

11 Plus Programme - Boost - Lincolnshire - Course Preview

This preview is designed to show you, in some depth, the work we'll go through in this course. It covers all elements of GL 11 Plus exams in Lincolnshire as thoroughly as possible within the time available.

Who should be doing it?

- The course is designed to boost the skills of pupils going for a GL 11 Plus exam in the Lincolnshire area.
- It should be central to the work of any child preparing at home.
- It is also very useful for any child using a tutor or going to a tuition centre.
- The course covers Vocabulary, Verbal Reasoning and Non-Verbal Reasoning.

N.B. This is our shortest full course. It is very intensive and ideal for those with not long to go before the exam. It is designed for preparation with 6-15 weeks to go until the exam.

Why is the course so successful?

- The course is specifically tailored for 11 Plus exams in the Lincolnshire area. Time will not be wasted revising subjects that are not tested in Lincolnshire.
- The course is fully planned which makes life much easier for parents than using books alone. This is especially true when time is tight.
- The course gradually introduces children to timed tests in the right way so that they build their skills and confidence as they go.
- While the course is regularly updated, the core of it has been used for many years with proven success.

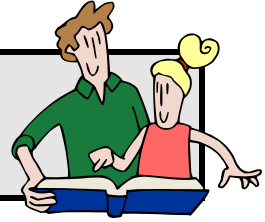
Who is this course right for?

This course is ideal for any pupil with around 6-15 weeks to go until the 11 Plus exam in Lincolnshire. The course is delivered in 10 parts and ideally a week would be spent on each. It could be completed in 6 weeks by working more intensively or in a more relaxed way in 15 weeks.

- No book covers the ground so completely.
- This course is fully structured, revision is built in.
- There's much less planning work for parents to do.

SCROLL DOWN TO SEE COURSE EXAMPLES





11 Plus Programme - Boost - Part 2

The words from past papers worksheets help to introduce you to new words quickly. Use your personal words list if you are not completely sure of them.

Vocabulary Development

- Reading:** These sheets come at the front of every part of the course. They let you know what is included in each part of the course.

on our list of work because it is so even you a paired reading text to do in
- Your Personal Words:** Use this sheet to write out any words from this section. Try to find ten or more words from your own collection. Add new words to the list. **Also revise the words from section 1.**
- Synonyms:** This section includes words such as **astonish**. You think you have really learnt the words please use them. Then test yourself again to make sure you can use them.
- Synonyms:** We let you know how to approach each activity and why it is important. This is a simple test a few days after you have learnt these words. It will indicate they could be learnt more thoroughly.
- Words from Past Papers:** If you are not sure then add the word to your personal words list. This time words include **economical** and **majestic**.
- Opposites 1 Revision:** This page revises all the opposites you learnt last time. Remember to add any words you are not sure of to your personal words diary to ensure you see them with greater frequency.
- Homophones:** Remember to use the personal words list to note down any that are new and that you were not sure of.
- More Difficult Opposites:** Come back to this sheet two or three times to try and find the solutions. Remember to note down any unknown words in your personal words list.
- Homographs:** Can you think of two meanings for the word **batter**? Do the exercise to check your understanding of these words. Learn any you didn't get.



10. **Opposites 2 Revision:** This page revises all the opposites you learnt last time. If you learnt the words properly then you should get 100%. Remember to add any words you are not sure of to your personal words list to ensure you see them with greater frequency.
11. **Homographs:** Can you think of two meanings for the word **current**? Do the exercise to check your understanding of these words. Learn any you didn't get.
12. **Synonyms Revision:** This page revises all the synonyms you learnt last time using a **CLOZE** format. If you are not regularly scoring high marks in these revision tests then it indicates that you should be learning the words more thoroughly.
13. **Paired Reading:** **The Railway Children by E. Nesbit.** If you enjoy the paired reading text then why not read the whole book? Reading classic books not only helps children develop a wide vocabulary but also helps them to develop their comprehension skills.

The whole course is planned for you with revision built in.

GL Verbal Reasoning

We will be introducing you to every verbal reasoning question type you will find in the exam. Please read the specified technique for each question type very carefully. Go over any mistakes you make in the example questions in detail.

