

# 11+ Westmidlands VR, NVR & SR, English, Maths Tests

✓ 8 Full-Length papers

✓ 1,400+ Questions

✓ Detailed Answers

✓ Topic-wise Exercises



# 11+ Westmidlands

## Paper 2 - Session 2

### Instructions:

1. **Do not turn over this page** until instructed to do so.
2. This test contains four tests:
  - Test 1: **Verbal Reasoning (VR)**
  - Test 2: **Non-Verbal and Spatial Reasoning (NVR/SR)**
  - Test 3: **English**
  - Test 3: **Mathematics**
3. The front page of each test contains specific instructions. **Read them carefully** before starting.
4. Listen carefully to the instructions **read out by the invigilator**. They will guide you through the test process.
5. Check that your **name** and **date of birth** are correctly shown on the answer sheet.
6. In the answer sheet, **mark** the correct answer by **drawing a line with your pencil** through the small rectangular box beside it like this. 
7. You must make sure that you **mark your answer in the box** that has the same question number as the question you are doing in the paper.
8. If you make a mistake, rub out your mark as well as you can and mark your new answer.
9. The answer sheet will be marked by a computer.
10. You may **do any rough work** on the question paper.
11. This is a **multiple-choice test**. The complete test takes one hour, with approximately 15 minutes for each section.
12. You will need an HB pencil, an eraser and a pencil sharpener. You will not be allowed to use a ruler, a calculator, a protractor, or scrap paper.

### to stop:

Do not turn the page until told to do so 

### to go on:

Please go on to the next page >>>

**or whether you have reached the end of the section/test.**

END OF REASONING TEST

# 11+ Westmidlands

## Session 2 - Test 1

### Verbal Reasoning

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#### Instructions:

1. Do not turn over this page until instructed to do so.
2. There are **four sub-tests**
3. Each sub-test begins with a practice section, where:
  - The **first question** is solved with a detailed solution.
  - The **remaining one question** is for you to attempt.
4. The practice section is followed by the main questions.
5. Each sub-test has **five main questions**.
6. Total time for the test is **15 minutes**.
7. Work quickly and carefully through the questions.
8. If you finish early, **go back and check** your work.
9. This is a **multiple-choice test**. Each question carries **1 mark**.



## Verbal Reasoning Sub-test 1 Practice Section

### Related Numbers

*In these questions, find the number that completes the final set of numbers in the same way as the first two sets.*

#### Example

15 [10] 5      25 [15] 10      30 [?] 12

**A** 16      **B** 18      **C** 20      **D** 22      **E** 15

The answer is **18**. In each set, the **third number** is **subtracted from the third number** to get the **middle number**.  $15 - 10 = 5$ ,  $25 - 10 = 15$ ,  $30 - 12 = 18$ .

*Now try this practice question and mark the correct option on the answer sheet.*

**P1**

5 [12] 7      10 [25] 15      20 [?] 8

**A** 26      **B** 28      **C** 30      **D** 32      **E** 18

End of Verbal Reasoning Sub-test 1 Practice Section.



## Verbal Reasoning Sub-test 1

*This section is **marked**.*

***In these questions, find the number that completes the final set of numbers in the same way as the first two sets and mark the correct answer on the answer sheet.***

1

10 [20] 5

15 [28] 8

20 [?] 12

A 28

B 30

C 32

D 35

E 40

2

6 [8] 4

9 [15] 5

12 [?] 7

A 21

B 25

C 28

D 30

E 84

3

3 [20] 4

5 [42] 6

8 [?] 5

A 40

B 45

C 50

D 55

E 38

4

2 [11] 5

4 [20] 8

6 [?] 10

A 24

B 26

C 28

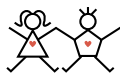
D 30

E 32



- 5      5 [11] 4      6 [9] 3      7 [?] 5
- A 21      B 22      C 23      D 24      E 25

End of Verbal Reasoning Sub-test 1



## Verbal Reasoning Sub-test 2 Practice Section

### Letter Connections

*In these questions, find the next two letters in the pattern. Each pair follows a rule based on their position in the alphabet. Identify the pattern for both letters and choose the correct pair to complete the sequence.*

#### Example

**AC** is to **CF** as **EI** is to [?]

**A** FK

**B** GK

**C** GL

**D** HL

**E** GM

*The answer is **GL**. The first letter in each pair follows an increasing pattern:  $A \rightarrow C$ , moving forward by +2.  $C \rightarrow E$ , moving forward by +2. So, the next letter after E is **G**, moving forward by +2. The second letter follows an increasing pattern:  $C \rightarrow F$ , moving forward by +3.  $F \rightarrow I$ , moving forward by +3. So, the next letter after I is **L**, moving forward by +3. Thus, the next pair after EI is **GL**.*

*Now try this practice question and mark the correct option on the answer sheet.*

**P2**

**AB** is to **CD** as **EF** is to [?]

**A** FG

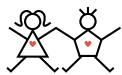
**B** GH

**C** HI

**D** GI

**E** GG

End of Verbal Reasoning Sub-test 2 Practice Section.



## Verbal Reasoning Sub-test 2

*This section is **marked**.*

***In these questions, find the next two letters in the pattern.  
Each pair follows a rule based on their position in the alphabet.  
Identify the pattern for both letters and choose the correct pair  
to complete the sequence and mark the correct answer on the  
answer sheet.***

6

**GD** is to **FF** as **EH** is to [?]

- A** DI      **B** CJ      **C** DJ      **D** DK      **E** EJ

7

**DL** is to **WO** as **CG** is to [?]

- A** XH      **B** XS      **C** CH      **D** DG      **E** XT

8

**AD** is to **DB** as **GZ** is to [?]

- A** IW      **B** JX      **C** JW      **D** IX      **E** KX

9

**MK** is to **JO** as **GS** is to [?]

- A** DW      **B** CW      **C** DX      **D** EX      **E** DV



10

**AG** is to **FA** as **KU** is to [?]

**A** PN

**B** PO

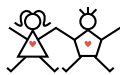
**C** QP

**D** QN

**E** PP

End of Verbal Reasoning Sub-test 2





## Verbal Reasoning Sub-test 3 Practice Section

### Move a letter

***In these questions, one letter can be moved from the first word to the second word to form two new words. The letters must stay in the same order, and both new words must make sense. Choose the letter that moves.***

#### Example

steam rip

**A** s      **B** t      **C** e      **D** a      **E** m

*The answer is **t**. When removed from the word '**steam**', we get the new word '**seam**'. When added to the word '**rip**', we get the new word '**trip**'. The letters have not been rearranged, and both words make sense.*

***Now try this practice question and mark the correct option on the answer sheet.***

**P3**

chant rise

**A** c      **B** h      **C** a      **D** n      **E** t

End of Verbal Reasoning Sub-test 3 Practice Section.



## Verbal Reasoning Sub-test 3

*This section is **marked**.*

***In these questions, one letter can be moved from the first word to the second word to form two new words. The letters must stay in the same order, and both new words must make sense. Choose the letter that moves and mark the correct option on the answer sheet.***

11 cheat rid

A c      B h      C e      D a      E t

12 spoil late

A s      B p      C o      D i      E l

13 claim brad

A c      B l      C a      D i      E m

14 spare kid

A e      B t      C a      D r      E s



15

stare ail

A e

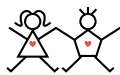
B t

C a

D r

E s

End of Verbal Reasoning Sub-test 3



## Verbal Reasoning Sub-test 4 Practice Section

### Make a word

*In these questions, two groups of three words are given. The words in the first group follow a pattern to form a specific middle word. The second group must follow the same pattern, but one word is missing. Find the missing word in the second group.*

#### Example

(car [cat] tip) (pen [?] top)

**A** set      **B** met      **C** pet      **D** get      **E** net

*The answer is **pet**. In the first group, the first and second letter of '**car**', and the first letter of '**tip**' combine to form 'cat'. Using the same pattern, the first and second letter of '**pen**', and the first letter of '**top**' combine to form '**pet**'.*

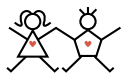
*Now try this practice question and mark the correct option on the answer sheet.*

**P4**

(red [run] fun) (big [?] sun)

**A** sun      **B** gun      **C** bun      **D** fun      **E** run

End of Verbal Reasoning Subtest 4 Practice Section.



