



Familiarisation Booklet

This familiarisation booklet is designed for pupils who plan to take the Kent 11+ test this year. It will help to familiarise you with what to expect by giving a brief description of the different parts of the test, suggestions for how individual question types should be approached and an example of how to record your answers on the separate answer sheet. The example and practice questions that are included here will give you a chance to practise answering different kinds of reasoning, English and maths questions, but will not necessarily be exactly the same question types that will come up in your test. The order in which sections appear may also vary. The purpose of this booklet is to show the kind of challenges that the Kent test will present and to guide you in how best to deal with them.

2017

About the Kent test

The Kent test is designed to assess whether grammar school is a suitable option for you. The questions in the test have been designed and written by experts in order to see how you perform using different types of reasoning skills and also to test your ability in English and maths.

The Kent test is in two separate booklets, one called Reasoning which contains questions which test your verbal, non-verbal and spatial skills, and the other called English & Maths. Both booklets contain timed tests which consist of a series of multiple-choice questions. You read the questions in the test booklet and choose your answer, which you put on a separate answer sheet that can be marked by a computer.

General information about the test session

On the day you take your tests you will need to:

- make sure you read the instructions on the front of the test booklet.
- listen carefully to the instructions read out by the invigilator. They will guide you through the test process.
- check that your name and date of birth are correctly shown on the answer sheet.

There are some places in the tests where you will be asked to stop working and not turn the page until the invigilator tells you to.

At the bottom of each page in the test booklets are instructions telling you:

to stop

Do not turn over until you are 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

Be sure to keep your place on the separate answer sheet. You should always check that you are marking your answer in the box that has the same number as the test question.

The Reasoning Test

What will I be tested on?

The Reasoning Test looks at how well you can work out and apply rules and relationships between words, numbers and shapes. You will use certain skills to do this.

The first important reasoning skill is noticing the relationship between things. The second is working out a new example of how that relationship can be created. It will be of help if you can pay attention to fine details, distinguish what is important from what is not important and think through the information you have been given without forgetting the bits that matter. Reasoning like this is important in a wide range of school subjects.

The Reasoning Test itself has three sections:

- One testing how well you can think using words and symbols (verbal reasoning);
- One testing how well you can think about relationships between shapes and patterns (non-verbal reasoning);
- One testing how well you can manipulate shapes and space in your head (spatial reasoning).

Using these tests together gives a reliable overall picture of your reasoning ability.

How long does the test last?

The whole test takes **around 1 hour**.

The **verbal reasoning** section of the test has a **timed practice section of 10 minutes**. The test itself takes **20 minutes**.

The **non-verbal** and **spatial reasoning** tests are divided into subtests – smaller sections, each of which starts with an **untimed practice section** which you will go through with the invigilator. The questions themselves are timed, with each of the subtests taking **4–5 minutes** to complete.

Remember, there will be times when you need to sit and listen to instructions, to wait for other pupils in the room to finish, or to stop when you are told to and hand in your answer sheet.

What kind of questions will be asked?

The verbal reasoning test contains questions where you may have to think about words, letters and numbers. If you find numbers in a verbal reasoning question they aren't there to test your mathematics, they are being used as symbols, and you are asked to find out the relationship between them so that – for example – you can predict what the next one will be. Some questions look at the relationship between symbols (such as numbers or letters) and some look at the relationship between words.

Non-verbal reasoning asks you to look at the relationship between shapes – their similarities and differences – as well as identifying changes between shapes shown in sequence. For instance, a shape may be rotated or increased in size. Some questions may also involve codes, where you have to match parts of a shape with a letter or letters. Non-verbal reasoning questions test how well you deal with new and unusual information without using words. Spatial reasoning questions are similar, but also test how well you can picture a shape and move it around in your head.

Where do I write my answers?

You will be given a separate answer sheet on which you have to mark the correct answer by drawing a line with your pencil through the small rectangular box beside it, like this .

There is a sample answer sheet on page 15 which you can use now to record your answers to the practice questions which follow over the page. It also has the answers to the example questions already filled in, so you can see exactly how to do it.