GL Verbal Reasoning question types 5, 6, 7, and 8:

Read the technique carefully first, then do the questions.

20. **Compound words** - Introduction, technique and 10 questions.
21. **Odd two out** - Introduction, technique and 10 questions.
22. **Hidden word** - Introduction, technique and 10 questions.
23. **Insert a letter** - Introduction, technique and 10 questions.

Used by Tutors

Private tutors also use this course as the central part of their work with their pupils because it gives a clear structure, not only for lessons, but also for homework. Much more detail on the type of work you will encounter is included below, just scroll down.

Non-Verbal Reasoning

31. **NVR Type 4 - Codes.**
32. **NVR Type 5 - Missing Sequence.**
33. **NVR Type 6 - Missing Square.** Your next three Non-Verbal Reasoning question types. These are not difficult to learn but you need to concentrate to deliver accurate work. Please spend enough time understanding the question type and looking in detail at the answer then go on and do the five questions. If you make a mistake, it's really important that you work out why, otherwise you will not improve. Very full answers to these questions are given to help you to grasp the concept.

- Please sign below when you have completed everything.
- Your helper may have to test you on some things.



Signed: (Parent/Teacher and Pupil).....

**Please do lots of reading throughout this programme.
We hope you enjoyed this part of the course.**

Words from past papers

- These words have come up before in 11 Plus past papers and may come up again.
- Insert the right word into each sentence. Watch out because some words will fit more than one sentence but there is only one solution. Use your logic skills to re-adjust if you go wrong.
- If you don't know any of the words then add them to your weekly vocabulary sheet.

quench	flourish	submit	release
pr	Words from past papers		ambition
merc	This series looks at hundreds of challenging words which have come up in past 11 plus papers or in papers produced by publishers.		digest
		ice	permit
		tenant	ordeal

1. He need _____
2. She gain _____
3. He was _____
4. The _____ was shocking.
5. The pop _____ song.

6. Peter tried to _____ his younger sisters decision.

7. The criminal begged for _____ .

8. No matter how much water she _____ her thirst.

9. She went to _____ her _____

10. He began to _____

11. The accident had been a scary _____

12. He _____ with his _____

13. She demonstrated her fierce _____

14. He took a few moments to _____

15. She had been a perfect _____ of the house.

Children will know some of these words but many will be new. Some of the words might seem extreme but they are reflective of the papers children will face.

g four times a week.

Marks /15

My Personal Words List

Each week you will find new words or words you haven't quite learnt yet. Familiarisation and a wide vocabulary only develops with frequent exposure. Use this sheet to identify new words, then revise them regularly.

[illegible]

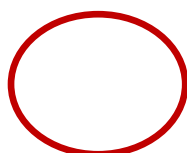


Synonyms

FOLD

Harder Word		Easier Word
abandon	Synonyms <i>These sheets ask children to learn words actively, which is something most books don't do as they only include test activities. Children cannot learn by only doing tests.</i>	leave
abridge		shorten
abode		dwelling
abrupt		sudden
abundant		plentiful
account		room
accurate		correct
acute		sharp
adhere		stick
adversity		misfortune
affectionate	<i>We cover hundreds of synonyms during the course. Children will know some of them but be less familiar with or not know others.</i>	
aggressive		
aid		
ally		
altitude		height
amazement	<i>They are encouraged to make a note of less familiar words in their personal words list.</i>	wonder
amiable		friendly
ample		plentiful
ancient		old
animosity		hatred

First attempt



Second attempt



Synonyms Match-up

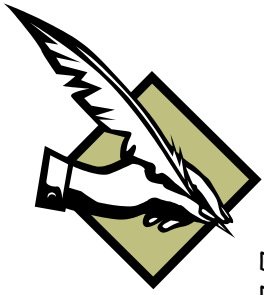
Below you will see words from the synonyms you have just learnt.
Match each word from the box below with its synonym in the list below.

annual	arrogant	attired	beverages
anonymous	assembly	audacity	broad
<div> Synonyms match-up A few days after the latest batch of synonyms have been learnt properly we encourage children to do this at revision exercise. </div>		austere	catastrophe
		avaricious	cautious
		bombard	cease

at	
career	
clothes	
disaster	
dressed	
drinks	
expect	
gathering	
ghost	
greedy	
haughty	
help	
impulse	
name	
pelt	
sever	
stop	
surprise	
wide	
yearly	

We ask children to wait a few days because the delay will reveal how well the learning activity was completed. Any words they get wrong should be added to their personal words list so that they see it with greater frequency.

