and how to prepare for it. This page covers the basics — what the 11+ test is and how it works.

The 11+ is a Selective Test

Most secondary schools in the UK are [comprehensive](#) — they're [non-selective](#) and accept children of [all abilities](#). But in some areas, selective state secondary schools ([grammar schools](#)) still exist. These schools select their pupils based on [academic ability](#).

The [11+ test](#) is used to determine if a child is [suitable](#) for [grammar school](#). It's also used for entry to some independent schools. Children usually sit the test in the [first term](#) of their [last year at primary school](#). Some schools select pupils based just on the [11+ test results](#), but others look at [other factors](#), e.g. whether you live close to the school, or if you have other children at the school.

The Format of the Test Varies

The exact [format](#) of the 11+ test [varies](#) depending on the school or Local Authority (LA) you're applying to, as well as on the provider that sets the test. There are [two main test providers](#) for the 11+ — [GL Assessment](#) and [CEM](#). However, in some cases, the test papers will be written by the [school](#), or by a [consortium of schools](#) in that area.

Wherever you are, there are [four main subjects](#) that can be tested:

Verbal Reasoning — [problem-solving](#) and [logic](#) using [words](#), [letters](#), etc.

Non-Verbal Reasoning — [problem-solving](#) using [pictures](#) and [symbols](#).

Maths — often at the [same level](#) as the [SATs](#), but it may be [more challenging](#).

English — reading [comprehension](#), [grammar](#) and sometimes a [writing](#) task.

Tests set by [GL Assessment](#) can include [any combination](#) of these [four subjects](#) (you won't necessarily have to do all four). Traditionally, there would be a [different test paper](#) for [each subject](#) — however, some GL regions now have [mixed papers](#), with two papers that each cover more than one subject. [Check the format](#) of the test [in your region](#) well in advance of test day.

Papers set by [CEM](#) are usually [mixed](#), and will cover [Verbal Reasoning](#), [Non-Verbal Reasoning](#) and [Maths](#). However, [CEM Verbal Reasoning](#) does contain some of the [same elements](#) as [GL English](#), such as [comprehension](#).

The tests are usually either [multiple choice](#) (MC) or [standard answer](#) (SA) format.

- **Multiple choice** — there may be a [separate answer sheet](#). There's usually a choice of four or five options for each answer, and the answers are often computer-marked.
- **Standard answer** — there are [spaces on the question paper](#) for the pupil to write their [own answers](#). There will usually [not](#) be any [answer options](#) given for the pupil to choose from.

Make sure you know [which provider](#) is responsible for the test in your area, and find out [as much information](#) as you can about the [format](#) of the test [before you start](#).

See the next page for more information on the test and the application process.

The 11+ in Your Area

The 11+ varies greatly, depending on the area you live in. These pages will give you an introduction to how it works, but it's no substitute for doing your own research.

The 11+ is Different in Each Area

In some areas, [every child](#) who wants to go to grammar school sits the [same test](#) which is organised by the LA. Your child might be entered for this test [automatically](#). In other areas, you'll need to apply to each grammar school [individually](#), and your child will sit a [separate test](#) for [each school](#) you've applied to.

Even in areas where the LA handles entry for the majority of grammar schools, there may still be some schools which [must be](#) applied for [separately](#). These schools may also set a separate test.

You'll need to [research each school](#) you're going to apply to for up-to-date [information on admissions](#). Schools must publish their [admissions criteria](#) online, or you can get information from your local authority about the schools in your area. Check the [application deadlines](#) carefully for each school you apply to, as they can vary quite widely.

Some Tests are Organised by Local Authorities

In the following areas, the [LA organises the 11+ test](#) for [most](#) or [all](#) of the [grammar schools](#) in the region. You can get information about the [content](#) and [date of the test](#), [deadlines](#) and other [admission criteria](#) from the LA's website, or by contacting them directly.

LA	How to Enter	Test Date	Content of Test	Test Provider
Bexley	You'll need to apply	September	VR*, NVR* and Maths	CEM
Buckinghamshire	Children are entered for the test unless you opt out	September	VR, NVR, Spatial Reasoning*, English and Maths	GL Assessment (Secondary Transfer Test)
Essex (Redbridge)	You'll need to apply	September	VR, NVR and Maths	CEM
Gloucestershire	You'll need to apply to the school where you want to sit the test	September	VR, NVR and Maths	CEM
Kent	You'll need to apply	September	VR, NVR, Spatial Reasoning, Maths, English and Writing	GL Assessment / NFER
Medway	You'll need to apply	September	Extended Writing, VR and Maths	Ext Writing — Unknown VR & Maths — CEM
Warwickshire	You'll need to apply	September	VR, NVR and Maths	CEM
Wirral	You'll need to apply	September	VR, NVR and Maths	CEM
Liverpool	You'll need to apply	September	NVR, Maths and English	Unknown — this is not made public
Yorkshire (Calderdale)	You'll need to apply	September	VR, Maths and English	VR — GL Assessment or University of Edinburgh Maths — the school
Yorkshire (North Yorkshire)	Children in Skipton and Ripon will be entered automatically	September	VR and NVR	GL Assessment / NFER

If you live [outside these areas](#), but want your child to take the 11+, [contact the LA](#) to enter the test.

*VR = Verbal Reasoning, NVR = Non-Verbal Reasoning, Spatial Reasoning = a subsection of NVR focusing on 3D shapes, nets, rotations and folding.

The 11+ in Your Area

Some Tests are Organised by a Consortium of Schools

In these areas, there is a [consortium of schools](#) which administers [one common admission test](#):

Area	Test Date	Content of Test	Test Provider
Berkshire	September	VR, NVR and Maths	CEM
Birmingham	September	VR, NVR and Maths	CEM
Essex	September	Maths and English	Tests written by the consortium
Hertfordshire (South-West)	September	Maths and VR	GL Assessment / NFER
Lincolnshire	September	VR and NVR	GL Assessment / NFER
Northern Ireland (Post Primary Transfer Consortium)	September	Maths and English	GL Assessment / NFER
Northern Ireland (Association for Quality Education)	November/ December	Maths and English	CEA (Common Entrance Assessment)
Northern Ireland (Post Primary Transfer Consortium)	September	Maths and English	GL Assessment / NFER
Shropshire, Walsall and Wolverhampton	September	VR, NVR and Maths	CEM
Sutton	Stage 1: September, Stage 2: September / October	Maths and English	Unknown — this information is not made public

There may also be [other schools](#) in these areas which [administer](#) their [own 11+ test](#).

[All of these tests](#) will need to be [applied for](#) — if you live in one of these areas, [contact each school](#) you're applying to to find out how the consortium works. You'll usually just have to send [one application form](#) to the consortium and then [apply separately to any other schools](#) in your area which [aren't part of the consortium](#).

Some Tests are Organised by Individual Schools

[All](#) of the [following areas](#) have [at least one grammar school](#) that has [its own admissions criteria](#) and [its own test](#).

- Berkshire (Reading)
- Bromley
- Cranbrook (in Kent)
- Cumbria
- Devon
- Dorset
- Essex
- Hertfordshire
- Kingston-upon-Thames
- Lancashire
- Lincolnshire
- Yorkshire
- Sutton
- Trafford
- Wiltshire

Schools in these areas usually have their own [Supplementary Form](#) that you have to fill in to apply for their 11+ test. You'll need to [contact each school separately](#) to find out how to [get a form](#) and when the [deadlines](#) for applications are.

The 11+ in Your Area

Admission Rules can be Complicated

The [rules](#) that schools use to [allocate their places](#) are [complicated](#), and they can affect your child's chance of getting a place. [Every school](#) you apply to will have its own [admissions policy](#). Familiarise yourself with each one so you know how [realistic](#) your [child's chances](#) of being [offered a place](#) are.

Some selective schools allocate places based on '[best mark first](#)'. Children are [ranked](#) in order of their test marks, and [places are offered](#) to the children at the [top of the list](#). However, many set an 11+ '[pass mark](#)' then [allocate places](#) to children who [score higher than this mark](#) based on [other criteria](#) such as distance from the school and whether they have a sibling already in the school.

Many grammar schools are [oversubscribed](#), which means that your child [might not be offered a place](#) even if they [reach the 11+ pass mark](#). For example, if the school prioritises children who live close to the school but you live some distance away.

Fill in the Common Application Form Carefully

Everyone has to fill in a [secondary school application form](#) when their child is in the [autumn term of year 6](#). List schools in your [order of preference](#), putting [all the grammar schools first](#). As a back-up option, include [at least one non-selective state secondary school](#) where your child is likely to get a place.

If your child doesn't qualify for your chosen grammar schools, the LA will allocate your child a place at [any comprehensive school](#) with [unfilled places](#). It could be a school miles away that you really don't want. It's fine to list the non-selective school last, though.

Only writing one school on your form or writing the same school more than once will not give your child a better chance of getting a place there. [List as many schools](#) as you are able to. This gives you the most say in where your child goes to secondary school.

Independent Schools may also have Entrance Tests

Many [independent](#) (fee-paying) [schools](#) also have their own entrance tests for entry into year 7. Some of these tests are a [similar format](#) to the [11+ tests](#). If you're applying to an independent school, contact them to find out more about their admissions criteria.

If you are very keen for your child to go to a selective school, it may be worth investigating an independent school as a [back-up option](#). There are often [scholarships](#) available, and [bursaries](#) for those on a [low income](#).

Research Each School you Apply to

Here's a [list of things](#) you'll need to know about the schools you [apply](#) to:

- 1) **How to enter for the test** — whether you have to send off any [paperwork](#) to enter your child into the test (and when the deadline for this is), or whether they'll be entered [automatically](#).
- 2) **What's in the test** — what [subjects](#) will be [tested](#) (Verbal Reasoning, Maths, etc.)
- 3) **What's the test format** — the [format](#) the test will take ([multiple choice](#) or [standard answer](#)) and [how long](#) the test will last.
- 4) **Where and when the test will be**
- 5) **Any other admissions criteria** — e.g. [distance](#) from the school, [siblings](#) at the school, etc.
- 6) **Whether past papers or mock tests are available** — some schools publish [past test papers](#) or organise [mock tests](#). They'll often charge a fee though.

11+ Verbal Reasoning

This section is all about the subjects your child can be tested on in their 11+ test. First up is Verbal Reasoning, and there are a few important differences for this subject depending on which test provider you have.

Verbal Reasoning can involve Words and/or Numbers

Many people have [never seen](#) Verbal Reasoning questions before, so they can seem [daunting](#) at first. The [focus](#) of these questions [differs](#) between the [CEM test](#) and [GL Assessment](#), but one [common feature](#) is that they both contain questions about [words](#). The main [difference](#) between them is that [GL Verbal Reasoning](#) also contains questions about [numbers](#). CEM also includes elements of [English](#) (e.g. [comprehension](#), [spelling](#) and [grammar](#)) in their Verbal Reasoning questions, while these elements are tested separately in the GL English test.