## Verbal Reasoning Sub-test 4

*This section is **marked**.*

***In these questions, two groups of three words are given. The words in the first group follow a pattern to form a specific middle word. The second group must follow the same pattern, but one word is missing. Find the missing word in the second group and mark the correct option on the answer sheet.***

16

(brave [bush] rush) (cloud [?] lane)

**A** cram      **B** care      **C** cane      **D** lane      **E** cone

17

(rest [read] head) (desk [?] coal)

**A** deal      **B** desk      **C** coal      **D** hold      **E** road

18

(pen [pun] run) (son [?] fun)

**A** sun      **B** dun      **C** bun      **D** run      **E** gun

19

(cold [coop] open) (soup [?] apex)

**A** soup      **B** fasts      **C** seat      **D** soap      **E** sofa



20

(boat [board] ardent) (chart [?] essay)

**A** chest      **B** chess      **C** share      **D** tears      **E** heart

End of Verbal Reasoning Sub-test 4

# 11+ West Midlands

## Session 1 – Test 2

### Non-Verbal & Spatial Reasoning

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#### Instructions:

1. **Do not turn over this page** until instructed to do so.
2. There are **three sub-tests**.
3. Each sub-test begins with a **practice section**, where:
  - The **first question** is solved with a detailed solution.
  - The remaining **one question** is for you to attempt.
4. The practice section is followed by the main questions.
5. Each sub-test has **six main questions**.
6. Total time for the test is **15 minutes**.
7. Work quickly and carefully through the questions.
8. If you finish early, **go back and check** your work.
9. This is a **multiple-choice test**. Each question carries **1 mark**.

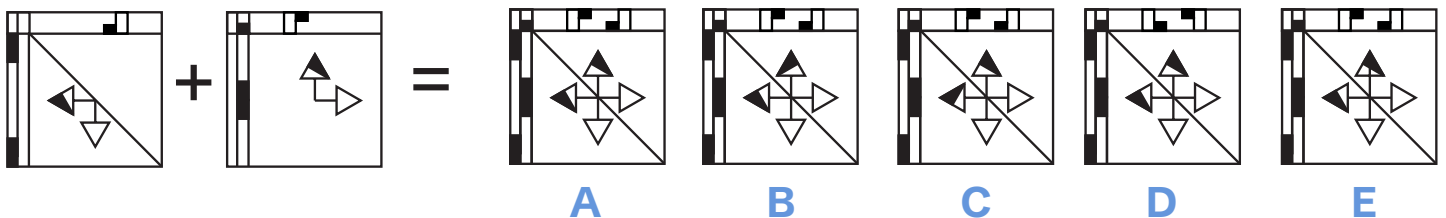


## Non-Verbal Reasoning Sub-test 1 Practice Section

### Merge Shapes

*On the left, two shapes are shown that are either added or subtracted to form a new shape. From the five answer choices on the right, select the shape that correctly represents the result.*

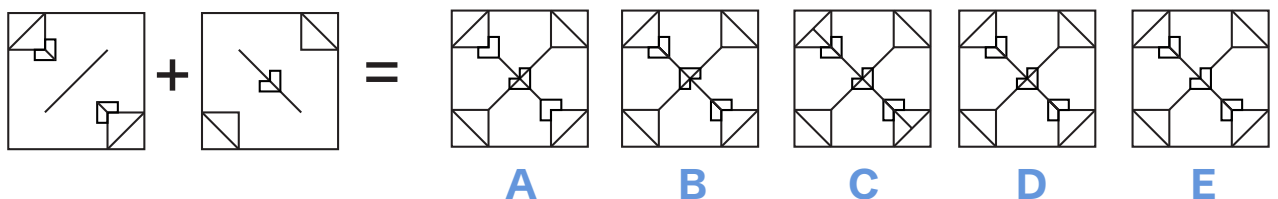
#### Example



*The correct answer is **A**. The two given shapes are combined to form a new shape. The correct option should represent a complete overlap of both original figures without any missing parts. Option **A** correctly displays the resulting merged shape.*

*Now try this practice question and mark the correct option on the answer sheet.*

P1



End of the Non-Verbal Reasoning Sub-test 1 Practice Section

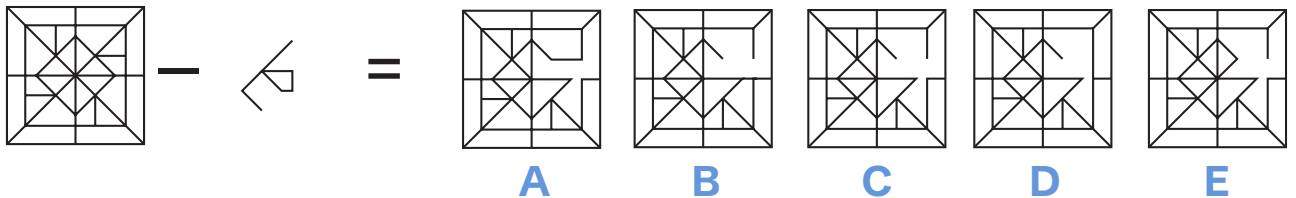


## Non-Verbal Reasoning Sub-test 1

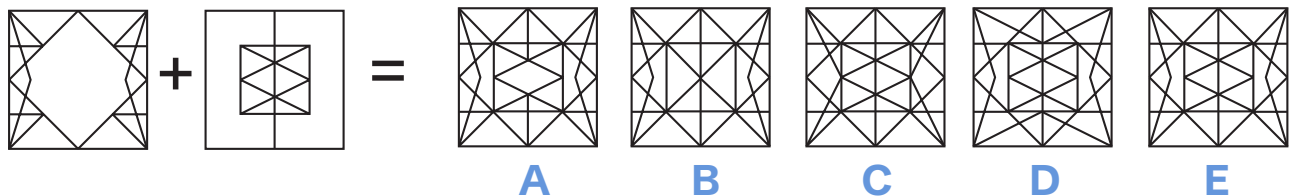
This section is **marked**.

**On the left, two shapes are shown that are either added or subtracted to form a new shape. From the five answer choices on the right, select the shape that correctly represents the result and mark its letter on the answer sheet.**

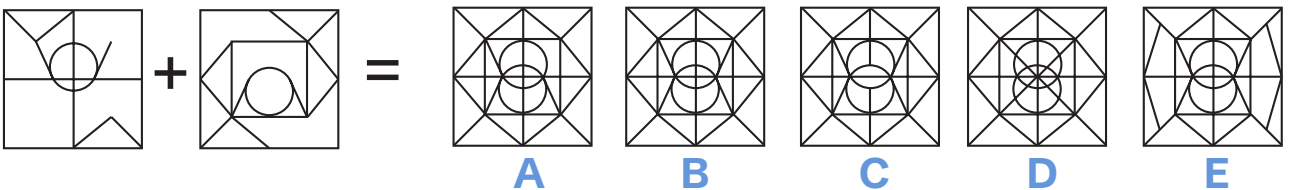
1



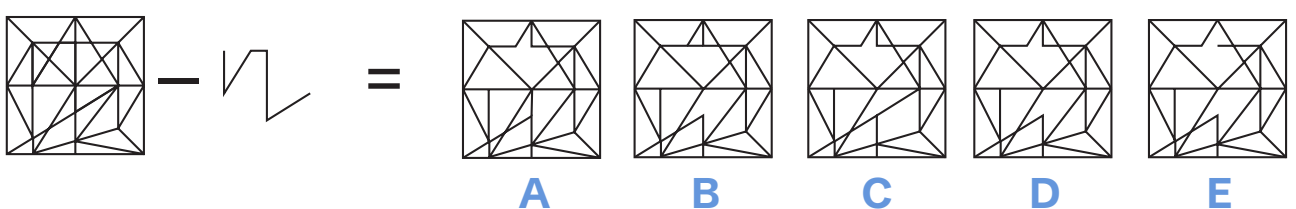
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3

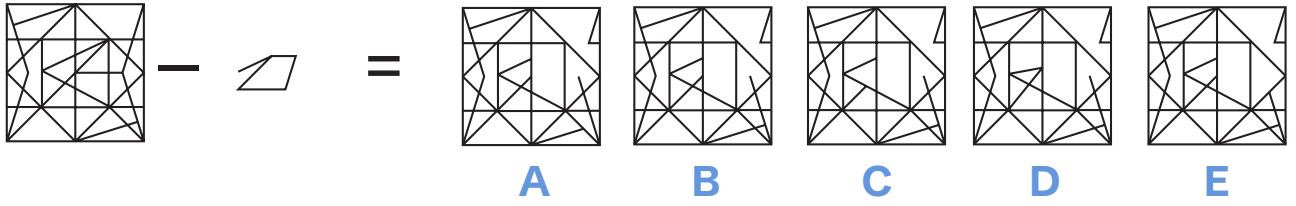


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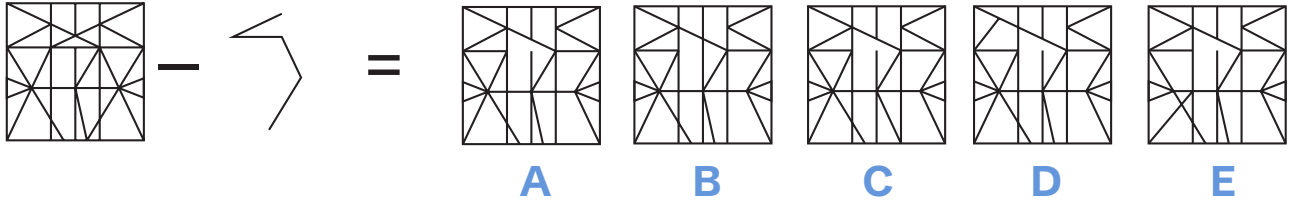