The vast majority of vocabulary books only expose children to each word once so there's little chance that they will actually learn the words properly.



Homophones



Some words are pronounced like other words but are different in spelling and meaning, e.g. write and right.

Die	To stop living
Dye	To colour or stain something, e.g. hair
Four	The number after 3

Homophones

These are words which sound the same but have different meanings and are spelt differently.

Children need to actively learn these words so that they become more familiar with this category.

Weight	How heavy a thing is
Waist	Part of the body between the ribs and the hips
Waste	To make poor use of. Rubbish

Choose the correct words from the pair to complete these sentences:

1. A quadruped has _____ legs; two hind legs and two _____ legs. **four fore**
2. Cutlery is usually made _____
3. Queen Elizabeth is our _____
4. Chloe decided to _____
5. The miners dug a tunnel _____
6. Most people _____
7. Millions of people spend _____
8. In the _____ the rider used the _____ to guide the horse along the muddy track. **rein rain**
9. She placed the rubbish in the _____ bin. **waist waste**
10. Her shirt was coming apart at the _____. **seam seem**

Children who have not developed their skills in this area will struggle with verbal reasoning and with some literacy tests.

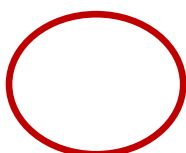
You should learn these off by heart.



Opposites

Easy Words		FOLD
1. come		go
2. Opposites		warm
3. <i>These are similar sheets to our</i>		light/fair
4. <i>synonyms work. We ask children to</i>		night
5. <i>learn these thoroughly over a few days.</i>		shallow
6. defend		attack
7. deny		admit
8. depart		arrive
Harder Words		
9. conceal		reveal
10. condemn	<i>By including some easier words we help ensure everything is covered in a way that also helps boost confidence.</i>	
11. confined		
12. confirm		
13. contract		expand
14. coward		hero
15. damp		dry
16. defeat	<i>Children will cover hundreds of opposites during the course.</i>	victory
17. deep		height
18. drunk		sober

First attempt



Second attempt



More Difficult Opposites

Complete the word on the right so that it has the opposite meaning to the word on the left.

More Difficult Opposites

These sheets extend learning on opposites. The main opposites sheets cover all the basics, these more difficult words will really stretch children and it's likely that they will be writing out a number of these words into their personal words lists for ongoing attention.

AFFIRM

S _ _ _ N

GULLIBLE

_ A _ Y

IRRATIONAL

C _ H _ _ _ NT

ALEERT

D _ _ _ _ V

It is this mix of stretching and encouraging pupils to interact with words frequently which makes the course so successful.

Marks /10

If you want to improve your vocabulary make sure you read for at least half an hour every day.

CHAPTER IX

-THE STRANGEST HOUSE

ANY ONE EVER LIVED IN-



The Secret Garden is a classic novel which follows the story of Mary Lennox, an orphan who moves into her uncle's mansion. With the help of an enthusiastic

Paired Reading

Paired reading (reading out loud together while both following the text) works magically to improve a child's reading skills and vocabulary knowledge.

*en which she is
er sees Mary's*

It
h
w
re

Imagine. The
climbing roses
knew they were
ground was covered

with grass of a wintry brown and out of it grew clumps of bushes which were surely rosebushes if they were alive. There were numbers of standard roses which had so spread their branches that they were like little trees. There were other trees in the garden, and one

loveliest was that climbing
tendrils which made
each other or at a far
made lovely bridges
now and Mary did not

It is especially useful to do this with classic texts where children can be exposed to a segment of a book in the same way they might be in a comprehension test.

brown branches and sprays looked like a sort of crazy mantle spreading over everything, walls, and trees, and even brown grass, where they had fallen from their fastenings and run along the ground. It was this hazy tangle from tree to tree which made it all look so mysterious. Mary had thought it must be different from