The [CEM](#) Verbal Reasoning questions are designed to test your child's [vocabulary](#), [logic](#) and [comprehension](#) skills, while the [GL](#) Verbal Reasoning questions test your child's [word knowledge](#), [logic](#) and [basic maths](#) skills.

The Verbal Reasoning test assesses your child's [academic potential](#), rather than the quality of their primary school education. Although your child will have to demonstrate skills that they have developed at school, the [preparation](#) they do at [home](#) is [just as important](#). These next few pages will break down the different Verbal Reasoning questions your child might come across.

CEM Verbal Reasoning Questions can be divided into Four Groups

The most [common CEM Verbal Reasoning questions](#) can be divided into [four groups](#):

- Spelling and Grammar
- Word Meanings
- Completing Passages
- Comprehension

The [question types](#) that come up [may differ](#) from the examples given below, but they are likely to test [similar skills](#).

Spelling and Grammar

Your child may be asked to [read a passage of text](#) and [pick out errors](#) in [spelling](#), [punctuation](#) and [grammar](#). Here's the kind of spelling question that might come up:



Underline the error in the sentence below.

You need to separate the yolks from the egg whites.

The error is 'seperate'. The word should be spelt 'separate'.

A [good grasp](#) of spelling and grammar is [essential](#) for many of the other question types, as is a knowledge of how sentences are constructed.

Word Meanings

This group of questions involves [comparing words](#) and [understanding](#) what they [mean](#). There are several types that could appear on the test, including [Multiple Meanings](#), [Closest Meaning](#), [Opposite Meaning](#), [Odd One Out](#) and [Reorder Words to Make a Sentence](#). Here's a Multiple Meanings question:



Choose the word that has a similar meaning to the words in both sets of brackets.

(untruth fib) (recline lounge) hoax lie laze dishonest

The answer is 'lie' because it's the only word that means both 'untruth' and 'recline'.

11+ Verbal Reasoning

Here's a Closest Meaning question:



Find the word that means the same, or nearly the same, as the word on the left.

stop halt linger progress deliberate

The answer is 'halt' because it's the closest in meaning to 'stop'.

Completing Passages

This group of questions, often referred to as '[cloze](#)' questions, involves [completing a short passage](#) either by choosing the [most sensible word](#) from several options, or by [filling in missing letters](#).

Here's a Choose a Word question:



Gordon was

- nervous
 delighted
 ungrateful
 confused

with his birthday present.

The answer is 'delighted' because it's the only word that makes sense in the context of the sentence.

Here's a Fill in the Letters question:



Complete the text by filling in one missing letter per box.

Y t is traditionally added to dough to help it rise.

The answer is 'Yeast' because it's the only word that fits and makes sense in the context of the sentence.

Comprehension

Your child will probably be given a [passage of text](#) to read, followed by a [series of questions](#) about what they have read. There are several different types of comprehension question:

Standard Comprehension — These questions test your child's [understanding of the text](#).

For example, they may be asked about [what happens](#) in the text, [what a particular character is like](#) or [how the character feels](#). Here is a typical comprehension question:



Which one of these things isn't mentioned in the story?

A Fire **B** Sunlight **C** Moonlight **D** Gold

Language and Word Meanings — These questions test your child's [vocabulary](#) and [understanding](#) of [figurative language](#). For example:



What is meant by the word "apprehensive" (line 15)?

A Frightened **B** Nervous **C** Excited **D** Upset

The answer is B. 'Nervous' is closest in meaning to "apprehensive". Both words mean 'anxious'.

See the next page for information on the final type of comprehension question — *logic*.

11+ Verbal Reasoning

Logic — These questions test your child's ability to [extract information](#) from a text. For example:



Four children took part in a sponsored walk. Lucy walked 2 miles further than Arnab. Jack walked 2 miles more than Lucy and Arnab combined. Arnab walked 5 miles. Sally walked 4 miles less than Jack.

Which of these statements cannot be true?

- A Jack walked the furthest.
- B Sally walked further than Lucy.
- C Sally walked 11 miles.
- D Arnab walked the shortest distance.

*The answer is C.
Arnab walked 5 miles and Lucy walked 7 miles, so Jack walked 14 miles. This means Sally walked 10 miles, not 11.*

GL Verbal Reasoning Questions can also be divided into Four Groups

The most [common GL Verbal Reasoning questions](#) can be divided into [four groups](#), which test different skills:

- Making Words
- Word Meanings
- Maths and Sequences
- Logic and Coding

Like with the CEM questions, the [question types](#) that come up [may differ](#) from the examples given below, but they are likely to test [similar skills](#).

Making Words

These questions involve [changing words](#) to make [new words](#). There are seven 'Key Question' types in this group, as well as a number of other types. The 'Key Questions' are: [Missing Letters](#), [Move a Letter](#), [Hidden Words](#), [Find the Missing Word](#), [Use a Rule to Make a Word](#), [Compound Words](#) and [Complete a Word Pair](#). Here's a Missing Letters question:



Find the letter that will finish the first word and start the second word of each pair. The same letter must be used for both pairs.

lam (___) ed clim (___) us

The answer is 'b' because it is the only letter that will complete all four words.

Here's a Move a Letter question:



Remove one letter from the first word and add it to the second word to make two new words. Do not change the order of the other letters.

beach all *The answer is 'b' and the new words are 'each' and 'ball'.*

Questions in this group test the following skills:

- [Adding](#) or [removing letters](#) to make [new words](#).
- [Spotting words](#) that have been [hidden in](#), or [removed from](#), whole [sentences](#).
- [Finding patterns](#) in the way words are made and [applying](#) those [patterns](#) to make [new words](#).
- Accurate [spelling](#).

11+ Verbal Reasoning

Word Meanings

The question types in this group are very similar to the Word Meaning questions in CEM. Common question types are [Closest Meanings](#), [Opposite Meanings](#), [Multiple Meanings](#) and [Odd Ones Out](#). Another 'Key Question' type for GL is [Word Connections](#). Here's an example:



Choose two words, one from each set of brackets, that complete the sentence in the most sensible way.

Ringing is to (bell call attention) as **purr**ing is to (loud growl cat).

The answers are 'bell' and 'cat' because they are the objects associated with ringing and purring.

Questions in this group test the following skills:

- [Understanding](#) the [meanings of words](#).
- [Comparing words](#) and spotting [similarities](#) and [differences](#) in meaning.
- Spotting ways that [words](#) can be [grouped](#) together.

Maths and Sequences

This group of questions involves [basic maths skills](#) and [accurate counting](#). There are five 'Key Question' types in this group — [Complete the Sum](#), [Letter Sequences](#), [Number Sequences](#), [Related Numbers](#) and [Letter-Coded Sums](#). Here's a Letter-Coded Sums question:



Each letter stands for a number. Work out the answer to the sum as a letter.

A = 3 B = 4 C = 8 D = 12 E = 19 D + A + B = (____)

*The answer is E because
12 + 3 + 4 = 19.*

Questions in this group test the following skills:

- [Basic maths](#) including [addition](#), [subtraction](#), [division](#) and [multiplication](#).
- Awareness of [number patterns](#) such as [square numbers](#) and [multiples](#).
- Spotting and continuing [patterns](#) in both [number](#) and [letter sequences](#).

Logic and Coding

The final group of questions involves [reading](#) and [interpreting information](#). There are five 'Key Question' types in this group — [Letter Connections](#), [Letter-Word Codes](#), [Number-Word Codes](#), [Explore the Facts](#) and [Solve the Riddle](#). Here's a Letter-Word Code question:



If the code for TEA is VGC, what is the code for CUP?

The answer is EWR, because each letter of the word TEA has moved two letters along the alphabet to make the code, so the code for CUP is found in the same way.

Questions in this group test the following skills:

- Being able to [read](#), [understand](#) and [sort information](#) quickly.
- [Cracking letter](#) and [number codes](#) and using them to generate [new words](#) and [codes](#).

11+ Non-Verbal Reasoning

Like Verbal Reasoning, many people have never seen Non-Verbal Reasoning questions before. These pages will give you a basic introduction to the subject for both CEM and GL.

Non-Verbal Reasoning involves Shapes and Diagrams

11+ Non-Verbal Reasoning questions are made up of [shapes](#) and [patterns](#) instead of words or numbers. They're designed to test your child's [problem-solving](#) and [spatial reasoning skills](#), but they also test [basic maths skills](#) (like [symmetry](#), [adding](#), [subtracting](#) and [dividing](#)).

For [all](#) Non-Verbal Reasoning [question types](#), your child will have to think about the [same basic elements](#) to help them spot [patterns](#):

- 1) [Shapes](#) — the [different shapes](#), the importance of different [numbers of sides](#), and [symmetry](#).
- 2) [Counting](#) — [when](#) to count, [what](#) to count, and [how](#) to use [basic maths](#).
- 3) [Pointing](#) — how [arrows](#) can point in [directions](#), as well as [at](#), or [away from](#), an object.
- 4) [Shading and Line Types](#) — the [different line types](#) and [shadings](#) that a shape can have.
- 5) [Position](#) — [where](#) a shape is [positioned](#) in a figure.
- 6) [Order](#) — the [order](#) that [elements](#) of a figure are in, and how it can [move](#) or [change](#).
- 7) [Rotation](#) — [how much](#) an object is [turned](#) (its [angle](#)) and in what [direction](#).
- 8) [Reflection](#) — when a [mirror image](#) of a shape is made by reflecting it across a [mirror line](#).
- 9) [Layering](#) — [how](#) and in [what ways](#) shapes can [overlap](#).

Non-Verbal Reasoning tests are also designed to assess your child's [intelligence](#) and [potential to succeed](#) in grammar school, rather than how good the teaching was at their primary school. As this subject is often [unfamiliar](#) to children, it's worth [familiarising](#) your child with the [types of questions](#) they'll come across, as well as making sure they can use [simple strategies](#) to [help](#) them solve each question.

Note: Even if the Non-Verbal Reasoning test paper is [standard answer](#), your child will [choose an answer](#) from some [options](#) and either [write the letter](#), or [circle it](#).