Reasoning: Example and Practice Questions

Below are some examples of the sort of reasoning questions which you could meet in the Kent test, with the correct answer filled in for you on the sample answer sheet on page 15 so that you can see how to do it. There are also some further practice questions which don't have the answers filled in, so that you can practise working them out for yourself and filling in the answer sheet. The correct answers for the practice questions and a brief explanation of the solution are provided at the end (pages 16 and 17).

Not all of the question types illustrated here will necessarily be included in the Kent test and the test will also include types not shown here.

Verbal Reasoning

In these questions, the same letter must fit into both sets of brackets, to complete the word in front of the brackets and begin the word after the brackets.

1

Example

dis [?] urt

muc [?] ole

A p

B h

C e

D s

E k

The answer is **h** (the four new words are **dish**, **hurt**, **much** and **hole**) and this has been marked on the answer sheet on page 15. Now try the practice question below:

1

Practice

rea [?] ace

fee [?] ost

A f

B r

C p

D m

E l

Work out the correct answer and mark it on the answer sheet.

In these questions, there are two pairs of words.

Only one of the five possible answers will go equally well with both these pairs.

2

Example

(fall stumble)

(journey outing)

A holiday

B travel

C drop

D trip

E trap

The answer is **trip**. The word 'trip' can mean losing your balance (**fall/stumble**) and also going somewhere e.g. on a holiday (**journey/outing**). This has been marked on the answer sheet on page 15. Now try the practice question over the page:

2

Practice

(variety type)

(arrange classify)

A kind

B tidy

C deal

D sort

E style

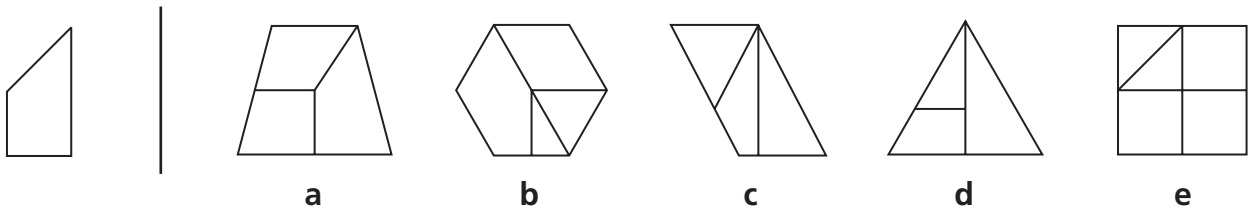
Work out the correct answer and mark it on the answer sheet.

Spatial Reasoning

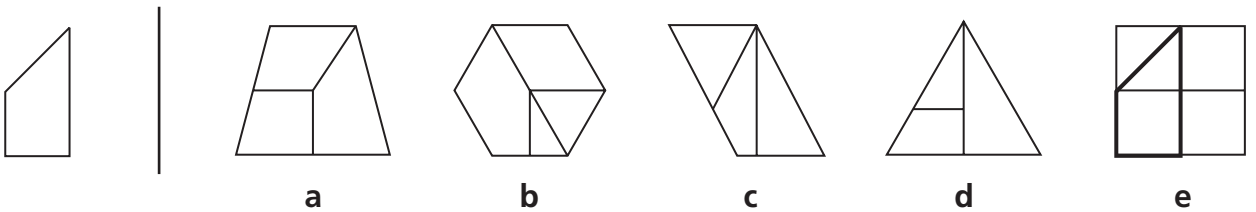
These questions contain hidden shapes. The shape on the left is the target. The target is hidden in one of the five shapes to the right of the line. **It is exactly the same size and same way round where it is hidden.** All of the sides of the target must be visible in the shape where it is hiding. Choose which of the five shapes contains the hidden target and **mark its letter on your answer sheet.**

3

Example



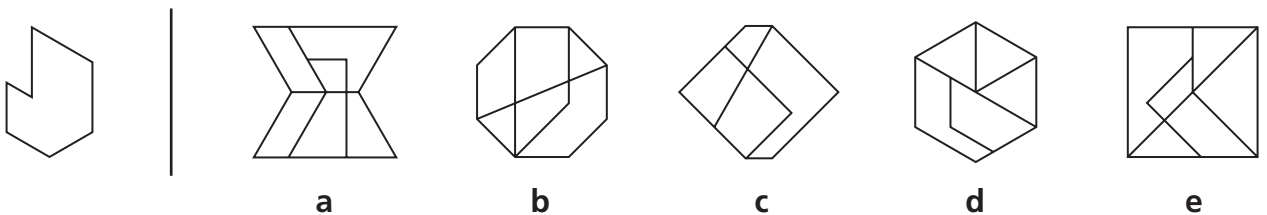
The answer is **e**. The hidden target is shown in bold below so that you can clearly see this, and the answer **e** has been marked on the answer sheet on page 15.