We use specially selected excerpts from classic books for paired reading which should be enough for a twenty minute session each time.

and indeed it was

Questions

The following words are all underlined in the text above:

Paired reading vocabulary testing

*At the end of each
paired reading section
we use these tests to
draw out potentially
new vocabulary.*

*These texts and the
vocabulary in them
really help children to
develop and refine
their comprehension
skills as well as their
vocabulary.*

Unpleasant
Vanished
Excessive
Hectic
Poignant
Overwhelming
Distinguish
Exhilaration
Extreme
Immediately
Frail

**-E, write down a word from the box
matches the following definitions**

busy or full of frantic activity

very impressive and magnificent

disappear suddenly and
completely

having or showing elegance and
sophistication

to be eager or inquisitive about
something

D

E

**2) For the following five sentences, pick a word from the box
above to complete the sentence so that it makes sense**

As they had left hours ago, the arrival of her grandparents was _____ .

Words Closest in Meaning

This is a real test of vocabulary. As with other vocabulary based tests if words are not known - learn them. Remember results in this area will only improve alongside vocabulary growth.

As this is a vocabulary test there is very little technique to learn - but the more questions you do the better your vocabulary will get.

Find two

(Tip - remember to

(a

Technique Guides

There are 21 different GL Verbal Reasoning question types. We provide a detailed technique guide for each one.

are closest in meaning.

meaning - not opposite, not close -

ate, dear, divinity)

Technique

Remember you are

meaning not word association (which is a common mistake).

You are also looking for the actual

1) You should just work methodically through the words. Take the first word in the first set of words and compare it to each of the words in the second set. Are any similar?

2) Then do the same with the second word and then the third word.

3) It may well be that you will quickly arrive yourself is it closest in meaning (not an opposite

4) If you do not know the answer then you some options. If so, your guess will have a higher

A number of GL question types focus on vocabulary. We deal with these first.

but

Children with a wider vocabulary can do better

you should read and learn the meaning of new words that you find.

alaxy,

Remember this technique will not lead you directly to the answer but working in a systemised way is the best approach. It helps save time and cuts out errors.

Compound Words

Now try these questions:

In each question choose one word from each group to make a whole longer word.

Practice Questions

In each case we show you the technique then provide ten 11 plus standard questions to work through.

1) (life) (sur)

2) (key) (lead)

3) (teak) (own)

4) (fore might slam) (shut not close)

5) (dark moon black) (might)

6) (all next over) (together)

7) (jam butter bread) (not nut)

8) (damp book winner) (callan seller story)

9) (shampoo canter)

10) (yard guard)

Doing ten questions as part of the process of learning technique helps children develop their skills fully.

Most books don't strike the right balance between teaching technique.

Letter Connections

This type of question requires a strong alphabetical knowledge but doesn't test vocabulary or spelling.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

The question

More Technique Guides

Some GL Verbal Reasoning questions require highly developed technique, these questions are not vocabulary based.

to FM

is to ____

answer

C

The T

- 1) Always help y
- 2)

backwards and forwards in the alphabet. Alphabet and UVWXYZ to the beginning to

2) compare the first PAIR. Instead you should be comparing the first letter of the first pair to the first letter of the second pair. So in our example:

CG is to FM as QW is to ____?

What is the relationship between C and F? apply the same to the second section.

As QW is to ____? From Q, 3 forwards is T

3) Then we do the same with the second

CG is to FM as QW is to T__?

The relationship between G and M is forward answer is forward six. $W + 6 = C$

In these cases we provide very full technique guidance to ensure children can tackle the questions properly.

then

and the

4) With multiple choice questions if only one answer option started with a T then that would be the correct one. (realising this may have saved time.)5)

Word Letter Codes

Now try these questions:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

- 1) If the code for MAKE is LKJH what does OEJYA mean?
- 2) If the code for STYLE is CRIME what does BCAJY mean?
- 3) If the code for TAPES is PLRKA what is the code for SOUND?
- 4) If the code for SHOE is HSLV what does OZHG mean?

- 5) If the code for TENNIS is HSBWVG what is the code for NORMAL?