CEM Non-Verbal Reasoning Questions can be divided into Four Groups

The most [common CEM Non-Verbal Reasoning](#) questions can be divided into [four groups](#), which test different skills:

- Similarities and Differences
- Pairs, Series and Grids
- Rotation and Reflection
- 3D Shapes and Folding

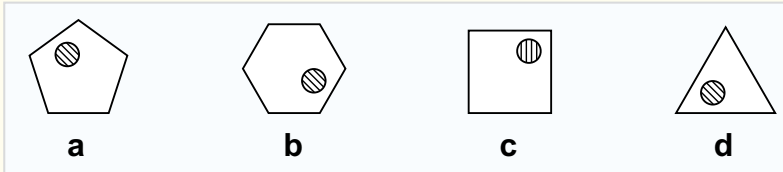
You might see [3D Shapes and Folding](#) called [Spatial Reasoning](#) — there's more about this subsection of Non-Verbal Reasoning on page 13.

Similarities and Differences

The first group of questions involves finding the figure that is [most like](#) or [most unlike](#) some other figures. Question types in this group include [Odd One Out](#), [Find the Figure Like the First Two](#) and [Find the Figure Like the First Three](#). There are examples of an Odd One Out question and a Find the Figure Like the First Two question on the next page.

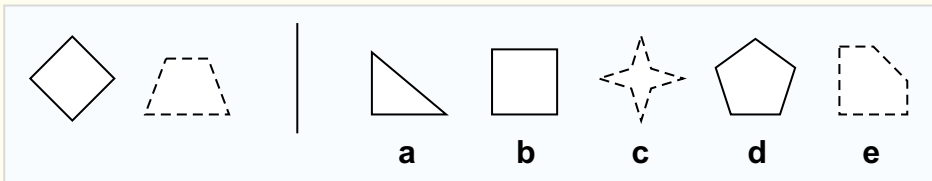
11+ Non-Verbal Reasoning

Q Find the figure that is most unlike the other three figures. Circle its letter.



The answer is C because all of the other figures have diagonal hatching inside the circle.

Q Find the figure that is most like the two figures on the left. Circle its letter.



The answer is B because both example figures have four sides, and B is the only option with four sides.

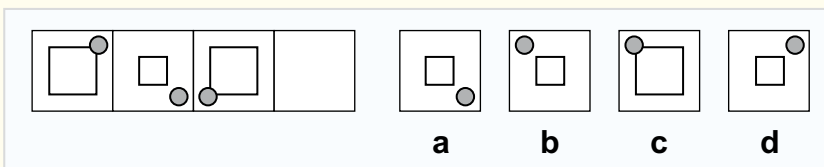
Questions in this group test the following skills:

- [Comparing](#) different parts of the figures to spot [similarities](#) or [differences](#) between them.
- Close [observation](#) to notice any [small differences](#).
- Being able to imagine what a shape looks like when it's [reflected](#) or [rotated](#).
- Considering more than one thing at a time and [spotting links](#) between those things.

Pairs, Series and Grids

The second group of questions involves [finding the figure](#) that [completes a diagram](#). Question types in this group include [Complete the Pair](#), [Complete the Series](#) and [Complete the Grid](#). Here's an example of a Complete the Series question:

Q Find the figure that is the missing square from the series. Circle its letter.



The answer is B because the square alternates between small and large and the grey circle moves clockwise around the four corners of the series squares.

Questions in this group test the following skills:

- Imagining how shapes will look when they're [combined](#) with other shapes.
- [Finding links](#) between different figures.
- [Noticing changes](#) between figures, and then imagining how other figures will look if they're changed in the same way.
- Looking at a series of figures and [predicting what should come next](#).

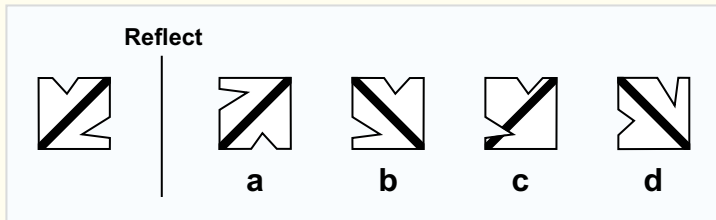
11+ Non-Verbal Reasoning

Rotation and Reflection

The third group of questions involves finding out how a figure will look if it is [rotated](#) or [reflected](#). Question types in this group include [Rotate the Figure](#) and [Reflect the Figure](#). Here's an example of a Reflect the Figure question:



Work out which option would look like the figure on the left if it was reflected over the line.



The answer is B because it's a sideways reflection. Option A is a 180 degree rotation. In option C, the stripe hasn't been reflected. Option D is a 90 degree anticlockwise rotation.

Questions in this group test the following skills:

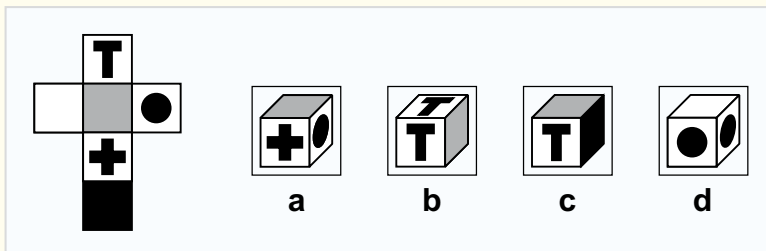
- Imagining what different figures will look like when they're [reflected across a line](#).
- Imagining what different figures will look like when they're [rotated](#) by different amounts (either [clockwise](#) or [anticlockwise](#)).

3D Shapes and Folding

The fourth group of questions involves working with [3D shapes](#) and with [2D shapes](#) that are [folded](#). Question types include [3D Rotation](#), [3D Building Blocks](#), [2D Views of 3D Shapes](#), [Cubes and Nets](#), [Fold Along the Line](#) and [Fold and Punch](#). Here's an example of a Cubes and Nets question:



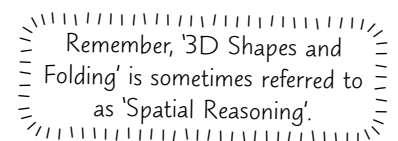
Work out which of the four cubes can be made from the net.



The answer is A. Options B and D are ruled out because the cube doesn't have two identical faces. Option C is ruled out because the grey cube face and the black cube face must be on opposite sides.

Questions in this group test the following skills:

- Being able to [rotate](#) and [combine shapes](#) in [3D space](#).
- Imagining [3D shapes](#) in [two dimensions](#).
- Imagining [2D nets](#) folded into [3D shapes](#).
- Imagining what a shape will look like when it is [folded](#) or [unfolded](#).



11+ Non-Verbal Reasoning

GL Non-Verbal Reasoning Questions can also be divided into Groups

The most [common GL Non-Verbal Reasoning](#) questions can be divided into [groups](#), which test different skills:

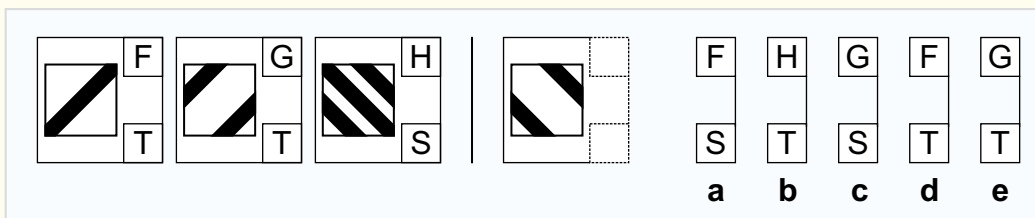
- Similarities and Differences
- Pairs, Series and Grids
- Codes

The [Similarities and Differences](#) and [Pairs, Series and Grids](#) groups contain the same question types as the equivalent CEM groups, but there are typically [5 options \(A-E\)](#) to choose from instead. Depending on what region your child is taking the test in, they may also have to answer [Spatial Reasoning](#) questions.

Codes

The 'Codes' group of questions involves [matching a set of letters](#) to the [features they stand for](#). There are two types of question — [Horizontal Code](#) and [Vertical Code](#). Here's an example of a Horizontal Code question:

Q On the left are shapes with code letters that describe them. Work out what the code letters mean and then find the code for the shape on the right from the five options.



The answer is C (GS). S means lines going diagonally down to the right and T means lines going diagonally down to the left. F means one line, G means two lines and H means three lines.

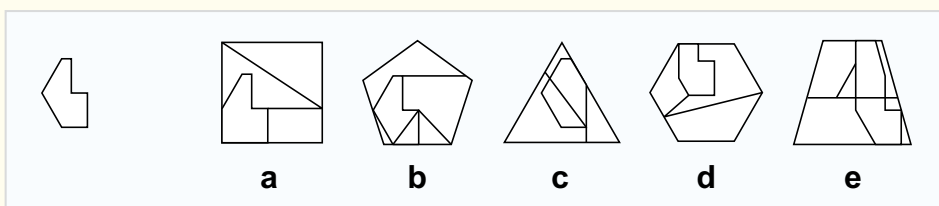
Questions in this group test the following skills:

- Understanding that [sets of letters](#) can stand for [different features](#) of each figure.
- Looking for [similarities](#) between two figures with the same letter.
- Being able to imagine what a shape looks like when it's [reflected](#) or [rotated](#).
- Using [logic](#) to work out what the [code](#) must be.

Spatial Reasoning

The questions here are similar those in CEM [3D Shapes and Folding](#) (see prev. page), but also include question types like [Hidden Shape](#) and [Connecting Shapes](#). Here's an example of a Hidden Shape question:

Q Work out which option contains the hidden shape shown. It should be the same size and orientation.



The answer is B.

Spatial Reasoning questions only appear on the GL test in certain regions — see pages 3-4 to see if they're tested in your area.

Questions in this group test the [same skills](#) as those in CEM's [3D Shapes and Folding](#) group, but also being able to [identify shapes](#) amongst other [lines](#) and [angles](#), and being able to imagine what shapes would look like if they were [joined together](#).

11+ Maths

In 11+ Maths, your child will be tested on the mathematical knowledge they have gained at school. However, the test may also include some topics or types of question that they're less familiar with.

11+ Maths covers Topics on the Key Stage 2 Maths Curriculum

Your child will have studied Maths at both [Key Stage 1](#) and [Key Stage 2](#), so they should already be familiar with the majority of the [topics](#) that come up in the 11+ Maths test. However, they [might not](#) have studied [every topic](#) at school [yet](#), and the 11+ can also introduce some [new types](#) of question that may be unfamiliar. For example, [algebra problems](#), [visualisation problems](#) and [mixed topic problems](#) are commonly found on 11+ papers but may be [unfamiliar](#) to your child. There is more about these question types on the next page.

It's also important to note that although your child will be familiar with most of the topics covered in the paper, the [level of the questions](#) may be [harder](#) than those they've done at school.