5



6



End of Non-Verbal Reasoning Sub-test 1

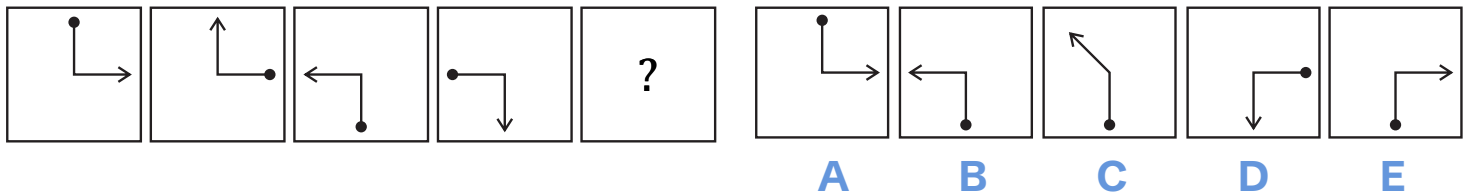


## Non-Verbal Reasoning Sub-test 2 Practice Section

### Series

*To the left in the row of shapes below there are five squares arranged in order. One of these squares has been left empty. Find which one of the five squares on the right should take the place of the empty square.*

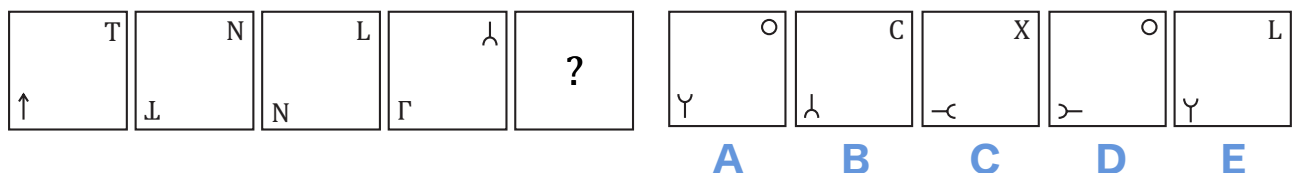
#### Example



*The correct answer is **A**. In each step, the pin rotates **90°** clockwise and the arrow rotates **90°** anticlockwise. Following this pattern, option **A** correctly completes the rotation.*

*Now try this practice question and mark the correct option on the answer sheet.*

P2



End of the Non-Verbal Reasoning Sub-test 2 Practice Section

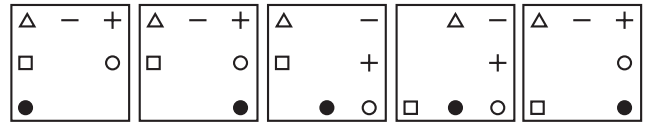
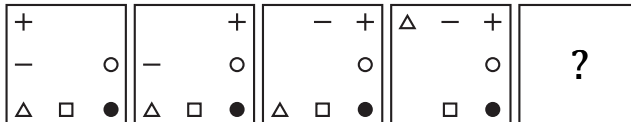


## Non-Verbal Reasoning Sub-test 2

This section is **marked**.

To the left in the row of shapes below there are five squares arranged in order. One of these squares has been left empty. Find which one of the five squares on the right should take the place of the empty square and mark its letter on the answer sheet.

7



A

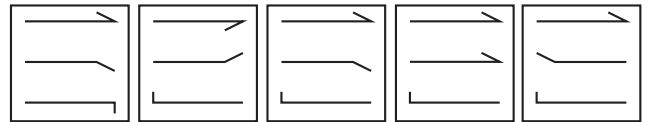
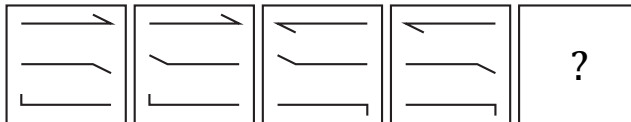
B

C

D

E

8



A

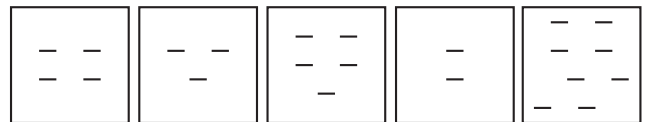
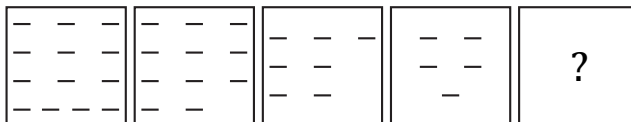
B

C

D

E

9



A

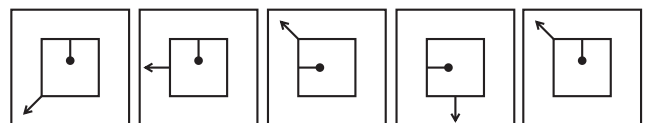
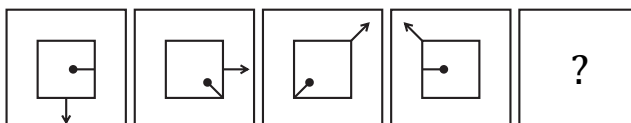
B

C

D

E

10



A

B

C

D

E



11

|                                        |                                        |                                        |                                        |   |                                        |                                        |                                        |                                        |                                                |
|----------------------------------------|----------------------------------------|----------------------------------------|----------------------------------------|---|----------------------------------------|----------------------------------------|----------------------------------------|----------------------------------------|------------------------------------------------|
| $\triangle$<br>$\circ \times$<br>$S =$ | $\triangle$<br>$= \circ$<br>$S \times$ | $\circ$<br>$= S$<br>$\triangle \times$ | $\circ$<br>$\times =$<br>$\triangle S$ | ? | $=$<br>$\times \triangle$<br>$\circ S$ | $\times$<br>$= \triangle$<br>$\circ S$ | $\triangle$<br>$\circ S$<br>$\times =$ | $=$<br>$\circ \triangle$<br>$S \times$ | $\triangle$<br>$S \triangle$<br>$\circ \times$ |
|                                        |                                        |                                        |                                        |   | <b>A</b>                               | <b>B</b>                               | <b>C</b>                               | <b>D</b>                               | <b>E</b>                                       |

12

|                                           |                                           |                                           |                                           |   |                                           |                                        |                                        |                                        |                                           |
|-------------------------------------------|-------------------------------------------|-------------------------------------------|-------------------------------------------|---|-------------------------------------------|----------------------------------------|----------------------------------------|----------------------------------------|-------------------------------------------|
| $\triangle$<br>$\uparrow$<br>$\downarrow$ | $\downarrow$<br>$\triangle$<br>$\uparrow$ | $\uparrow$<br>$\downarrow$<br>$\triangle$ | $\downarrow$<br>$\uparrow$<br>$\triangle$ | ? | $\triangle$<br>$\uparrow$<br>$\downarrow$ | $\nabla$<br>$\downarrow$<br>$\uparrow$ | $\nabla$<br>$\uparrow$<br>$\downarrow$ | $\nabla$<br>$\downarrow$<br>$\uparrow$ | $\triangle$<br>$\uparrow$<br>$\downarrow$ |
|                                           |                                           |                                           |                                           |   | <b>A</b>                                  | <b>B</b>                               | <b>C</b>                               | <b>D</b>                               | <b>E</b>                                  |