- 6) If the code for NEVER is PUXU

- 7) If the code for PUPIL is NRLDF

- 8) If the code for CRACK is DUFJ

- 9) If the code for SOUND is PLRKA what is the code for TAPES?

- 10) If the code for SHOE is HSLV what does OZHG mean?

Practice Questions

We provide ten practice questions as part of the technique development process.

Doing these 11 plus standard questions helps ensure children have fully grasped the technique required.

REVISION PAPER – 11+ VOCABULARY AND GL VR – 21 Q's – No 1

Find two words, one from each group, that are closest in meaning.

Example

(devil)
(desperado)

Answer

Revision Papers

Once we have been through the question types we then start on regular revision.

QUESTION

(delusion, gift, arrangement)
(contract, signature, stable)

Identify the words with the most opposite meanings (one from each set of three).

Example

(rich, plentiful, feeble)
(weak, scarce, enough)

Answer

scarce is the opposite of plentiful

QUESTION 2

(reduction, reduce, small)
(increase, minute, many)

Find a single word which goes equally well with both pairs of words. Choose from the selection below each question.

Example

(PLANT CULTIVATE) (PIG BOAR)
soil, grow, hog, produce, sow

Answer

sow

QUESTION 3

(SMALL THIN) (BRIGHT LUMINOUS)
agile, light, torch, radiant

GO STRAIGHT ON

In each question choose two words, one from each group in brackets, that best complete the sentence.

Example

horizontal is to (flat, across, vertical)
retreat is to (attack, backwards, defend)

Answer

horizontal is to vertical, as retreat is to attack
because they are opposites

QUESTION 4

are is to (not, aren't, era)
as avid is to (keen, diva, sharp)

In each question choose one word from each group to make a whole longer word.

These revision papers

cover all 21 different

types of question ensuring

children have regular

exposure to each type.

(felt, mass)
(age, acre)

sacred

(you, nor, me)

(have, time, get)

In each pair the second word is formed from the letters of the first word in the same way each time. Find the missing word in the third pair.

Example

(stones nest) (stewed west) (deacon ?)

Answer

code

QUESTION 6

(spot pot) (stop top) (four ?)

GO STRAIGHT ON TO THE NEXT PAGE

15	16	17	18
		15	JMTE
		14	LNUB
		17	JMTC
		13	KLTC

19A	19D
62524	TREAD
63534	DRAFT
62534	DREAD
63524	TREND

Answer Sheets

In their exam children will be faced with particular kinds of answer sheets.

20	21
javelin	SNIP
football	PINS
netball	PIPS
running	SNAP
hockey	NAPS

In these revision papers we show children how to use the answer sheets so they get used to the process.

Move one letter from the word on the left and put it into the word on the right. Two new words should be created.

Example

drain

Answer

rain

Full Timed Test Papers

We provide full timed test papers for children in a GL style.

In each line find the two words that are different from the remaining three.

ber, boot, stocking, sandal, sock

Answer

the answer is stocking and sock.
The other three words are all types of shoe -
slipper, boot, sandal

QUESTION

1

start lid

QUESTION

2

dined one

QUESTION

3

trip sill

QUESTION

4

harm sip

QUESTION

5

QUESTION

There are 85 questions on each paper and a time allowance of 50 minutes which reflects what they'll face in an exam.

QUESTIONS

7

deny man

GO STRAIGHT ON

QUESTION

8

release, seize, clasp, grip, lose

QUESTION

9

These papers include 11 plus standard questions.

turtle, dolphin

Africa, Europe

QUESTION

11

gossip, conference, quarrel, dispute, argument

QUESTION

12

climb, summit, fall, peak, top

QUESTION

13

Thames, Severn, Clyde, Seine, Amazon

QUESTION

14

Tenerife, Lanzarote, Spain, Madrid, Fuerteventura

GO STRAIGHT ON TO THE NEXT PAGE

Non-Verbal Reasoning

1. LIKE SHAPES / TYPE 1

In these questions you will be given an example where one shape becomes another shape. You will then be given a question shape and be asked to choose which one of five shapes it should become. You should use the example to help you choose. You should look at the example and understand exactly what changes for it to become the second shape and then apply the same reasoning to the question shape.