These Topics Usually Come Up in the 11+ Maths Test

The [topics](#) that are [common](#) in [11+ Maths](#) can be grouped into the following sections:

Number Knowledge — Your child may be tested on their understanding of [different numbers](#) (e.g. [prime numbers](#) or [square numbers](#)) and their ability to recognise them. They may also be asked to work with [ratios](#) and [proportions](#) and use [fractions](#), [decimals](#) and [percentages](#).

Working with Numbers — Your child may be asked to use [addition](#), [subtraction](#), [multiplication](#) or [division](#) (or a [mixture of all four](#) operations) to solve [number problems](#). They may also have to use their knowledge of [place value](#) and [rounding](#) to solve number problems.

Number Problems — Your child will need to spot number [patterns](#) and be able to find the [rule](#) for a given [number sequence](#). They might also be asked to work with [algebraic expressions](#) or [equations](#) (see next page). [Number problems](#) may also be in the form of [written descriptions](#) where they will need to [interpret](#) the information in the question to find the correct answer.

Data Handling — Your child may be asked to [find](#) and [interpret information](#) in a [table](#) or a [chart](#). They may be asked to spot why information is [misleading](#). They may also be expected to calculate the [mean](#).

Shape and Space — Your child may be tested on their understanding of the [names](#) and [properties](#) of [2D](#) and [3D shapes](#). They could also be asked questions involving [area](#), [perimeter](#), [volume](#) and [symmetry](#). They might be asked to use [coordinates](#) to find points on a grid and carry out [transformations](#). They may also be asked to imagine shapes in different positions to solve [visualisation problems](#) (see next page).

Units and Measures — Your child may be asked to [read scales](#) and [convert](#) between different [units](#). Questions on [time](#) may require your child to count on or back from one time to another and to understand both [digital](#) and [analogue clocks](#).

Mixed Problems — Your child may be asked to use their knowledge of [two or more different 11+ Maths topics](#) to work out the answer to a problem (see next page).

11+ Maths

There are Some Question Types that may be Unfamiliar

The following question types are common on [11+ Maths tests](#), but your child [may not](#) have [encountered](#) them.

Algebra Problems

Some questions might involve [representing numbers](#) as [letters](#) or [shapes](#). In these questions, your child may be asked to [solve an equation](#) to find an unknown value, or to [select the correct expression](#) from a group of options. Here's an example:



An ice cream seller charges 90p for a cone and 30p for each scoop of ice cream. Which expression gives the total cost, in pence, of an ice cream with x scoops?

- A $x + 120$ C $90x - 30$ E $(30 + 90)x$
 B $90x + 30$ D $30x + 90$

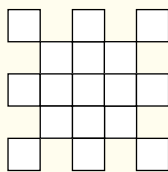
The number of scoops (x) must be multiplied by 30 because each scoop costs 30p, so the expression must contain '30x'. You have to add 90p for the cost of the cone, so the total cost is $30x + 90$ — option D.

Visualisation Problems

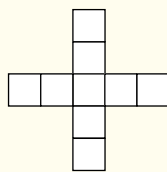
To solve [visualisation problems](#) your child will have to [imagine](#) a shape being [flipped](#), [rotated](#) or [viewed from a different angle](#). Here's an example:



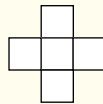
Which of these options shows this shape viewed directly from above?



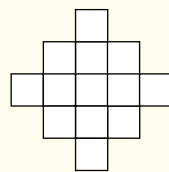
A



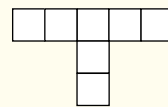
B



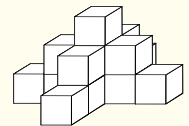
C



D



E



The answer is B. When you view the shape directly from above, the top cube will become the centre square and the four arms that project from the centre column will each be two squares long.

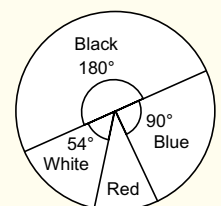
Mixed Topic Problems

These questions test your child on [two or more](#) different [maths topics](#). Your child will have to work out what the question is asking them to do, and the correct way to find the answer. Here's an example:



A group of children were asked what colour socks they were wearing. The results are shown in the pie chart. What percentage of the children were wearing red socks?

- A 10% B 36% C 20% D 15% E 42%



This question is testing angles and percentages. The pie chart is a circle so its total angle is 360° . The size of the angle for the red socks section is $360 - 180 - 90 - 54 = 36^\circ$. $36^\circ \times 10 = 360^\circ$ so the red socks section covers $\frac{1}{10}$ of the pie chart. As a percentage this is 10% — option A.

11+ English

The 11+ English test assesses your child on their literacy skills. This subject is only tested by GL Assessment, although elements of it are also included in CEM Verbal Reasoning (see pages 6-8).

11+ English covers Topics on the English Curriculum

The English test covers skills taught at [Key Stage 1](#) and [Key Stage 2](#) such as [reading](#) and [writing](#), [punctuation](#), [spelling](#) and [grammar](#). In the 11+, the texts and vocabulary your child will need to read and understand may be [more challenging](#) than what they have seen at school.

The GL English Paper can test Different Skills

There are [three question types](#) that commonly appear in the English test:

- Comprehension
- Spelling, Punctuation and Grammar
- Writing

The English test can be either [standard answer](#) or [multiple choice](#) and the format varies from school to school. Some schools and LAs do not set a writing test, or only use it as a tiebreaker.

Comprehension

Your child will be given [one long text](#) or [two shorter texts](#) to read, followed by a [series of questions](#) about what they have read. These texts could be [fiction](#) or [non-fiction](#). The questions about these texts can be divided into [three types](#):

Standard Comprehension — These questions test your child's [understanding of the text](#).

For example, they may be asked about [what happens](#) in the text, [what a particular character is like](#) or [how the character feels](#). Here are some typical comprehension questions:



Which one of these things isn't mentioned in the story?

- A Water B Fire C Sunlight D Moonlight E Gold



In your own words, describe how Jane feels about her journey.

Word Meanings — These questions test your child's [vocabulary](#). For example:



Which of these words is closest in meaning to the word "apprehensive" (line 4)?

- A Frightened B Nervous C Excited D Upset E Weary

The answer is B. 'Nervous' is closest in meaning to "apprehensive". Both words mean 'anxious'.

Word Types and Techniques — These questions test your child's knowledge of [parts of speech](#), such as [nouns](#) or [verbs](#), and [literary techniques](#). Here's an example of this type of question:



"Cornwall is truly a treasure trove of history" (line 17). What technique is used here?

- A Metaphor B Onomatopoeia C Irony D Personification E Simile

The answer is A. This is a metaphor because Cornwall is described as being "a treasure trove".

11+ English

Spelling, Punctuation and Grammar

For [spelling](#) and [punctuation](#) questions, your child will be asked to [identify errors](#) in a [short text](#). In standard answer tests, they may also need to [correct spellings](#) or [add punctuation marks](#) to sentences. Here is a multiple choice punctuation question and a standard answer spelling question:

Q Choose the letter which matches the part of the sentence with a punctuation mistake. If there are no mistakes choose the letter N.

Most species of Frog live on land but usually lay their eggs in water.

A

B

C

D

N

The answer is B. 'Frog' shouldn't have a capital letter because it isn't a proper noun.

Q The sentence below contains a spelling mistake. Write the sentence out again with the correct spelling.

The pack of wolfs chased after us as we tried to escape through the forest.

The answer is 'The pack of wolves chased after us as we tried to escape through the forest.' In this sentence the mistake is 'wolfs' — it should be spelt 'wolves'.

For [grammar questions](#), your child will need to [choose the correct word](#) from a list of options to [complete a short text](#). Here is an example of this type of question:

Q Choose the right word to fill the gap. Circle the letter which matches the correct word.

Rageh adjusted his night vision goggles and waited **in be at since for** rescue.

A

B

C

D

E

The answer is E. 'for' is correct because it completes the phrase 'waited for rescue'.

Writing

In some LAs, children do a [writing task](#) as part of their English test. They'll have between 20 minutes and an hour to [write an essay](#) or [short story](#). There is usually a [choice of questions](#) — here are some examples:

Q Write a story about finding a secret passageway.

Q Write a letter to a friend, persuading them to come and visit you.

Q Write an essay with the title: 'Do children spend too much time watching television?'

Other Question Types

Some English tests include [shorter exercises](#) to test [word knowledge](#) and [vocabulary](#). Your child could be asked to [find the odd one out](#) from a list of words, [form compound words](#), [put words in alphabetical order](#), [reorder words to make a sentence](#) or [reorder sentences to make a story](#).

Planning and Preparation

The 11+ can be stressful and is not suited to every learner. These pages will help you to assess whether the 11+ is right for your child, and how to prepare if your child decides to take the test.

Find Out what Level your Child is Working At

You can use [11+ practice materials](#) and other information to help you [judge](#) the [level](#) your child is working at. For example, you may be able to get information from their [class teacher](#) about their [strengths](#) and [weaknesses](#), and potentially how well they're [predicted](#) to do in their [SATs](#).

This will give you an idea of whether your child would [thrive](#) in a [selective school](#). These schools are often [highly competitive](#) and a child who passes the 11+ can still find themselves at the bottom of the class, struggling to keep up.

Be Aware of what your Child Wants

Preparing for the 11+ can be [a lot of work](#). Find out your [child's opinions](#) about the 11+, and about the schools you're applying to. Ask yourself these [questions](#) about each school:

- Have you [visited the school](#)? Did your child [like it](#)?
- Are all of their [friends](#) going to a [different school](#)?
- [How far](#) is the school from your house? Will they have a [long journey](#) every day?
- Does the school offer any [extracurricular activities](#) that your child is interested in?
- Will your child be [happy](#) in the [tough academic environment](#) of a grammar school?

It's easy to get caught up in the routine of 11+ preparation. Remember that you can [change your mind](#) and [withdraw](#) your child from the test [at any time](#) if you decide the 11+ isn't right for them.

Make a Plan

Your [plan of action](#) will depend on [how much time](#) you've got [before the test](#). Some parents start preparing a long time in advance, but no matter how much time you have left until your child's 11+ tests, there's still plenty you can do to help them. For a lot of children, the 11+ is the [first formal test](#) they take, and it can be a [stressful](#) and [daunting](#) experience — even a small amount of [preparation](#) can [boost their confidence](#).

Make a work plan to make sure you cover everything in time for the test.