Now try the practice question below:

3

Practice



Work out the correct answer and mark it on the answer sheet.

Non-Verbal Reasoning

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 your answer sheet**.

4

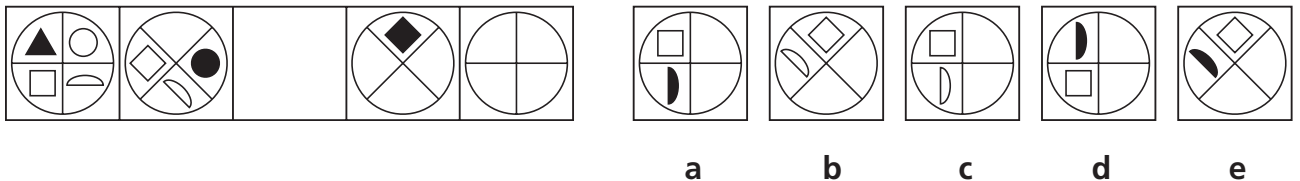
Example: Complete the series



The answer is **a**. This series has two rules. Firstly, the triangle flips over to point up, then down, then up etc. Secondly, the striped bar moves down a row each time until it gets to the bottom of the triangle when it moves up again. Therefore the missing shape must be a triangle pointing down with the striped bar two rows down. The answer **a** has been marked on the answer sheet on page 15. Now try the practice question below:

4

Practice



Work out the correct answer and mark it on the answer sheet.

5

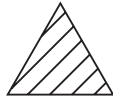
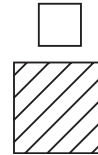
Example: Find the odd one out

In each of the rows below there are five figures. Find the figure in each row that is **most unlike** the other four and **mark its letter on your answer sheet**.

**a****b****c****d****e**

The answer is **b** because all of the shapes are divided in half with one half striped except **b** which has more than a half striped, so **b** is the odd one out. This has been marked on the answer sheet on page 15. Now try the practice question below:

5

Practice**a****b****c****d****e**

Work out the correct answer and mark it on the answer sheet.

The English & Maths Test

What will I be tested on?

The English & Maths test looks at your skill in these subjects (sometimes also called literacy and numeracy), drawing on what you have been taught in lessons.

How long does the test last?


The whole test takes around 1 hour, with 25 minutes for the English section (plus 5 minutes practice) and 25 minutes for the Maths section (plus 5 minutes practice).

What kind of questions will be asked?

In the English test some questions will show you a sentence with a word or words missing and let you pick the best word to complete it. Other questions will ask you to spot the mistake in a sentence. You will also be asked to read a passage and then answer a series of questions based on the passage.

The maths test contains a series of multiple-choice questions covering a variety of topics taught in most schools up to the start of Year 6. A small number of questions are based on things you will have been taught but may be more difficult than you are used to. This is so you can show how you use the maths skills you already have to solve new kinds of problem.

Where do I write my answers?

You will be given a separate answer sheet on which you have to mark the correct answer by drawing a line with your pencil through the small rectangular box beside it, like this .

There is a sample answer sheet on page 15 which you can use now to record your answers to the practice questions which follow over the page. It also has the answers to the example questions already filled in, so you can see exactly how to do it.

English & Maths: Example and Practice Questions

Below are some examples of the sort of English and Maths questions which you could meet in the Kent test, with the correct answer filled in for you on the sample answer sheet on page 15 so that you can see how to do it. There are also some further practice questions which don't have the answers filled in, so that you can practise working them out for yourself and filling in the answer sheet. The correct answers for the practice questions and a brief explanation of the solution are provided at the end (pages 16 and 17).

Not all of the question types illustrated here will necessarily be included in the Kent test and the test will also include types not shown here.