What to look out for

As with all Non-Verbal Reasoning question types this is largely a test of **logic** and **close observation**.

- How many sides
- Are they rotated
- Are they reflected
- Have the shapes diagonal lines
- What size are the shapes?
- What thickness are the shapes? Bold or thin?
- Do shapes have internal features?

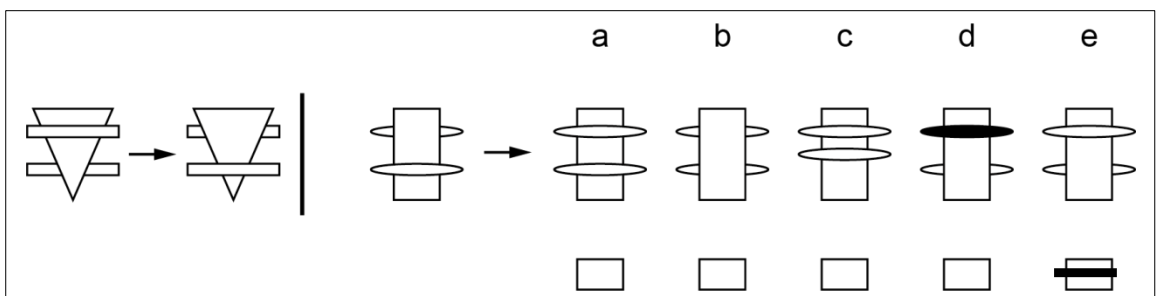
Like Shapes - Explanation

We identify the main types of non-verbal reasoning questions. We introduce each with a very detailed explanation and example. We explain what the questions entails and what children need to look out for to solve it.

Technique tips

- Focus exactly on how the first shape has changed to become the second shape, rather than one thing may have changed.
- Make a list of the changes if necessary.
- Once you have done this look at the answer options and see which has changed in the same way.
- Often you will be left with two options which are close, there will always be a small distinguishing item which makes one of these a closer match than the other (e.g. direction of diagonal lines within a shape). You will need to renew your focus to find it.
- Unless you are doing a timed test do one question at a time. Give your answer then check if it is correct and review the explanation. This takes time but looking at the answer and explanation while the question is still fresh is the only way to learn.

Example



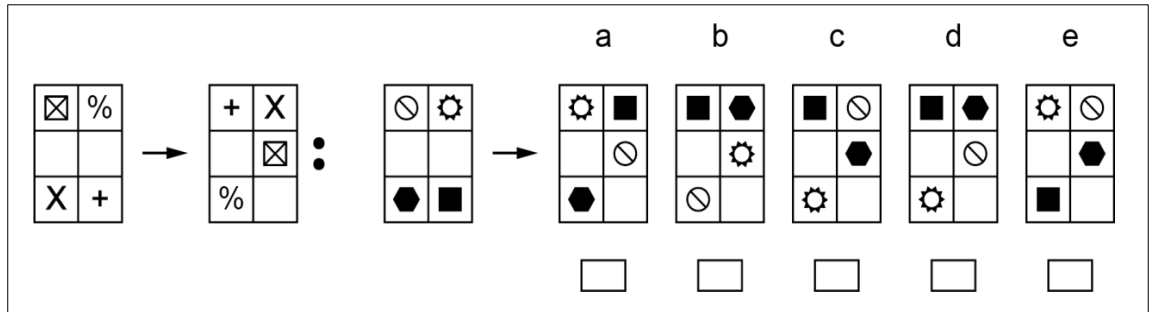
Explanation

There is no change in the large shape from the first set of shapes to the second. However the shape that is behind the larger moves to the front and the other shape that is in front moves behind.