- **Assess strengths and weaknesses** — use [practice materials](#) and [reports from school](#) to assess which areas your child is good at and which areas they might need to work on.
- **Time** — ask yourself whether you and your child have [enough time](#) every week to [prepare](#) for the 11+ test. You might have to cut back on extracurricular activities or other weekly events to make time for it. Many parents find it helpful to [work on the 11+](#) at the [same time every week](#) to fit it into their [family routine](#).
- **Resources** — decide what [resources](#) you'll need. The [age ranges](#) stated on CGP's practice materials offer [guidance](#) on their [difficulty levelling](#), but these materials don't have to be used [solely](#) by that [age group](#). One way to see how your child might cope with the 11+ is to start [practising](#) with materials designed for [lower ages](#) and then move on to harder material when they are ready. This can also be a good way to [build](#) your child's [confidence](#), giving them the opportunity to [get to grips](#) with new [question styles](#) before they're expected to answer the higher-level questions.

Planning and Preparation

What to Put in Your Plan

There are usually **three stages** of preparation for an 11+ test:

- 1) Learning how to **recognise** each **question type** and learning **strategies** to **solve them**.
- 2) Doing lots of **practice** of each question type (concentrating on any **difficult areas** and **improving speed** and **accuracy**).
- 3) Doing **practice tests** to develop **test technique**.

It can help to start off working through CGP's **Study Books** with your child (see p.26). These books take them through **each question type** in the subject and show them **strategies** to help them answer each one. **Spend longer** on the question types your child finds the **most difficult**, and **work through** the practice questions **with them**.

When your child is familiar with each question type, work through CGP's **Practice Books** to **improve** their **speed** and **accuracy** (see p.28). Closer to the test day, start **timing** their work and introduce CGP's **Practice Papers** (see p.34).

Keep a **record** of your child's 11+ scores — it'll help you to **track their progress** and identify **areas** that need **more practice**. It will also give your child a sense of **achievement**.

Remember to include **all the subjects** your child will be tested on in your plan. It's usually a good idea to spend **more time** on the **subjects** they find the **most difficult**. Spending some time to work out where their **strengths** and **weaknesses** lie will help you decide the best way to divide up your child's time.

Break up your child's work into **small chunks** with **plenty of breaks**. CGP's **10-Minute Tests** are great for **bite-sized practice** — there are even books **targeted** at **specific skills**, including 3D and spatial, sequences, logic and coding, cloze and more (see p.30).

Learn to Recognise Stress and Deal With It

Children **react to stress** in **different ways**, but look out for symptoms like **tiredness**, **loss of appetite**, **depression**, **withdrawal**, **stomach aches** or **headaches**. If you spot any of these signs, **talk to your child** and find out what's bothering them.

They might be stressed about other things too — **year 6** can be a **worrying time** for children, even if they're not taking the 11+. Many schools focus heavily on SATs and the thought of **secondary school** can be pretty **daunting**.

Make sure your child **keeps the test** in **perspective** — if they're **not offered a place** at a selective school, it **doesn't mean** that they're **less intelligent** than other children, or that they're a **failure** — the 11+ only measures a few specific abilities.

Picking the Right School for Your Child

Ideally, your child should be **working at 11+ standard** well **before** they **sit the test**. If your child is **continually struggling** with 11+ preparation and is **unable to progress** from answering lower-level questions, it might be worth considering whether or not your child is **suited** to **grammar school**.

Children who **don't pass** the 11+ test often go on to be **very successful** in non-selective secondary schools. Reassure your child that **they can still be happy** at whichever school they go to, and that their test scores are not a measure of their worth. Encourage them **not to compare themselves** with other children taking the test, or with siblings who may have already gone through the 11+.

Motivation and Attitude

Preparation for the 11+ can take a long time, and can become quite repetitive. Your child will also have school work too, so it's important to keep them motivated and positive about the 11+.

The 11+ should be a Positive Experience

The period leading up to the 11+ tests can be **stressful**, especially if you or your child **feel strongly** about your **choice of school**. If your child is spending a lot of their free time preparing for the tests, they might become **tired** and **uncooperative**. Keep a close eye on your child's **behaviour** and **stress levels**. Remember that your work plan is **flexible** — **add breaks, games** and **activities** into your child's study time to break up their work.

Try adding **time off** and **rewards** into your work plan to keep them motivated. Choose small rewards to suit your child — things like **sticker charts** can help.

It's important to **stay positive** about the 11+, but be **realistic** about your child's chances of passing. The tests are **highly competitive**, and there's always a chance that they won't pass, no matter how bright they are. Remember that school is what you make it, and a **positive attitude** is **important** in making sure that your child is **happy** and **successful** at whichever school they go to.

There are Fun Things your child can do to Improve

It's important that 11+ practice **doesn't** start to **feel like a chore**, especially if your child is beginning to prepare for the test early. There are lots of **activities** and **games** that you can use to help your child continue to **develop skills** they will need for the 11+. These might include:

Verbal Reasoning

- Crosswords
- SCRABBLE®
- Reading lots of fiction and non-fiction texts
- Logic games like Twenty Questions or CLUEDO

Non-Verbal Reasoning

- Logic games
- Tangrams
- Jigsaw puzzles
- Spot the difference puzzles
- Match the pairs games
- Brain training games

Maths

- Logic games and puzzles
- Times tables quizzes
- Brain training games
- Games that involve counting, e.g. darts
- Weighing out ingredients and following a recipe

English

- Reading lots of fiction and non-fiction texts
- Writing stories, letters to friends or newspaper articles inspired by interesting headlines
- Playing word games
- Keeping a diary

Getting Test Ready

The 11+ is a timed test, so your child will need to practice answering questions accurately at speed.

Start by Working on Accuracy...

When your child is just learning how to do each question type, it's a good idea to [focus](#) on [accuracy](#) and [understanding, rather than speed](#). You can work on their speed when they're more confident.

Once your child has tried some practice questions or a practice paper and you've marked it, you might want to [go over](#) the [questions](#) they got [wrong](#), so they know how they should have solved them. You could even [come back](#) to these [trickier questions](#) at a [later date](#) to make sure they can still get them right. If there are particular [skills](#) or [topics](#) that your child is consistently [answering incorrectly](#) (for example, cloze questions or multiplication questions), then you can [target](#) these areas with [extra practice](#).

While pass marks can vary, your child should [aim](#) to score [over 85%](#) in any practice test papers they do. If you're using the Assessment Tests in the CGP Practice Books, it's a good idea to use the [printable answer sheets](#) at cgpbooks.co.uk/11plus — then your child can try them again later on, to see if they can improve their score.

...then Work on Speed

In the real 11+ test, children are deliberately put under [time pressure](#). This helps schools [distinguish](#) between [good candidates](#) and the [best ones](#). The faster your child is, the more questions they'll answer. Once your child can accurately answer 11+ questions, use these [tips](#) to help them [improve their speed](#):

- To start with, try giving them a set of twenty questions, and seeing [how quickly](#) they can [answer](#) them. Gradually [reduce the amount of time](#) they have to answer the set, or [increase the number of questions](#) they answer at one sitting.
- Find out the [timings of the real test](#) if you can — how long your child will have, and how many questions they'll have to answer. When they're practising, give them [slightly less time](#) than this to do the [same number of questions](#).
- Encourage your child [only to check](#) their answers [if they have time](#) at the end of the test.
- You could [introduce games](#) to get them working faster — try using a [stopwatch](#) to time each question separately, and get your child to [ring a bell](#) or [shout](#) when they've solved it.

In the Run-Up to the Test, start Working on Test Technique

Your child will [score better](#) on the 11+ if they [improve](#) their [test technique](#). Good test technique is also important for their SATs and other exams later in their education. When they start working through assessment papers, remind them to do the following things:

- [Read the front of the paper](#) and enter the [correct information](#) on it.
- [Skip any questions](#) that are really [difficult](#), or which are taking a long time — they can [come back to them](#) if there's time at the end.
- If they [can't do a question](#) and they're [running out of time](#), make a [sensible guess](#). For multiple-choice questions, they may be able to rule out one or two options that definitely aren't correct, which gives a better chance of guessing which of the remaining ones is right.

If your child's test is in [multiple choice format](#), there are some [specific techniques](#) to practise:

- [Marking](#) the correct box [neatly](#) and [quickly](#) using a horizontal line.
- Making sure they [mark the answer](#) in the [correct box](#), especially if they [skip a question](#).
- If they [don't finish](#) the paper, [filling in](#) the rest of the [answers randomly](#).

Get your child to take some practice test papers under [strict test conditions](#). They should work in [silence](#) and [without help](#). Try to make their experience as close to the real test as possible.

Test Day and Beyond

The test day and the time before you get the results can be just as stressful for you as for your child. Here are some tips about how to reduce this stress, and how to cope with the waiting period.

Facing the Test

Make sure you and your child are [fully prepared](#) for the [day of the test](#). You need to know:

- [Where the test is](#) and [how you're going to get there](#) (parking may be difficult).
- [What time the test starts](#) and [what time you need to arrive](#) by.
- [What they'll need to bring](#) (pencils, etc.) or whether everything is provided for them.

Make sure your child is as [relaxed](#) as possible [the night before](#) the test, and that they get a [good night's sleep](#). Talk them through the [arrangements](#) for the test day so they know what will happen.

After the test, [plan an outing](#) or a [treat](#) which will take your child's (and your) mind off the test. Even if your child is still preparing for other 11+ tests later on in the year, they'll still need a break.

- There's usually a [retest day](#) for children who are [ill on the day](#) of the test. Check with the school in advance, and let the test centre know [as soon as possible](#) if you [can't make it](#) to the test.
- If you think there are [circumstances](#) that have [affected your child's performance](#) in the test, [gather evidence](#) of this as soon as possible (e.g. a [doctor's note](#) or [school marks](#) that have dipped). Once you've got the results it'll be too late.

After the 11+

Make a [plan](#) for the [time between](#) the [last](#) of your [child's tests](#) and the day you get their [results](#) — this [wait](#) can be very [stressful](#).

If you're going to [reward](#) your child for their hard work preparing for the 11+, you [might](#) want to [do it now](#). If they're rewarded for their effort and hard work, they'll realise that they've [achieved something](#), even if their results [aren't what they hoped for](#).

This is also a good time to [research](#) the [appeals process](#) for the schools you've applied to. Some parents choose to appeal the admission decision if their child isn't offered a place (see the next page for more on appeals).

Make Sure you have a Backup Plan

There's a [chance](#) that your child [won't score highly enough](#) in the 11+, so have a [backup plan](#).

Put down [at least one non-selective school](#) that your child could go to, and where they're [likely to get a place](#) (check the school's [admissions criteria](#) carefully to make sure).

If your child [isn't offered a place](#) at [any](#) of the [selective schools](#) on their [Common Application Form](#), they will hopefully get a place at your [backup, non-selective school](#). (If you only apply to selective schools and your child doesn't get a place, they'll be allocated a place by your LA in a school that isn't full.)

[Visit your backup school](#) as well as your preferred schools if you can, and stay as [positive](#) as possible about the possibility of your child going there. This will [help](#) if they [don't get the place](#) they want.