End of Non-Verbal Reasoning Sub-test 2

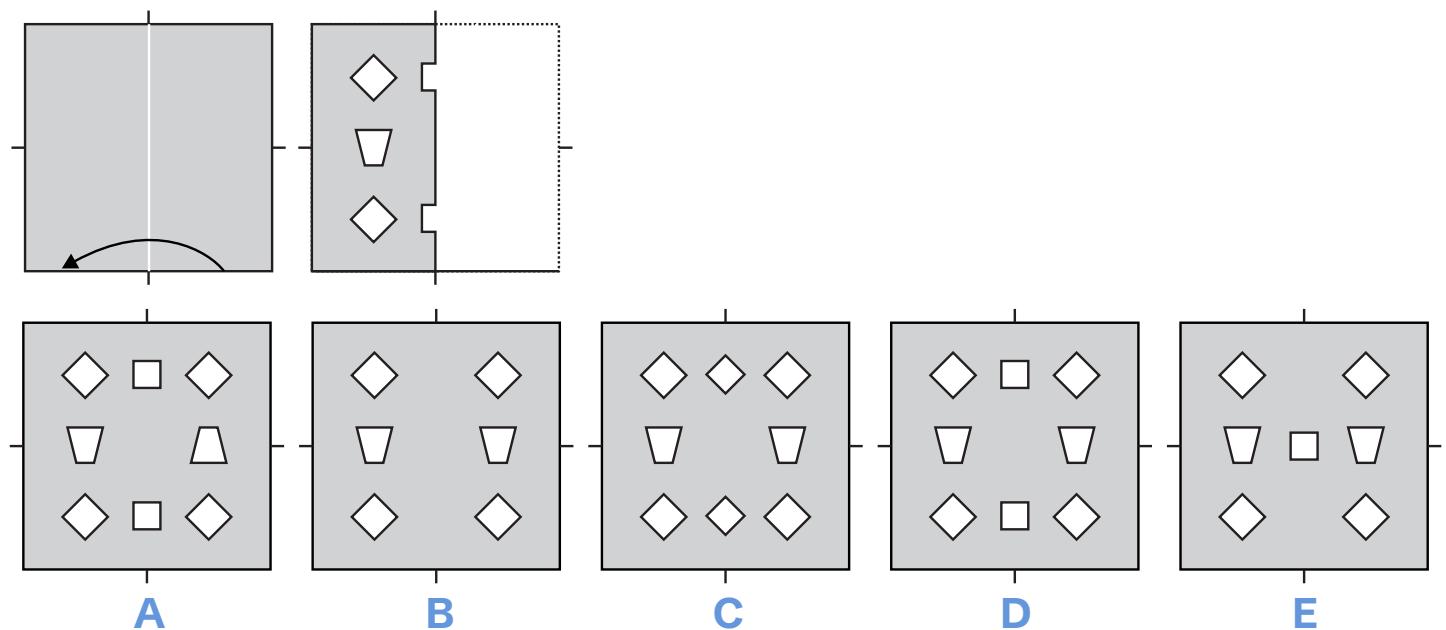


## Spatial Reasoning Sub-test 3 Practice Section

### Folding and Punching

*A folded piece of paper with punched holes is shown on the left. When the paper is unfolded, the holes will appear symmetrically across the folds. On the right, there are five answer choices showing possible unfolded versions of the paper. Identify the correct unfolded pattern.*

#### Example

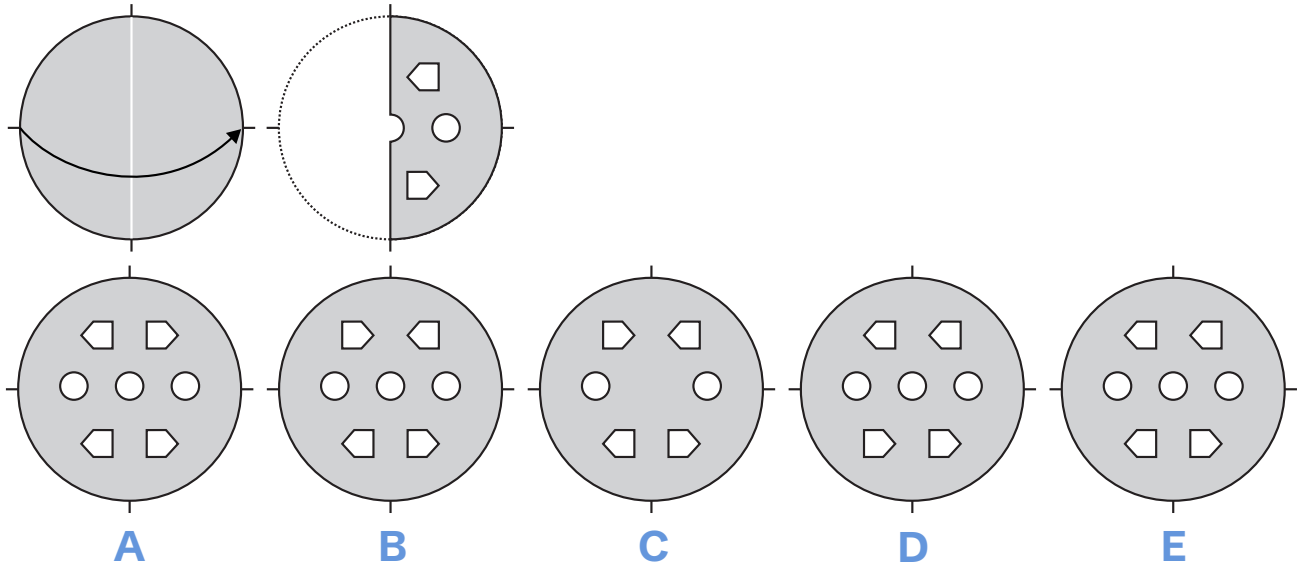


*The correct answer is **D**. In this question, paper is folded vertically. Three shapes i.e. diamond shaped polygon, bucket shaped polygon, and one more diamond shaped polygon will become double as they will replicate. There will be new two complete squares because of the cut on the folded edge.*



*Now try this practice question and mark the correct option on the answer sheet.*

P3



End of the Spatial Reasoning Sub-test 3 Practice Section

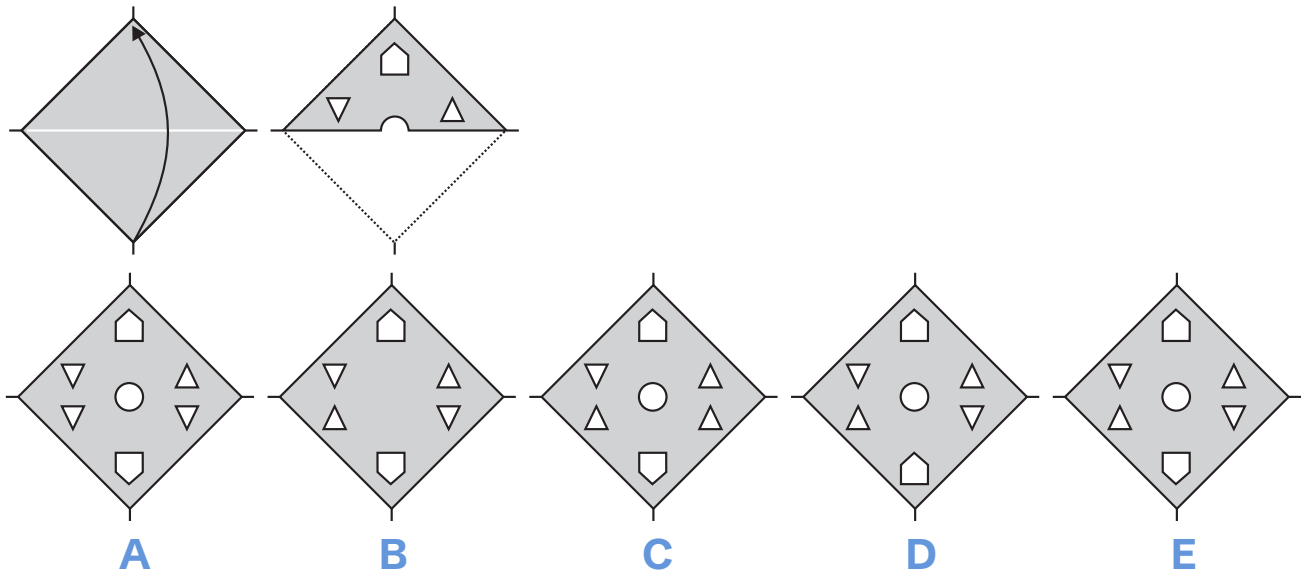


### Spatial Reasoning Sub-test 3

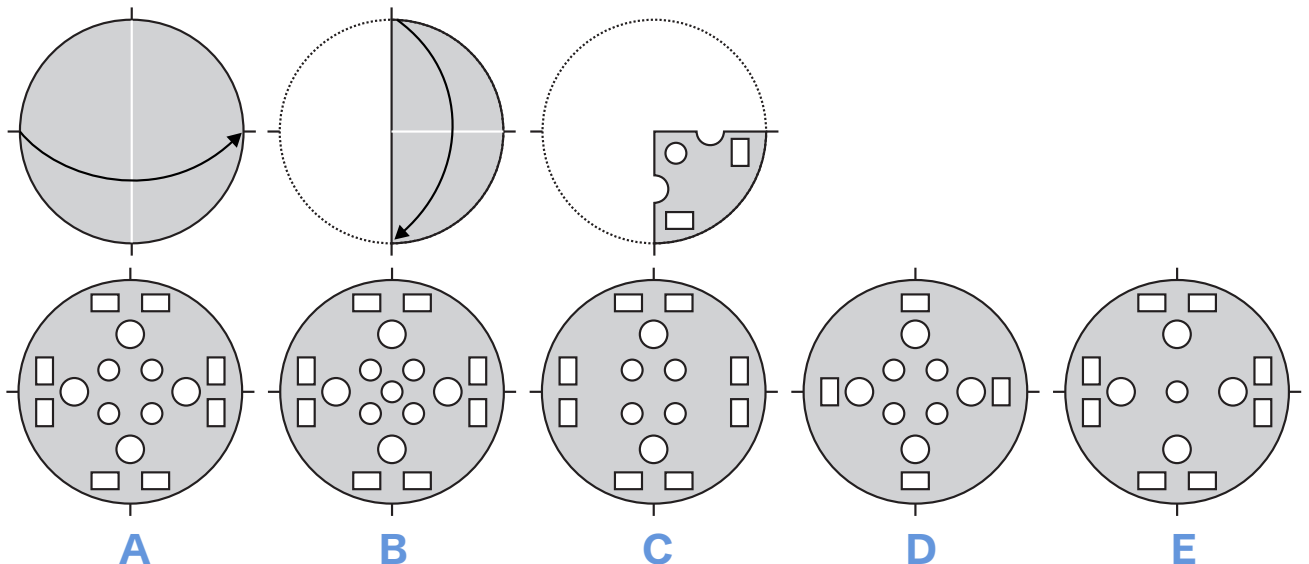
This section is **marked**.