Non-Verbal Reasoning

1. LIKE SHAPES / TYPE 1

1



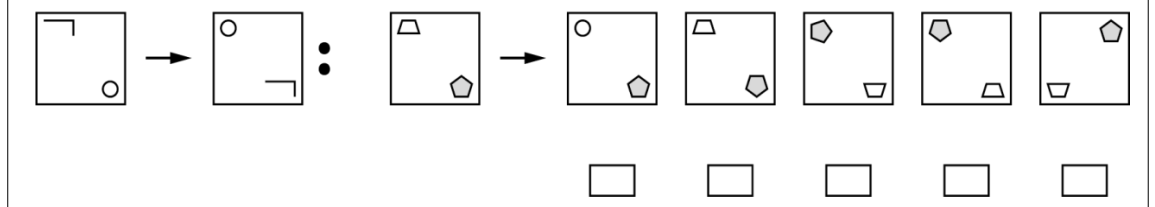
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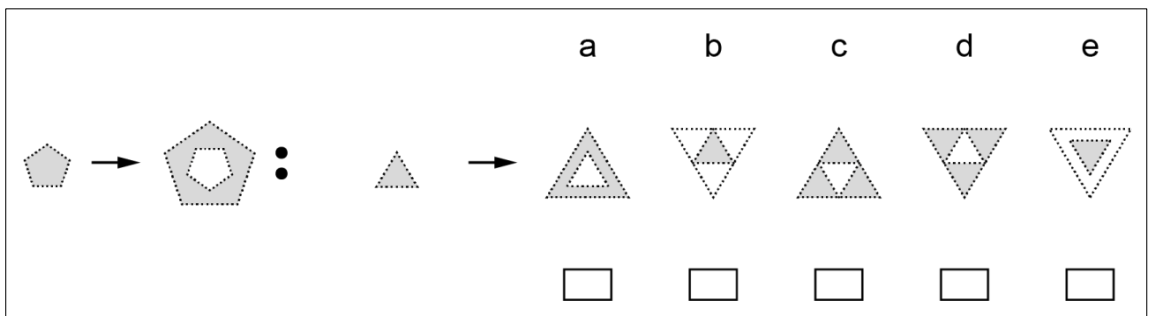
Like Shapes - Examples

Having explained the question type we then give children a few questions to try out to secure their learning. Each question has a very detailed solution so that children can learn from their mistakes.

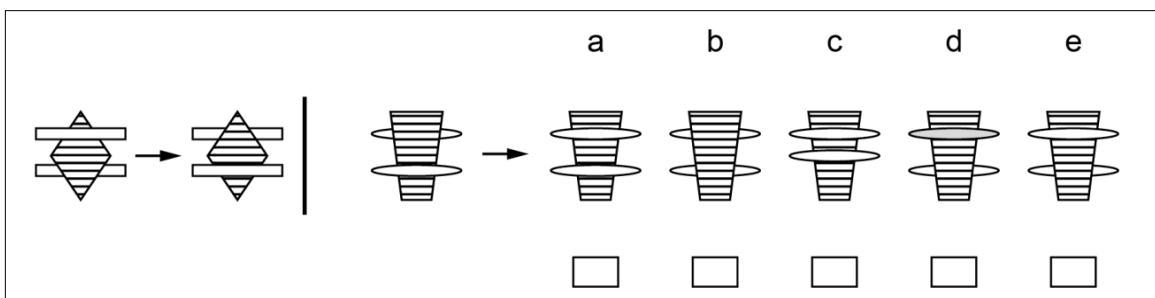
3



4



5



Learning Street

11 PLUS PREPARATION NON-VERBAL REASONING PAPER

Name:	
Date of Birth:	
Today's Date:	

READ THESE INSTRUCTIONS CAREFULLY
BEFORE STARTING.

- You have 45 minutes to complete the paper.
- Mark your answers on the answer sheet.
- This paper is a timed revision test. An example is given at the end of the paper.
- Each question is worth one mark. If you can't do a question, then move on.
- If you finish early check your answers for mistakes.
- Once the test has started you may not ask for help.

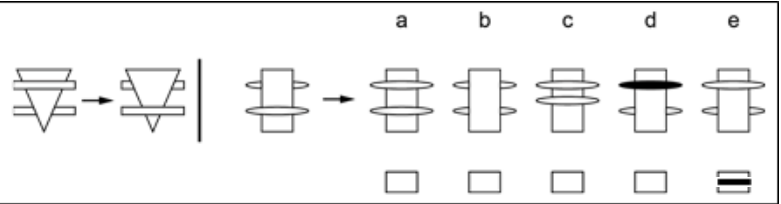
Timed Papers

Once we have introduced children to each of the different Non-Verbal Reasoning questions types we have identified we then start giving them timed revision tests.