Results and Appeals

Receiving your child's 11+ results can be a stressful time. This page will help you understand the results you're given, and the steps you can take if they're not what you hoped for.

Understanding the Results

Each child gets a [raw score](#) — the [number of questions](#) they got right. This is then [standardised](#) to give their [final score](#). Scores might be standardised for either (or both) of these reasons:

- **Age** — children [born earlier](#) in the school year [often test better](#) than those [born later](#). This means that, for the 11+ to be fair, [the month your child was born](#) is usually [taken into account](#).
- **Weighting** — the results of tests of [different lengths](#) and with [different numbers](#) of [questions](#) are often [standardised](#) so they can be [compared fairly](#). Schools may also give [more weight](#) to [some subjects](#) by doubling the scores in those tests.

You should get the standardised score by [email](#) or [post](#) by the [end of October](#), but you probably won't hear if they've been [offered a place](#) until [National Offers Day](#) in [March](#).

Even if your child [reaches the pass mark](#) (if there is one) they [might be rejected](#) if the school is [oversubscribed](#). It might apply [other criteria](#) (like [distance](#) from the school) to decide who is offered a place.

What to do if you Don't Get the Result you Want

If you [don't get a place](#) at a school you've applied to, you'll be [told why](#) your child has been [unsuccessful](#), and [how](#) and [when](#) to [lodge an appeal](#) against the decision if you wish to.

[Accept the place](#) you have been offered [even if you're going to appeal](#) — it means that your child will [definitely have a place](#) at a school in September, and it [won't affect your appeal](#).

You might be offered a place on a [waiting list](#) for your preferred school in case a space appears. You can often be on [more than one waiting list](#) at a time, and this [won't affect your chances](#) of a [successful appeal](#).

Going to Appeal

If you [do choose to appeal](#), your case will be considered by an [appeals panel](#), and you might have to appear at an [appeal hearing](#). The following things might [improve your chances](#) of being [successful](#) in an appeal:

- **Was your child very close to the pass mark?** The [closer](#) they were, the [higher the chance](#) of your appeal [succeeding](#).
- **Were there any extenuating circumstances surrounding the test?** It's best if you can [provide evidence](#) of these circumstances — [collect it at the time of the test](#), just in case.
- **Can you provide strong academic evidence that your child is suitable for grammar school?** E.g. evidence that they're working at a level [above average](#) for their [age group](#).

If you decide to appeal, [set out the facts](#) of your case [simply](#) and [honestly](#), produce any [evidence](#) that supports it, and [keep to any deadlines](#) you're given. [Don't](#) use an appeal to [criticise the school](#) you've been offered a place at, or the 11+ system — it [won't help](#) your case.

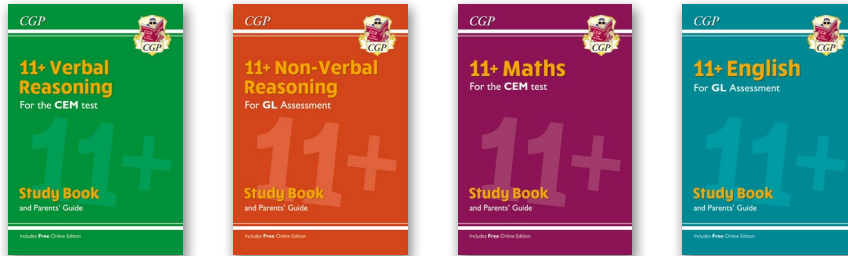
An appeal can be [very stressful](#) and, if it fails, it will mean [more disappointment](#) for your child.

11+ Product Types

Our brilliant 11+ range is completely focused on providing your child with the best possible test preparation, with superb resources for the tests set by GL, CEM and other boards.

There's more info on each product type on pages 26-35.

Start with Our 11+ Study Books

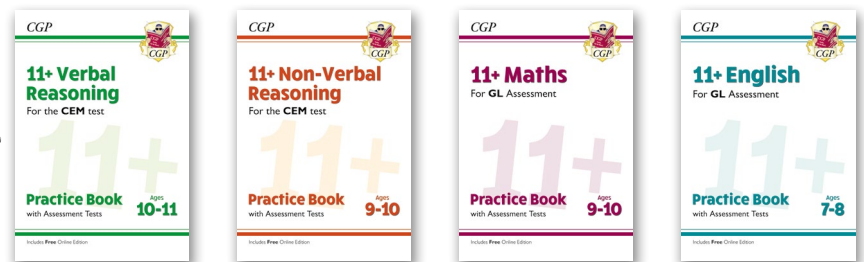


Learn about each [subject](#) and the [strategies](#) your child can use to answer the different [question types](#) that could appear in the test.

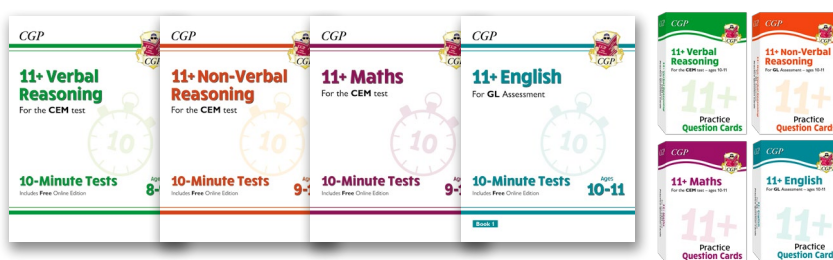
Then Practise each Question Type with Our 11+ Practice Books

These books allow your child to [use](#) the [strategies](#) they've learned to [answer questions](#) for each question type, then [test](#) their skills in [timed conditions](#) with the [Assessment Tests](#) that get [progressively harder](#).

Your child can also [work up](#) from using Practice Books for [Ages 7-8](#) to those for [Ages 10-11](#).



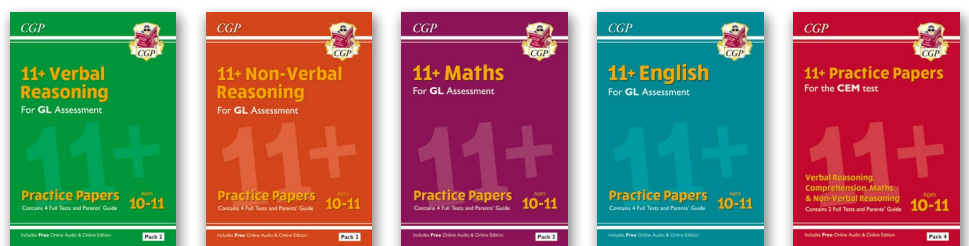
Target Skills with Our 11+ 10-Minute Tests and Practice Question Cards



These [chunks](#) of [bite-sized practice](#) are perfect for quick bursts of 11+ [revision](#) for different age groups, as well as for [targeting](#) the [skills](#) that your child [struggles](#) with.

Finally, get Test-Ready with Our 11+ Practice Papers

When you think your child is [ready](#), you can set these practice papers to give them a [realistic 11+ test experience](#) — they're the perfect way for them to learn what it will be like on test day.



Free Online Extras at cgp11plus.co.uk

As well as more information about the range, you can find free online extras at cgp11plus.co.uk — we've included free practice tests, answer sheets, audio files for our practice papers and more.

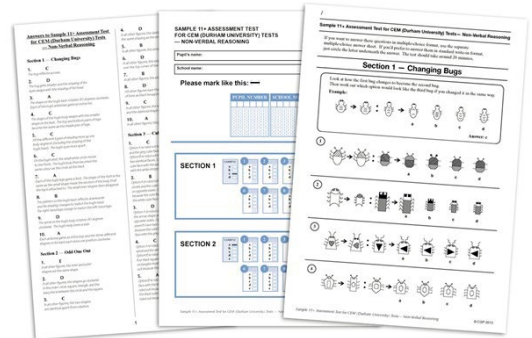
Try our Free 11+ Practice Tests

These [free practice tests](#) contain [realistic 11+ questions](#) pitched at the [same level](#) as the ones your child will have to answer on the day of the test.

There are [two sets of papers](#) to choose from — one for the [CEM tests](#) and one for [GL Assessment](#).

Each paper comes with [printable multiple choice answer sheets](#) (so you can set the papers as many times as you want), as well as [detailed answers](#) to [every question](#).

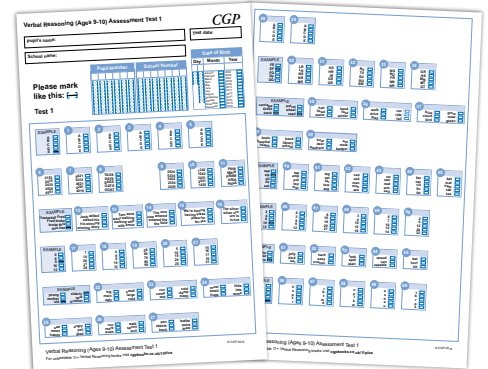
You can find them at cgpbooks.co.uk/11plus/practice-tests



Download our Free Answer Sheets

You can also find a series of [printable multiple choice answer sheets](#) that are matched to the [Assessment Tests](#) in our [Practice Books](#) (see p.28). These are ideal for helping your child get used to answering questions in the 'multiple choice' format. They're also great for [tracking](#) your child's [progress](#), as you can simply print off another set of sheets and see how they've [improved](#) over time.

You can find the answers sheets for both the [CEM tests](#) and [GL Assessment](#) here: cgpbooks.co.uk/11plus/answer-sheets



Listen to the Online Audio for our Practice Papers

To make taking our [practice papers](#) as [realistic](#) as possible, we've provided [free audio files](#) that you can play as your child works through the papers.

These read out the [instructions](#) for each paper and tell your child [how long](#) they'll have to answer the questions. They're perfect for helping them get used to working under exam conditions. Using these files also means you [don't](#) have to [worry](#) about [timing](#) the test yourself, just leave the audio playing whilst your child works through each paper.