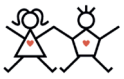
**A folded piece of paper with punched holes is shown on the left. When the paper is unfolded, the holes will appear symmetrically across the folds. On the right, there are five answer choices showing possible unfolded versions of the paper. Identify the correct unfolded pattern and mark its letter on your answer sheet.**

13

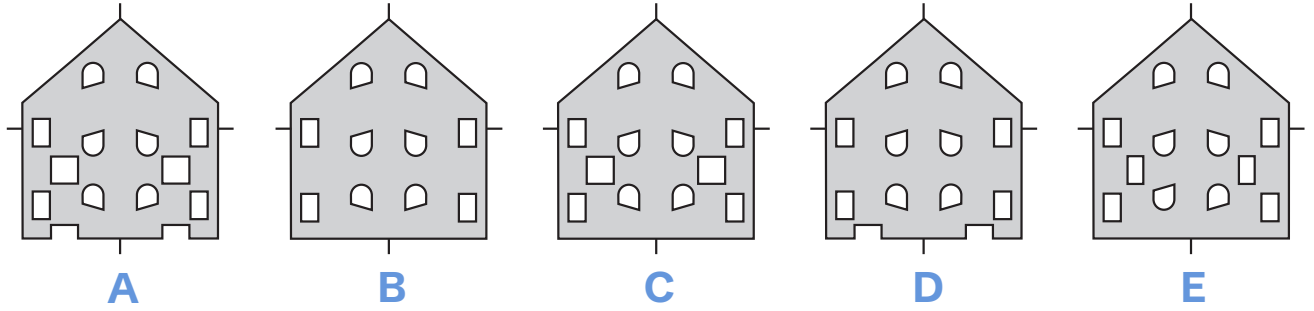
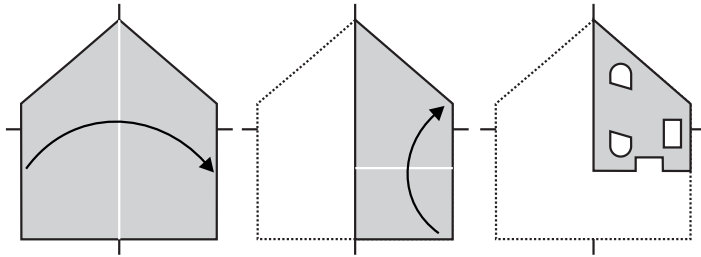


14

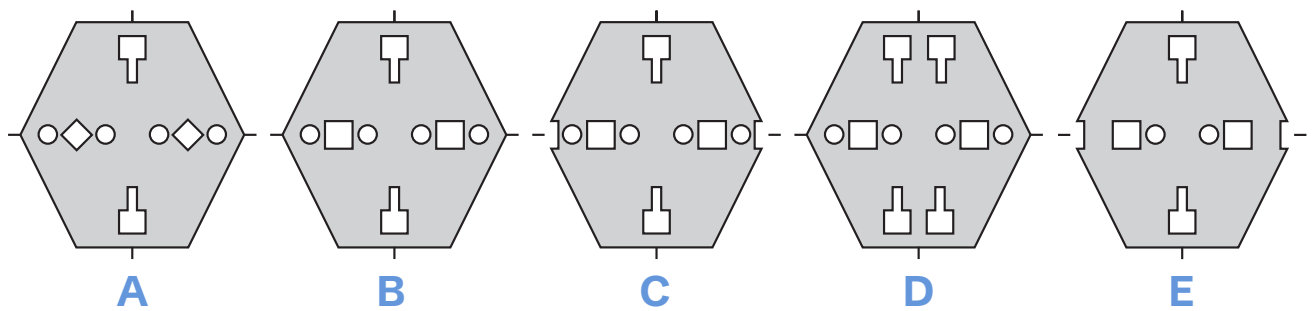
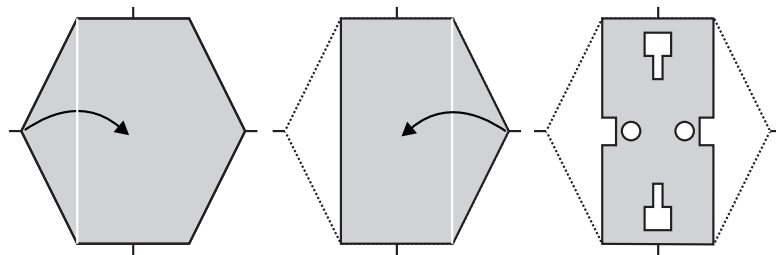




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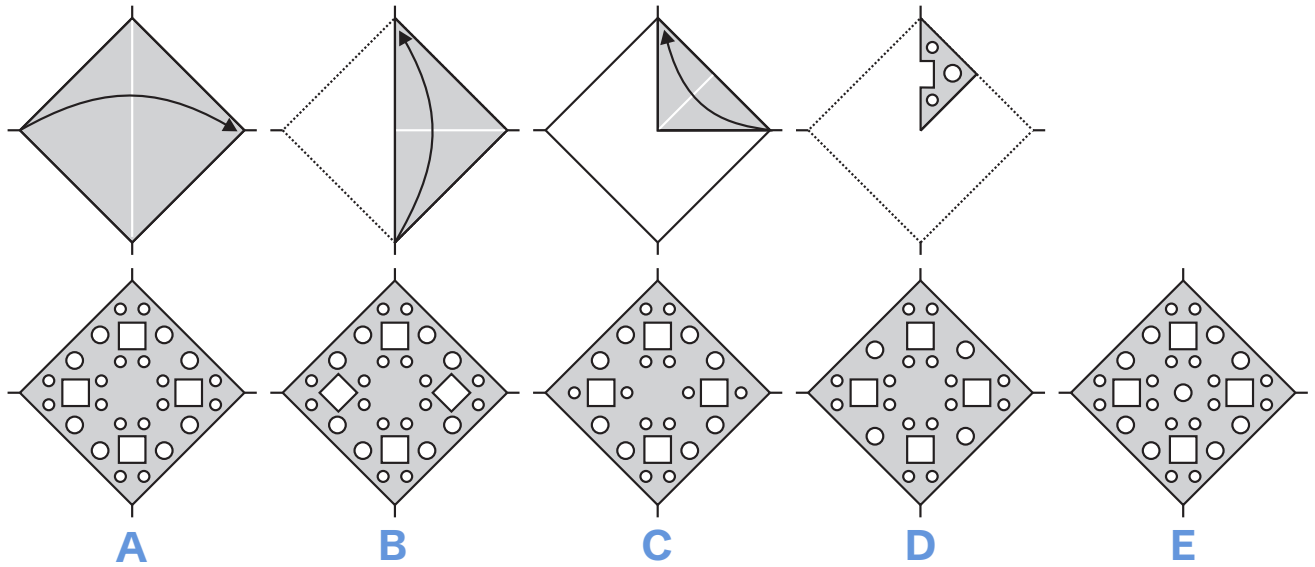