English

In this question you have to choose the best word, or group of words, to complete the sentence so that it makes sense and is written in correct English. You should choose one of the five answers and mark its letter on the answer sheet below.

6

Example

The letter was stained and crumpled but in the bright moonlight I could still

almost every word.
A **B** **C** **D** **E**

*The answer is **d** because **read** is the word that makes the best sense in the sentence as a whole. 'Reed', 'red' and 'wrote' don't make sense grammatically, whereas 'write' is grammatically correct but doesn't make as much sense as 'read' does in the sentence as a whole. Therefore **read** is the correct answer and **d** has been marked on the answer sheet on page 15. Now try the practice question below:*

6

Practice

Johnny jumped a muddy puddle and
A **B** **C** **D** **E**

splashed my new coat.

Work out the correct answer and mark it on the answer sheet.

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

Pandas

1. The giant panda is a bear native to south central China. It has a black-and-white coat and is easily recognized by the large, distinctive, black patches around its eyes, over the ears, and across its round body. Scientists think that the bold colouring provides effective camouflage for the pandas in their snowy and rocky habitat. The giant
5. panda's thick, woolly coat keeps it warm in the cool forests of its habitat. Pandas can be four to six feet long and male pandas can weigh up to 160 kg, which is about the same as two humans.

**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.**

7

Practice

Why do scientists think pandas have a black-and-white coat?

Pandas have a black-and-white coat ...

- A** to attract other pandas.
- B** to make it easier to spot pandas.
- C** to keep pandas cool in the summer.
- D** so that pandas blend in with their environment.
- E** so that pandas look different from other bears.

Work out the correct answer and mark it on the answer sheet.

Now answer the following question about the meaning of words as they are used in the passage.

8

Practice

'... large, distinctive, black patches around its eyes.' (line 2)

Which of the following is closest in meaning to 'distinctive'?

- A** coloured
- B** unusual
- C** circular
- D** protective
- E** spectacular

Work out the correct answer and mark it on the answer sheet.

9

Practice

I think of a number.
 I then double it.
 Next I subtract 6.
 The answer is 14.

What was the number I started with?

- A** 16 **B** 22 **C** 4 **D** 40 **E** 10

Work out the correct answer and mark it on the answer sheet.

10

Practice

This shows the number of DVDs owned by a class of 30 pupils.



How many pupils do not own any DVDs?

- A** 1 **B** 2 **C** 3 **D** 4 **E** 61-70

Work out the correct answer and mark it on the answer sheet.

Marking your Answers

When you take the Kent test, only the answers you fill in on the answer sheet will be marked. Anything you write in the test booklet or on any other paper other than the answer sheet **will not be marked**, so it is worth taking time now (and when you sit the test) following instructions as to how to do this properly and practising it here. You can get an adult to check what you've done here, to make sure you are doing it correctly.

Remember:

- You must make sure that you **mark your answer in the box that has the same number as the question you are doing in the test booklet**.
- If you make a mistake, rub out your mark as well as you can and mark your new answer.
- The answer sheet will be marked by a computer.
- You may do any rough work in the test booklet.

Pupil's Name

Test Date

School Name

| DATE OF BIRTH | | |
|---------------|-------|--|
| Day | Month | Year |
| c0 | c0 | January <input type="checkbox"/> 1997 <input type="checkbox"/> |
| c1 | c1 | February <input type="checkbox"/> 1998 <input type="checkbox"/> |
| c2 | c2 | March <input type="checkbox"/> 1999 <input type="checkbox"/> |
| c3 | c3 | April <input type="checkbox"/> 2000 <input type="checkbox"/> |
| c4 | c4 | May <input type="checkbox"/> 2001 <input type="checkbox"/> |
| c5 | c5 | June <input type="checkbox"/> 2002 <input type="checkbox"/> |
| c6 | c6 | July <input type="checkbox"/> 2003 <input type="checkbox"/> |
| c7 | c7 | August <input type="checkbox"/> 2004 <input type="checkbox"/> |
| c8 | c8 | September <input type="checkbox"/> 2005 <input type="checkbox"/> |
| c9 | c9 | October <input type="checkbox"/> 2006 <input type="checkbox"/> |
| | | November <input type="checkbox"/> 2007 <input type="checkbox"/> |
| | | December <input type="checkbox"/> 2008 <input type="checkbox"/> |