If you want to access these files, just visit: cgpbooks.co.uk/11plustestaudio

Find the most Up-To-Date 11+ Information

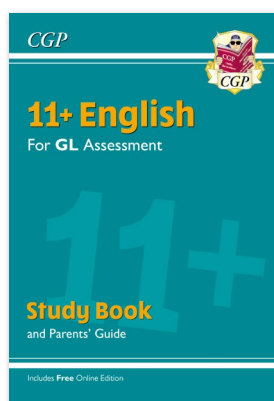
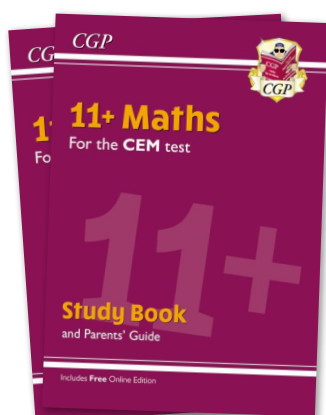
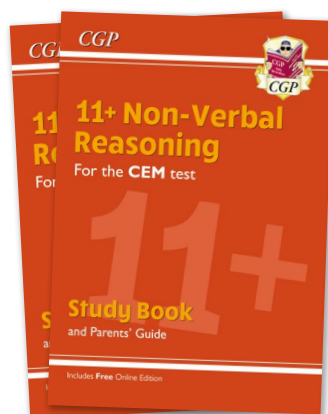
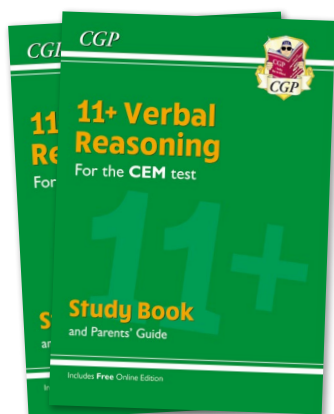
Information about the 11+ can [change](#) year by year, but you'll always be able to find the most [up-to-date](#) information at cgpbooks.co.uk/11plus. We've included information on the [11+ in your area](#), tips for [researching](#) the [schools](#) you apply to, as well as information on [all our products](#) and [newest resources](#) — you can even see sample pages of every book in the range.

11+ Study Books

Our range of Study Books have been written to provide top-quality coverage of the 11+ tests — covering all four 11+ subjects. Each book contains child-friendly study notes, examples for your child to follow and practice questions for them to have a go at. There's also a Benchmark Test at the start to help you work out what level your child is already working at, and a handy pull-out guide for parents at the back.

Master Each Subject with CGP's 11+ Study Books

Each book comes with a free Parents' Guide and Online Edition.

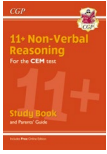


CEM			
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MHRDE2	11+ CEM Maths Study Book (with Parents' Guide & Online Edition)	978 1 78908 172 5	£9.95
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11+ Study Books



11+ CEM Non-Verbal Reasoning Study Book (with Parents' Guide & Online Edition)

40

Complete the Series

For Complete the Series questions you've got to find the figure that completes a series. You'd never have guessed. These questions are all about sequences and patterns.

Warm-Up Activity

- Find another person to play this game with you. Each of you should draw a line of four boxes on a piece of paper. Inside the boxes, draw a sequence of pictures of things that happen in order — it could be getting up in the morning, doing the washing-up, etc.
- Cut up the lines of boxes, shuffle them and then swap them over. Time how long it takes to put the pictures back in the right order. The person with the shortest time wins.

You have to find the Missing Figure in a Series

In Complete the Series questions, you'll be given a set of four or five figures in order, with one figure missing. You've got to choose the option that fills the gap.

There are **Different Kinds of Series**

1) Things are added / removed:

2) Things rotate:

3) Things alternate:

4) Things change, then change back:

5) Things move around:

When a moving object gets to the edge of the square, it starts again from the other side.

Work Out what the Pattern is

Find the figure that is the missing square from the series. Circle its letter.

Method 1 — Find the rule

Look at any elements that change in the sequence, and work out the rule.

The only element that changes in this series is the number of circles. The circles that are left stay the same. This means that the answer must be **B** because it has one circle.

Question Types — Pairs, Series and Grids

Super warm-up activities for each topic!

Handy tips and pointers

Helpful examples and crystal-clear explanations

Practice questions at the end of every topic for your child to have a go at

Practice Questions

Find the figure that is the missing square from the series. Circle its letter.

- a b c d
- a b c d
- a b c d

Question Types — Pairs, Series and Grids

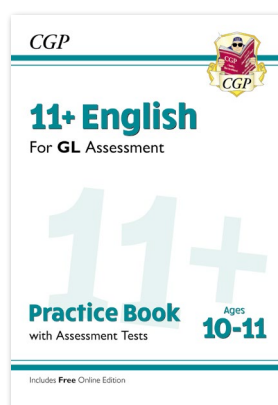
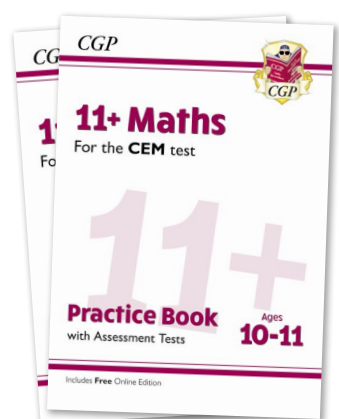
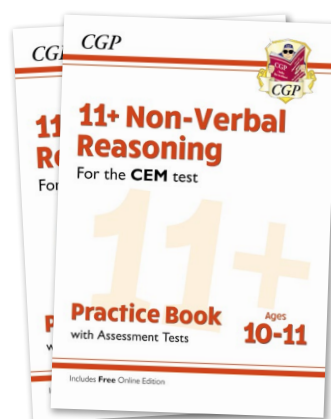
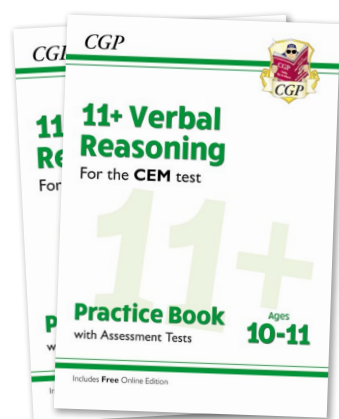
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11+ Practice Books

These superb Practice Books are perfect for helping your child build up their 11+ skills and increase their confidence. From getting to grips with the basics of each question type, to preparing them for answering questions in timed conditions — each book contains a range of skills-based practice and realistic tests.

Put Skills to the Test with CGP's 11+ Practice Books

Each book includes
Assessment Tests and
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11+ 10-Minute Tests

These brilliant 10-Minute Tests are packed with realistic 11+ practice that we've split into bite-sized chunks. Each one contains at least 30 tests, and our range covers a huge selection of topics and skills, including Maths Word Problems, 3D & Spatial problems and Comprehension. Plus, we've thrown in full answers and a progress chart to boot.

Practise in Bite-Sized Chunks with CGP's 11+ 10-Minute Tests



For 10-Minute Tests for Ages 8-9 and 9-10, check out cgp11plus.co.uk

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11+ 10-Minute Tests



11+ CEM 10-Minute Tests: Maths - Ages 10-11 Book 1 (with Online Edition)

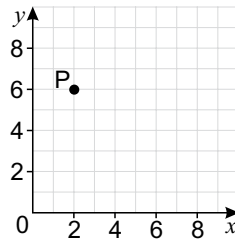
Over 30 quick-fire tests to help build those key 11+ skills



Test 2

You have **10 minutes** to do this test. Work as quickly and accurately as you can.

1. On the coordinate grid, point P is moved 7 squares right and 2 squares down.



What are the new coordinates of point P?

(9, 4)

Write-in questions, so there's no need to carry round reams of paper

2. In which of the following numbers does the 6 have the smallest value? Circle the correct option.

- A 160523
B 22864
C 797617.5
D 8926.53
E 60.0849

A mixture of multiple choice and standard questions

3. One of the angles in a right-angled triangle is 72° .

Which of the following is also an angle in the triangle? Circle the correct option.

- A 18°
B 108°
C 96°
D 26°
E 38°

You'll also find fun puzzle pages throughout the book! (see next page)

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Puzzle Page 1

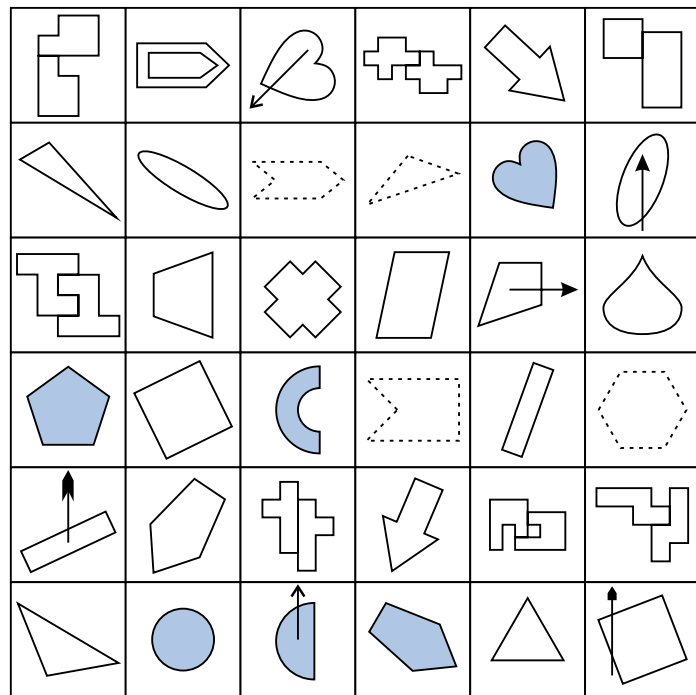
11+ prep can be quite hard going, so if you (or your child) fancy a bit of a break, have a go at these puzzles. Our 10-Minute Tests are broken up with these fab puzzle pages, so there's plenty more where this came from.

Puzzles from 11+ Non-Verbal Reasoning 10-Minute Tests

Shade It!

There is a pattern hiding in this grid. To find it, shade in the squares which contain a shape with any of the following features:

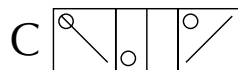
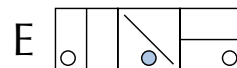
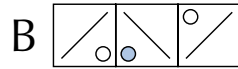
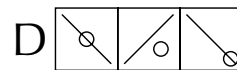
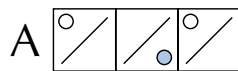
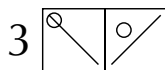
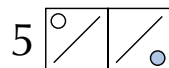
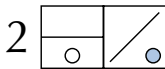
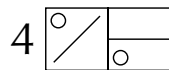
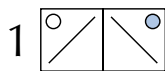
1. Exactly 3 sides
2. A vertical line of symmetry
3. An arrow pointing up
4. Blue shading
5. The same shape twice — just rotated
6. A dashed outline



What is the pattern?

Shuffled Sequences

Shown below are five sequences which have all been split up. Fill in the table to show which letter matches each number.