16

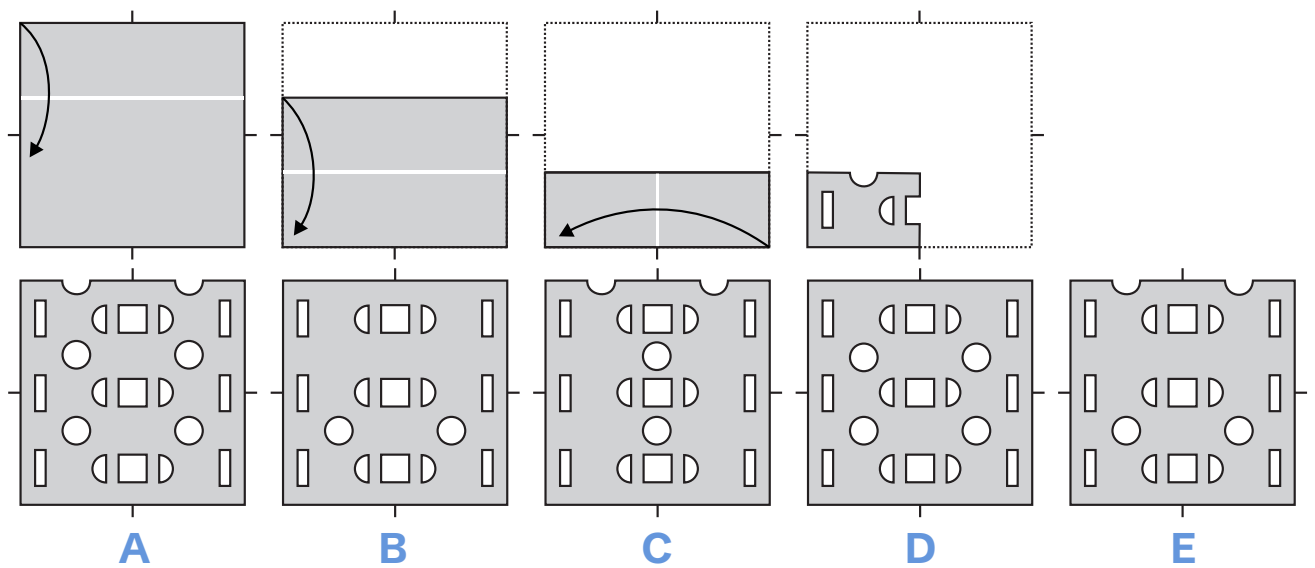




17



18



End of Spatial Reasoning Sub-test 3

# 11+ West Midlands

## Session 2 - Test 3

### English

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#### Instructions:

1. Do not turn over this page until instructed to do so.
2. This is a Reading Comprehension test.
3. The test begins with a practice section.
4. The practice section contains one passage with two practice questions.
5. The practice section is followed by the 10 main questions.
6. Total time for the test is 15 minutes.
7. Work quickly and carefully through the questions.
8. If you finish early, go back and check your work.
9. This is a multiple-choice test. Each question carries 1 mark.



## English - Practice Section

### Reading Comprehension

*Read this passage carefully, then answer the questions that follow.*

### Oliver's Birthday

1. Oliver Twist's ninth birthday found him a pale thin child, somewhat diminutive in stature, and decidedly small in circumference. But nature or inheritance had implanted a good sturdy spirit in Oliver's breast. It had had plenty of room to expand, thanks to the spare diet of the establishment; and perhaps to this
5. circumstance may be attributed his having any ninth birth-day at all. Be this as it may, however, it was his ninth birthday; and he was keeping it in the coal-cellar with a select party of two other young gentleman, who, after participating with him in a sound thrashing, had been locked up for atrociously presuming to be hungry, when Mrs. Mann, the good lady of the house, was unexpectedly startled by the
10. apparition of Mr. Bumble, the beadle, striving to undo the wicket of the garden-gate.

*Please answer these questions. (Look at the passage again if you need to.) You should choose the **best** answer and mark its letter on your answer sheet.*

P1

Where was Oliver celebrating his ninth birthday?

- A In the kitchen
- B At Mrs. Mann's house
- C In the coal-cellar
- D In the garden
- E In the bedroom



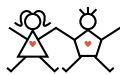
P2

In the sentence from *Oliver's Birthday*: "*Oliver Twist's ninth birthday found him a pale thin child, somewhat diminutive in stature...*" what does the word "diminutive" mean?

- A Thin
- B Large
- C Unsteady
- D Bulky
- E Small

This is the end of the English practice section.





## English

*This section is **marked**.*

### **Reading Comprehension**

*Read this passage carefully, then answer the questions that follow.*

### **A May Afternoon**

*In this passage, the narrator describes the atmosphere on a May afternoon in rural Manchester.*

1. I do not know whether it was on a holiday granted by the masters, or a holiday seized in right of Nature and her beautiful spring time by the workmen, but one afternoon (now ten or a dozen years ago) these fields were much thronged. It was an early May evening—the April of the poets; for heavy showers had fallen all the morning, and the round, soft, white clouds which were blown by a west wind over the dark blue sky, were sometimes varied by one blacker and more threatening.
5. The softness of the day tempted forth the young green leaves, which almost visibly fluttered into life; and the willows, which that morning had had only a brown reflection in the water below, were now of that tender gray-green which blends so
10. delicately with the spring harmony of colours.

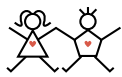
- Groups of merry and somewhat loud-talking girls, whose ages might range from twelve to twenty, came by with a buoyant step. They were most of them factory girls, and wore the usual out-of-doors dress of that particular class of maidens; namely, a shawl, which at mid-day or in fine weather was allowed to be merely
15. a shawl, but towards evening, or if the day were chilly, became a sort of Spanish mantilla or Scotch plaid, and was brought over the head and hung loosely down, or was pinned under the chin in no unpicturesque fashion.

Their faces were not remarkable for beauty; indeed, they were below the average, with one or two exceptions; they had dark hair, neatly and classically arranged,



20. dark eyes, but sallow complexions and irregular features. The only thing to strike a passer-by was an acuteness and intelligence of countenance, which has often been noticed in a manufacturing population.

- There were also numbers of boys, or rather young men, rambling among these fields, ready to bandy jokes with any one, and particularly ready to enter into
25. conversation with the girls, who, however, held themselves aloof, not in a shy, but rather in an independent way, assuming an indifferent manner to the noisy wit or obstreperous compliments of the lads. Here and there came a sober quiet couple, either whispering lovers, or husband and wife, as the case might be; and if the
30. latter, they were seldom unencumbered by an infant, carried for the most part by the father, while occasionally even three or four little toddlers had been carried or dragged thus far, in order that the whole family might enjoy the delicious May afternoon together.



*Please answer these questions. (Look at the passage again if you need to.)  
You should choose the **best** answer and mark its letter on your answer sheet.*

1

In the phrase “it was an early May evening—the April of the poets” (line 4), what is the function of the dash?

- A To indicate a pause in dialogue
- B To connect two closely related ideas
- C To introduce a poetic or metaphorical clarification
- D To mark a speaker change
- E To separate a subject from a predicate

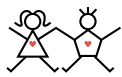
2

Which statements about the weather on this May afternoon are supported by the text?

Choose TWO.

- 1 Heavy rain had fallen earlier in the day
- 2 A west wind was blowing
- 3 A storm was expected later
- 4 The hills had patches of melting snow
- 5 The sun was breaking through the clouds

- A 1 and 2
- B 1 and 5
- C 2 and 4
- D 2 and 5
- E 3 and 4



3

**Which literary technique is predominantly used in the description of nature in the first paragraph?**

- A Simile
- B Alliteration
- C Personification
- D Hyperbole
- E Irony

4

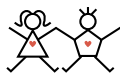
**Where does the scene described in the passage take place?**

- A In the centre of Manchester
- B In rural fields near Manchester
- C On a factory site near the city
- D In a public park on the outskirts of Manchester
- E Along the Manchester canals

5

**What does the word “buoyant” (line 12) tell us about how the girls moved?**

- A Slowly and carefully
- B With a light, springy step
- C In an energetic but hurried way
- D With visible strain from walking
- E In a coordinated and formal manner



**6** How does the passage characterise the factory girls?

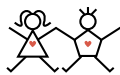
- A** Stylish and shallow
- B** Quiet and unsure of themselves
- C** Easily embarrassed by attention
- D** Wealthy and fashion-conscious
- E** Plain in appearance but lively and self-assured

**7** Based on Tom's Early Life, what can be inferred about social mobility in London at this time?

- A** They lived in wealth but chose simple pastimes
- B** They likely endured hard work but cherished leisure time
- C** They were completely disconnected from natural spaces
- D** They never left the factory due to long hours
- E** They were mostly older and uninterested in outings

**8** What attitude do the couples with children demonstrate according to the passage?

- A** Mild frustration at managing children outdoors
- B** Determination to share the day with their entire family
- C** Guilt for taking time away from household duties
- D** Worry over the unpredictable weather
- E** Irritation toward younger, unencumbered couples



9

**Based on the passage, what can be inferred about the social relationship between the young men and the factory girls?**

- A** There was mutual attraction, but the girls held their distance
- B** They were unfamiliar and kept to themselves
- C** They were long-time friends who knew each other well
- D** The girls were clearly uncomfortable with their presence
- E** The two groups ignored each other completely

10

**What does the phrase “obstreperous compliments” (line 27) suggest about the young men’s behaviour?**

- A** They were sincerely flattering the girls
- B** They were shy and quiet in their praise
- C** They were being noisy and disruptive while complimenting
- D** They were polite but formal in their remarks
- E** They were respectful but persistent

# 11+ West Midlands

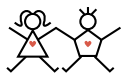
## Session 2 - Test 4

### Maths

---

#### Instructions:

1. **Do not turn over this page** until instructed to do so.
2. The test begins with a practice section.
3. The practice section includes 3 questions.
4. The practice section is followed by the main questions.
5. Total time for the test is **15 minutes**.
6. Work quickly and carefully through the questions.
7. If you finish early, go back and check your work.
8. This is a **multiple-choice test**. Each question carries **1 mark**.