| Test Results | |
|--------------------|----------------------|
| Raw Score | <input type="text"/> |
| Standardized Score | <input type="text"/> |
| Marker's Initials | <input type="text"/> |
| Checker's Initials | <input type="text"/> |

| PUPILS REG. NUMBER | | | | | | | | | |
|--------------------|----|----|----|----|----|----|----|----|----|
| | | | | | | | | | |
| c0 | c0 | c0 | c0 | c0 | c0 | c0 | c0 | c0 | c0 |
| c1 | c1 | c1 | c1 | c1 | c1 | c1 | c1 | c1 | c1 |
| c2 | c2 | c2 | c2 | c2 | c2 | c2 | c2 | c2 | c2 |
| c3 | c3 | c3 | c3 | c3 | c3 | c3 | c3 | c3 | c3 |
| c4 | c4 | c4 | c4 | c4 | c4 | c4 | c4 | c4 | c4 |
| c5 | c5 | c5 | c5 | c5 | c5 | c5 | c5 | c5 | c5 |
| c6 | c6 | c6 | c6 | c6 | c6 | c6 | c6 | c6 | c6 |
| c7 | c7 | c7 | c7 | c7 | c7 | c7 | c7 | c7 | c7 |
| c8 | c8 | c8 | c8 | c8 | c8 | c8 | c8 | c8 | c8 |
| c9 | c9 | c9 | c9 | c9 | c9 | c9 | c9 | c9 | c9 |

Please mark boxes with a thin horizontal line like this .

VERBAL REASONING

| | | | |
|---------------------------------------|----------------------------|--|--------------------------------|
| 1 | 1 | 2 | 2 |
| EXAMPLE | PRACTICE | EXAMPLE | PRACTICE |
| p <input type="checkbox"/> | f <input type="checkbox"/> | holiday <input type="checkbox"/> | kind <input type="checkbox"/> |
| h <input checked="" type="checkbox"/> | r <input type="checkbox"/> | travel <input type="checkbox"/> | tidy <input type="checkbox"/> |
| e <input type="checkbox"/> | p <input type="checkbox"/> | drop <input type="checkbox"/> | deal <input type="checkbox"/> |
| s <input type="checkbox"/> | m <input type="checkbox"/> | trip <input checked="" type="checkbox"/> | sort <input type="checkbox"/> |
| k <input type="checkbox"/> | l <input type="checkbox"/> | trap <input type="checkbox"/> | style <input type="checkbox"/> |

SPATIAL REASONING

| | |
|---------------------------------------|----------------------------|
| 3 | 3 |
| EXAMPLE | PRACTICE |
| a <input type="checkbox"/> | a <input type="checkbox"/> |
| b <input type="checkbox"/> | b <input type="checkbox"/> |
| c <input type="checkbox"/> | c <input type="checkbox"/> |
| d <input type="checkbox"/> | d <input type="checkbox"/> |
| e <input checked="" type="checkbox"/> | e <input type="checkbox"/> |

NON-VERBAL REASONING

| | | | |
|---------------------------------------|----------------------------|---------------------------------------|----------------------------|
| 4 | 4 | 5 | 5 |
| EXAMPLE | PRACTICE | EXAMPLE | PRACTICE |
| a <input checked="" type="checkbox"/> | a <input type="checkbox"/> | a <input type="checkbox"/> | a <input type="checkbox"/> |
| b <input type="checkbox"/> | b <input type="checkbox"/> | b <input checked="" type="checkbox"/> | b <input type="checkbox"/> |
| c <input type="checkbox"/> | c <input type="checkbox"/> | c <input type="checkbox"/> | c <input type="checkbox"/> |
| d <input type="checkbox"/> | d <input type="checkbox"/> | d <input type="checkbox"/> | d <input type="checkbox"/> |
| e <input type="checkbox"/> | e <input type="checkbox"/> | e <input type="checkbox"/> | e <input type="checkbox"/> |