1	
2	
3	
4	
5	

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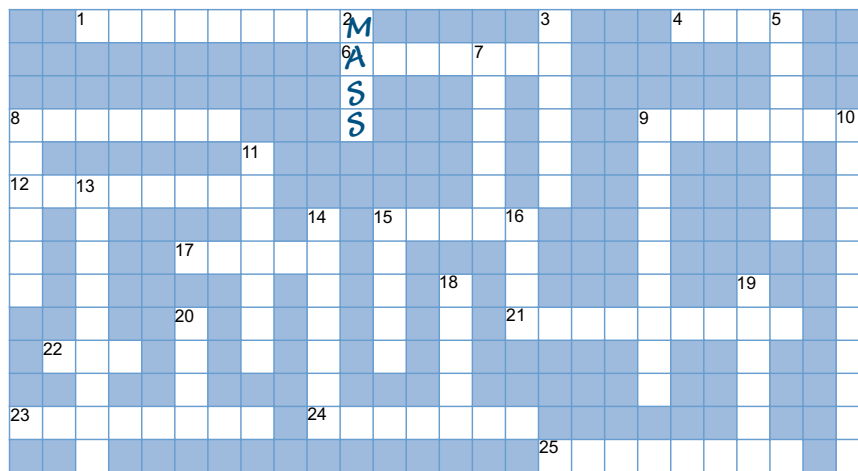
Puzzle Page 2

This puzzle is a bit of a mixture — it's a word puzzle, but all the words are about Maths! If you want to check your answers to any of the puzzles on this or the previous page, you'll find them over on page 36.





Puzzles from 11+ Maths 10-Minute Tests

Maths Crossword

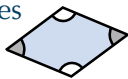


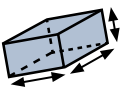
Use the clues given to complete the crossword.
One of the clues has been done for you.



Across

- A quadrilateral with one pair of parallel sides. 
- Using letters to represent numbers. $2x + 1$
- An eight-sided shape.
- A 3D shape with triangular faces that meet at a point.
- A three-sided shape.
- A 3D shape with the same face at both ends. 
- An angle between 0° and 90° . 
- The top half of a fraction.
- A 2D shape that folds to create a 3D shape. 
- A circular graph that shows the proportions of different values. (2 words)
- A triangle with no equal sides or angles.
- Two lines that will never meet.

Down

- An amount measured in g or kg.
- A number which divides exactly into another number.
- A 2D shape with 4 equal sides and 2 pairs of parallel sides. 
- The order of operations.
- An angle between 90° and 180° . 
- A chart that uses symbols.
- The bottom half of a fraction.
- A shape with sides of equal length and equal angles. 
- The units used to measure angles.
- A number which only has itself and 1 as factors.
- Average found by adding and dividing.
- 100 cm.
- The space in a 3D shape. 
- The space in a 2D shape.

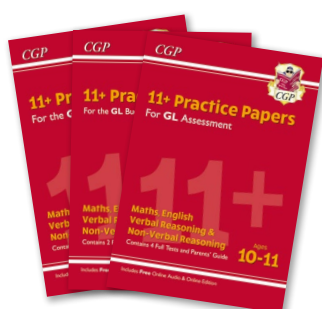
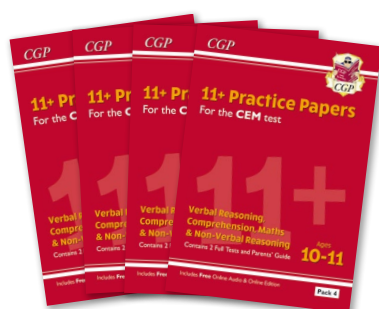
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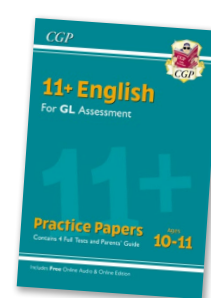
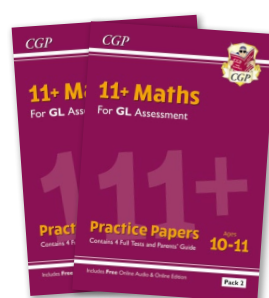
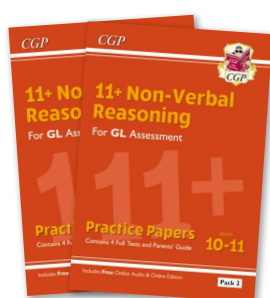
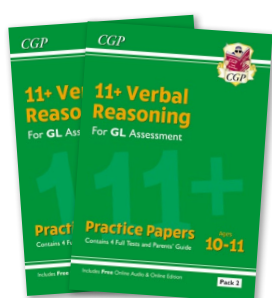
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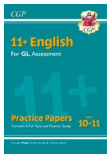


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- 5 Demeter was distraught and wandered the Earth searching for her missing daughter.
- 10 Demeter decided to ask the Sun where Persephone had gone; it travelled across the sky each day so was sure to have seen what had happened. The



ordered Hades to release Persephone.

- 40 Hades was neither strong nor courageous enough to defy Zeus, but

- 4 Why did Zeus finally order Hades to release Persephone?
- A Persephone was his daughter.
 - B People pleaded with him for help.
 - C Demeter was unhappy.
 - D He was angry with Hades.
 - E The crops were not growing.
- 5 What happened when Persephone returned from the Underworld?
- A She left Demeter to collect wild flowers.
 - B There was a terrible famine and people were starving.
 - C The crops started to grow again.
 - D She could only spend four months with Demeter every year.
 - E She was forced to eat a pomegranate seed.

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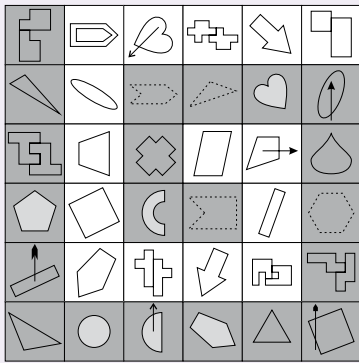
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Puzzle Page Answers

As promised, here are the answers to the puzzles on pages 32 and 33.

Puzzle Page 1 — Page 32

Shade It!



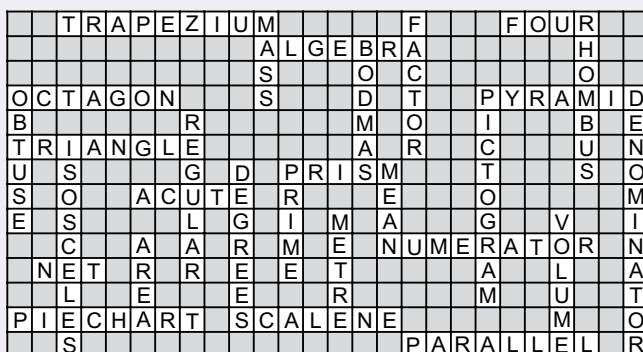
Shape = spiral

Shuffled Sequences

- 1-B. Whole square rotates 90 degrees.
Circle alternates between white and blue.
- 2-E. Line rotates 45 degrees anticlockwise.
Circle alternates between white and blue and moves right.
- 3-D. Line rotates 90 degrees. The circle moves diagonally from top left to bottom right.
- 4-C. Line rotates 45 degrees clockwise.
Circle alternates between top left and bottom left corners.
- 5-A. The first two squares alternate.

Puzzle Page 2 — Page 33

Maths Crossword



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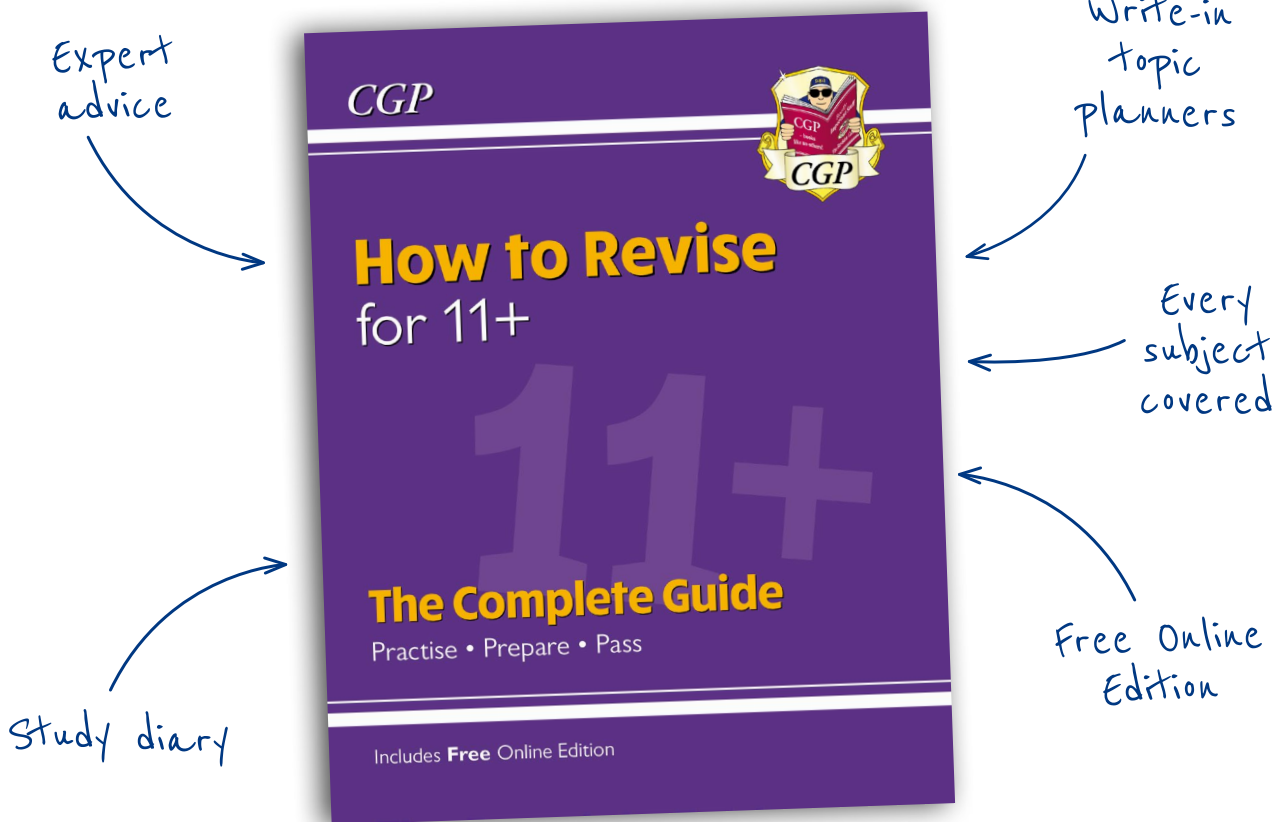
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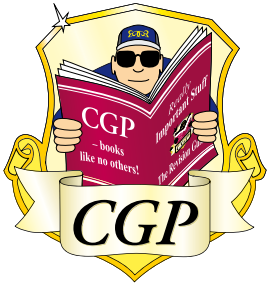


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