## Maths: Practice Section (5 mins)

*Try practice questions below. Work out the correct answer and mark it on the answer sheet.*

**P1**

On one day in 2022, €1 was worth £0.80.

**What was £1 worth in euros on that day?**

- A** €1.25      **B** €1.20      **C** €0.80      **D** €1.50      **E** €1.30

**P2**

Mr. Harrison writes the following pattern on the whiteboard:

$$7 \times 7 = 49$$

$$6 \times 8 = 48 = 49 - 1$$

$$5 \times 9 = 45 = 49 - 4$$

$$4 \times 10 = 40 = 49 - 9$$

**Select the next line of the pattern.**

- A**  $3 \times 11 = 33 = 49 - 16$       **B**  $3 \times 12 = 36 = 49 - 13$   
**C**  $3 \times 11 = 33 = 49 - 17$       **D**  $3 \times 12 = 36 = 49 - 16$   
**E**  $3 \times 11 = 33 = 49 - 15$

**P3**

Oliver's marks on his science quizzes are 7, 15, 10, 13, 12 and 9.

**What is his average mark?**

- A** 10.5      **B** 11      **C** 11.5      **D** 11.8      **E** 12

**This is the end of the Maths practice section.**





## Maths

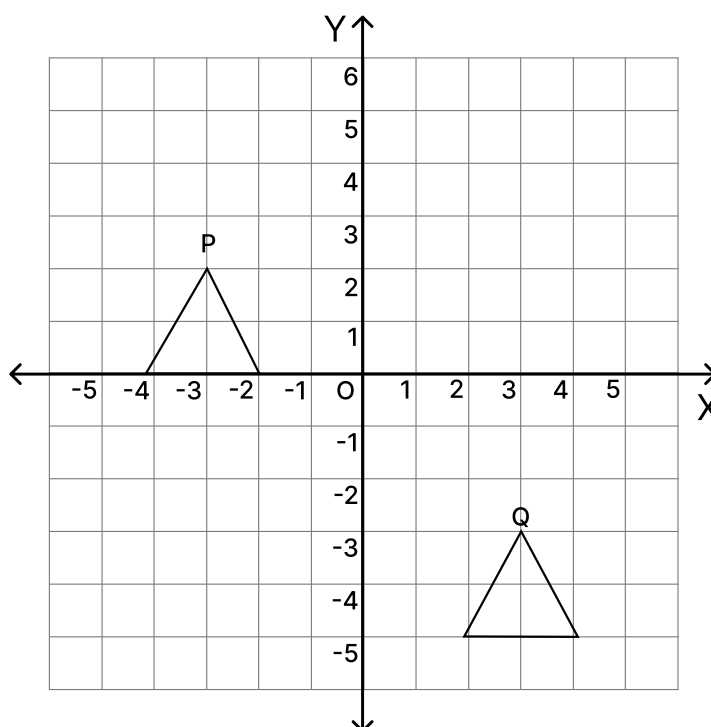
This section is **marked**.

- 1** Sophie has a collection of marbles in a jar. 5 red marbles, 3 green marbles and 7 blue marbles

What is the probability of randomly selecting a red marble from the jar?

- A**  $\frac{1}{5}$       **B**  $\frac{1}{3}$       **C**  $\frac{4}{15}$       **D**  $\frac{1}{4}$       **E**  $\frac{5}{12}$

- 2** What could be the transformation that takes triangle P onto triangle Q?



- A** Move left 6 units and down 5 units  
**B** Reflection across the Y-axis followed by a move down 5 units  
**C** Reflection across X-axis followed by move right 6 units  
**D** Move right 6 units and down 5 units  
**E** Rotation of  $180^\circ$  around the (0,0)



3 Fill in the empty box to make the calculation work

$$\square \div \frac{2}{5} = 15$$

- A 5      B 6      C 6.5      D 7.5      E 8

4 The table below shows the highest and lowest rainfall (in mm) for five cities?

| City       | Highest Rainfall | Lowest Rainfall |
|------------|------------------|-----------------|
| Bristol    | 98 mm            | 32 mm           |
| Cardiff    | 15 mm            | 45 mm           |
| Edinburgh  | 83 mm            | 24 mm           |
| Liverpool  | 107 mm           | 39 mm           |
| Manchester | 112 mm           | 48 mm           |

Which city had the greatest difference between the highest and lowest rainfall?

- A Bristol      B Cardiff      C Edinburgh  
D Liverpool      E Manchester



5

In a school science fair, students observed that when spinning a special coin, it lands on heads one-quarter of the time. Emily conducted an experiment where she spun the coin many times. She recorded that 42 spins landed on tails.

**How many times did the coin land on heads?**

- A** 12                      **B** 14                      **C** 15                      **D** 16                      **E** 18

6

Emma travels on a coach that leaves Manchester at 09:15 to visit York. The journey distance is 140 km, and the coach travels at an average 70 km/h speed.

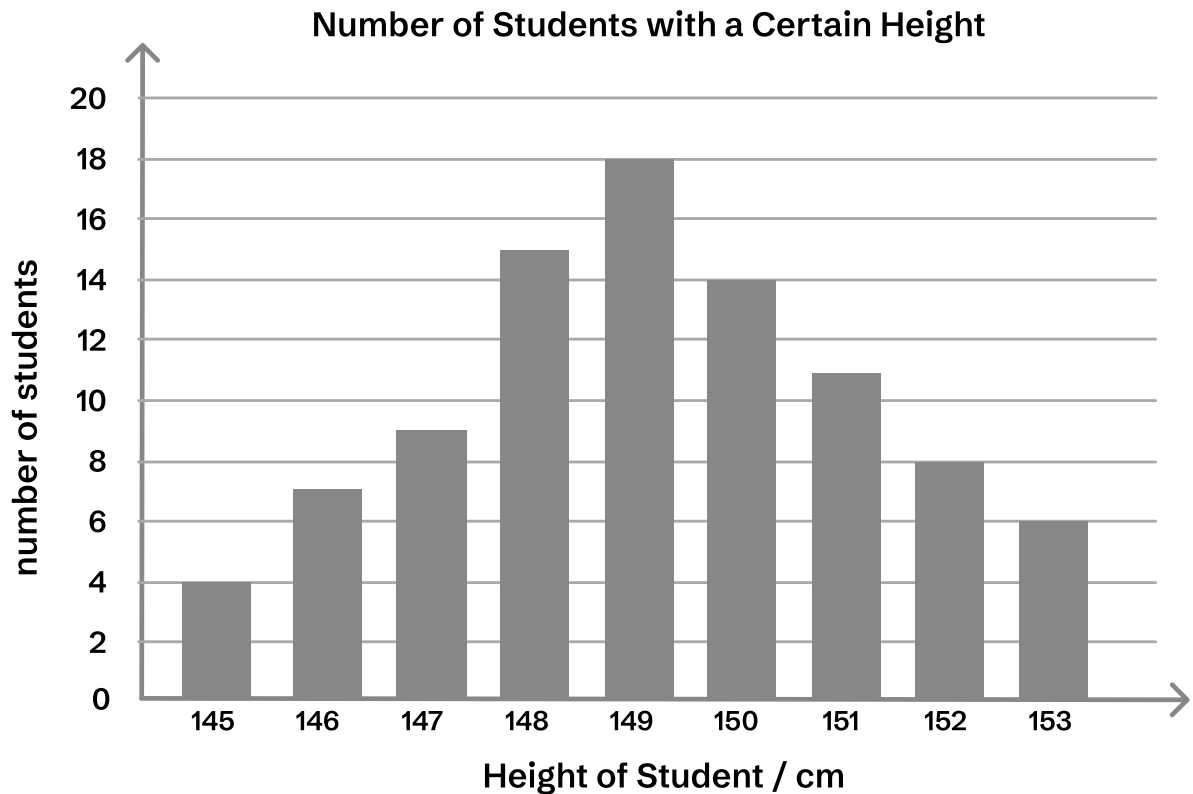
**What time will Emma arrive in York?**

- A** 11:00                      **B** 11:05                      **C** 11:15                      **D** 11:25                      **E** 11:30



7

Refer to the bar chart given below.



Find the frequency of the median height.