ENGLISH

| | | | |
|---------------------------------------|----------------------------|----------------------------|----------------------------|
| 6 | 6 | 7 | 8 |
| EXAMPLE | PRACTICE | PRACTICE | PRACTICE |
| a <input type="checkbox"/> | a <input type="checkbox"/> | a <input type="checkbox"/> | a <input type="checkbox"/> |
| b <input type="checkbox"/> | b <input type="checkbox"/> | b <input type="checkbox"/> | b <input type="checkbox"/> |
| c <input type="checkbox"/> | c <input type="checkbox"/> | c <input type="checkbox"/> | c <input type="checkbox"/> |
| d <input checked="" type="checkbox"/> | d <input type="checkbox"/> | d <input type="checkbox"/> | d <input type="checkbox"/> |
| e <input type="checkbox"/> | e <input type="checkbox"/> | e <input type="checkbox"/> | e <input type="checkbox"/> |

MATHS

| | |
|-----------------------------|--------------------------------|
| 9 | 10 |
| PRACTICE | PRACTICE |
| 16 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| 22 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| 4 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| 40 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| 10 <input type="checkbox"/> | 61-70 <input type="checkbox"/> |

Practice Questions: Answers and Explanations

The answers to the practice questions are given below, with explanations as to why the answers are the correct ones.

You should ask an adult to help you mark these questions and to check that you have filled in the answer sheet in the correct way.

Verbal Reasoning

Practice 1

The answer is **e** (the four new words are **real**, **lace**, **feel** and **lost**).

Practice 2

The answer is **d** because **sort** can mean a **variety** or **type** of thing ("what sort of fruit do you like best?") but can also mean to put things in order (**arrange**, **classify**).

Spatial Reasoning

Practice 3

The answer is **d**. The hidden target has been shown in bold below so that you can clearly see this.



Non-Verbal Reasoning

Practice 4: Complete the series

The answer is **a**. There are three rules in this series. Firstly, the circle rotates clockwise by 45° each time. Secondly, one of the smaller shapes is removed each time, starting with the triangle and going clockwise. Lastly, one small shape is always coloured black, starting with the triangle and going clockwise each time. Therefore the missing shape must be **a** because the circle has now rotated 90° from its starting position, two small shapes have been removed, and the shape coloured black is the semi-circle, which is the third one working round the circle in a clockwise direction.

Practice 5: Find the odd one out

The answer is **a**. It is the one that is most unlike the other four because its large shape has diagonal stripes from top left to bottom right whereas all the other large shapes have stripes going from top right to bottom left. The small shapes are a mixture of shapes and patterns and have no obvious odd one out, so they are there to distract you!

English

Practice 6

The answer is **e**. Remember, the correct answer must make the best sense in the sentence as a whole. We could, for example, say "Johnny jumped over a muddy puddle..." but this wouldn't make sense when we then say "...and splashed my new coat". The only answer that makes sense in the whole sentence is '**in**'.

Practice 7

The answer is **d**. The passage tells us that the colour of a panda's coat provides "effective camouflage for the pandas in their snowy and rocky habitat" (line 4). 'Effective camouflage' is another way of saying that pandas blend in with their environment, because their black-and-white coat matches the colours of the snow and rocks where they live.

Practice 8

The answer is **b**. If something is 'distinctive' it is noticeably different or unusual, so **unusual** is the correct answer. The other words are all possible words that the author could have used to say something different, but they do not mean the same as 'distinctive'.

Maths

Practice 9

The answer is **e**. Work out the answer by taking the answer, 14, and reversing the steps described. Subtraction becomes addition ($14 + 6 = 20$), doubling becomes halving (half of 20 is 10), and you end up with a starting number of **10**.

Practice 10

The answer is **b**. The chart does not have a bar for 'zero DVDs' so you have to work it out by adding up the total number of pupils represented by the bars that are shown and taking this away from the total number of pupils in the class (30).

3 pupils own 1–10 DVDs, 4 pupils own 11–20, 6 own 21–30, 7 own 31–40, 5 own 41–50, 2 own 51–60 and 1 owns 71–80 DVDs.

Add up $3 + 4 + 6 + 7 + 5 + 2 + 1 = 28$, which is two less than the total class of 30 pupils, so the correct answer is **2**.

This material has been produced by GL Assessment and Kent County Council.

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