- A** 9                      **B** 11                      **C** 14                      **D** 15                      **E** 18

8

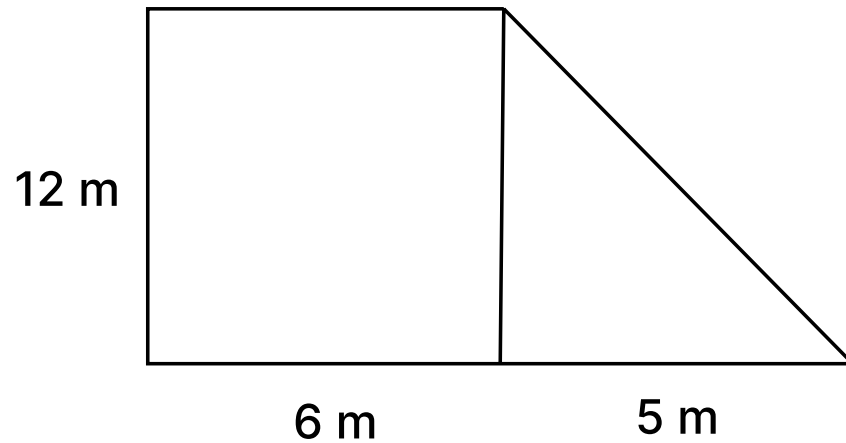
Thomas thinks of a number. He adds five, then multiplies by three and then subtracts seven. His answer is 74.

What is the number that Thomas first thought of?

- A** 24                      **B** 22                      **C** 23                      **D** 21                      **E** 25



9



Find the area of this shape:

- A** 118 m<sup>2</sup>      **B** 102 m<sup>2</sup>      **C** 117 m<sup>2</sup>      **D** 115 m<sup>2</sup>      **E** 110 m<sup>2</sup>

10

At a local café on a busy Saturday, 48 customers ordered drinks. Two-thirds of the customers were adults, and 25% of the adults ordered tea.

How many adults ordered tea at the café on that Saturday?

- A** 7      **B** 8      **C** 9      **D** 10      **E** 11



**Pi Academy**

# West Midlands Paper 2 Session 2

## Answer Marking Sheet

Pupil's Name

School Name

DATE OF TEST

Day

Month

Year

UNIQUE PUPIL NUMBER

SCHOOL NUMBER

DATE OF BIRTH

Day

Month

Year

Please mark boxes with a thin horizontal line like this  .



# Test 1 - Verbal Reasoning

## Sub-test 1

| EXAMPLE |                                     |
|---------|-------------------------------------|
| A       | <input type="checkbox"/>            |
| B       | <input checked="" type="checkbox"/> |
| C       | <input type="checkbox"/>            |
| D       | <input type="checkbox"/>            |
| E       | <input type="checkbox"/>            |

| P1 PRACTICE |                          |
|-------------|--------------------------|
| A           | <input type="checkbox"/> |
| B           | <input type="checkbox"/> |
| C           | <input type="checkbox"/> |
| D           | <input type="checkbox"/> |
| E           | <input type="checkbox"/> |

| 1 |                          |
|---|--------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |
| E | <input type="checkbox"/> |

| 2 |                          |
|---|--------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |
| E | <input type="checkbox"/> |

| 3 |                          |
|---|--------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |
| E | <input type="checkbox"/> |

| 4 |                          |
|---|--------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |
| E | <input type="checkbox"/> |

| 5 |                          |
|---|--------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |
| E | <input type="checkbox"/> |

## Sub-test 2

| EXAMPLE |                                     |
|---------|-------------------------------------|
| A       | <input type="checkbox"/>            |
| B       | <input type="checkbox"/>            |
| C       | <input checked="" type="checkbox"/> |
| D       | <input type="checkbox"/>            |
| E       | <input type="checkbox"/>            |

| P2 PRACTICE |                          |
|-------------|--------------------------|
| A           | <input type="checkbox"/> |
| B           | <input type="checkbox"/> |
| C           | <input type="checkbox"/> |
| D           | <input type="checkbox"/> |
| E           | <input type="checkbox"/> |

| 6 |                          |
|---|--------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |
| E | <input type="checkbox"/> |

| 7 |                          |
|---|--------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |
| E | <input type="checkbox"/> |

| 8 |                          |
|---|--------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |
| E | <input type="checkbox"/> |

| 9 |                          |
|---|--------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |
| E | <input type="checkbox"/> |

| 10 |                          |
|----|--------------------------|
| A  | <input type="checkbox"/> |
| B  | <input type="checkbox"/> |
| C  | <input type="checkbox"/> |
| D  | <input type="checkbox"/> |
| E  | <input type="checkbox"/> |



## Sub-test 3

### EXAMPLE

A ☐  
B ☒  
C ☐  
D ☐  
E ☐

P3

### PRACTICE

A ☐  
B ☐  
C ☐  
D ☐  
E ☐

11

A ☐  
B ☐  
C ☐  
D ☐  
E ☐

12

A ☐  
B ☐  
C ☐  
D ☐  
E ☐

13

A ☐  
B ☐  
C ☐  
D ☐  
E ☐

14

A ☐  
B ☐  
C ☐  
D ☐  
E ☐

15

A ☐  
B ☐  
C ☐  
D ☐  
E ☐

## Sub-test 4

### EXAMPLE

A ☐  
B ☐  
C ☒  
D ☐  
E ☐

P4

### PRACTICE

A ☐  
B ☐  
C ☐  
D ☐  
E ☐

16

A ☐  
B ☐  
C ☐  
D ☐  
E ☐

17

A ☐  
B ☐  
C ☐  
D ☐  
E ☐

18

A ☐  
B ☐  
C ☐  
D ☐  
E ☐

19

A ☐  
B ☐  
C ☐  
D ☐  
E ☐

20

A ☐  
B ☐  
C ☐  
D ☐  
E ☐



# Test 2 - Non Verbal and Spatial Reasoning

## Sub-test 1

**EXAMPLE**

|   |                                     |
|---|-------------------------------------|
| A | <input checked="" type="checkbox"/> |
| B | <input type="checkbox"/>            |
| C | <input type="checkbox"/>            |
| D | <input type="checkbox"/>            |
| E | <input type="checkbox"/>            |

**P1**

**PRACTICE**

|   |                          |
|---|--------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |
| E | <input type="checkbox"/> |

**1**

|   |                          |
|---|--------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |
| E | <input type="checkbox"/> |

**2**

|   |                          |
|---|--------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |
| E | <input type="checkbox"/> |

**3**

|   |                          |
|---|--------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |
| E | <input type="checkbox"/> |

**4**

|   |                          |
|---|--------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |
| E | <input type="checkbox"/> |

**5**

|   |                          |
|---|--------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |
| E | <input type="checkbox"/> |

**6**

|   |                          |
|---|--------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |
| E | <input type="checkbox"/> |

## Sub-test 2

**EXAMPLE**

|   |                                     |
|---|-------------------------------------|
| A | <input checked="" type="checkbox"/> |
| B | <input type="checkbox"/>            |
| C | <input type="checkbox"/>            |
| D | <input type="checkbox"/>            |
| E | <input type="checkbox"/>            |

**P2**

**PRACTICE**

|   |                          |
|---|--------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |
| E | <input type="checkbox"/> |

**7**

|   |                          |
|---|--------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |
| E | <input type="checkbox"/> |

**8**

|   |                          |
|---|--------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |
| E | <input type="checkbox"/> |

**9**

|   |                          |
|---|--------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |
| E | <input type="checkbox"/> |

**10**

|   |                          |
|---|--------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |
| E | <input type="checkbox"/> |

**11**

|   |                          |
|---|--------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |
| E | <input type="checkbox"/> |

**12**

|   |                          |
|---|--------------------------|
| A | <input type="checkbox"/> |
| B | <input type="checkbox"/> |
| C | <input type="checkbox"/> |
| D | <input type="checkbox"/> |
| E | <input type="checkbox"/> |



# Sub-test 3

EXAMPLE

A ☐  
B ☐  
C ☐  
D ☒  
E ☐

P3

PRACTICE

A ☐  
B ☐  
C ☐  
D ☐  
E ☐

13

A ☐  
B ☐  
C ☐  
D ☐  
E ☐

14

A ☐  
B ☐  
C ☐  
D ☐  
E ☐

15

A ☐  
B ☐  
C ☐  
D ☐  
E ☐

16

A ☐  
B ☐  
C ☐  
D ☐  
E ☐

17

A ☐  
B ☐  
C ☐  
D ☐  
E ☐

18

A ☐  
B ☐  
C ☐  
D ☐  
E ☐



# Test 3 - English

**P1**

**PRACTICE**

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

**P2**

**PRACTICE**

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

**1**

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

**2**

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

**3**

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

**4**

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

**5**

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

**6**

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

**7**

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

**8**

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

**9**

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

**10**

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |



# Test 4 - Maths

**P1**

PRACTICE

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

**P2**

PRACTICE

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

**P3**

PRACTICE

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

**1**

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

**2**

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

**3**

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

**4**

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

**5**

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

**6**

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

**7**

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

**8**

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

**9**

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

**10**

|   |                      |
|---|----------------------|
| A | <input type="text"/> |
| B | <input type="text"/> |
| C | <input type="text"/> |
| D | <input type="text"/> |
| E | <input type="text"/> |

## For Parents use only

Marks Scored: \_\_\_\_\_ Time taken: \_\_\_\_\_

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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