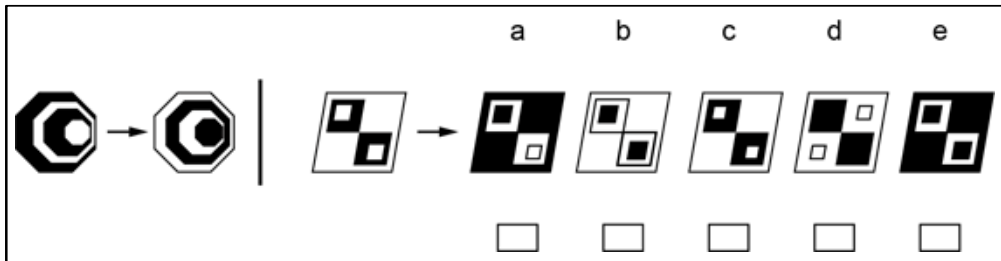
1. LIKE SHAPES / TYPE 1

Work out which of the answer shapes is related to the question shape in the same way that the example shapes are related.

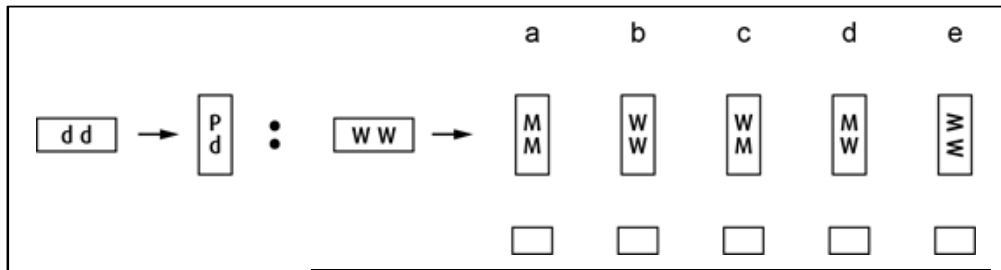
Example



1



2



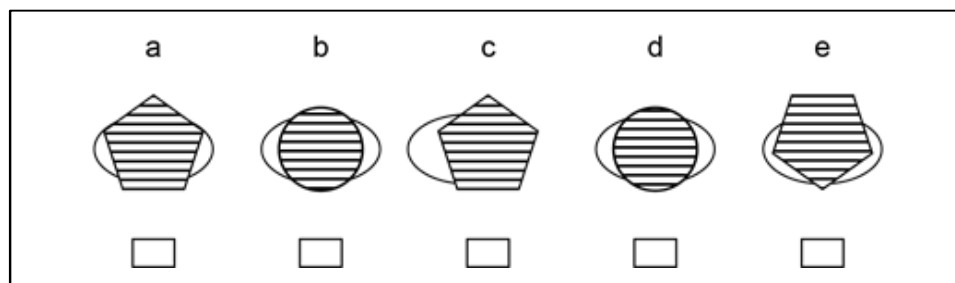
Timed Papers

This test contains a mixture covering all the different question types with a tough time allowance of 15 minutes to get children used to the exam pressure.

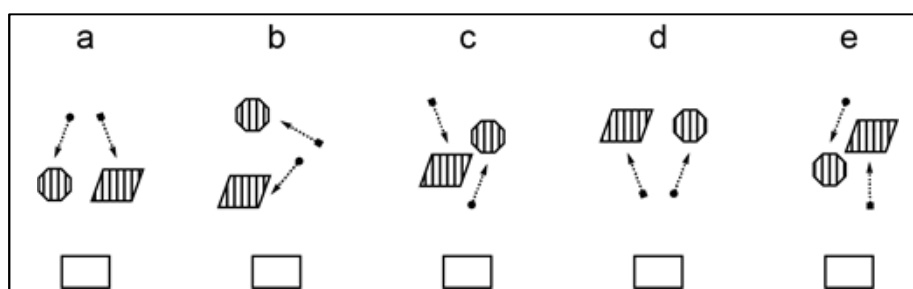
2. ODD ONE OUT / TYPE 2

Work out which of the shapes is different to the rest.

1



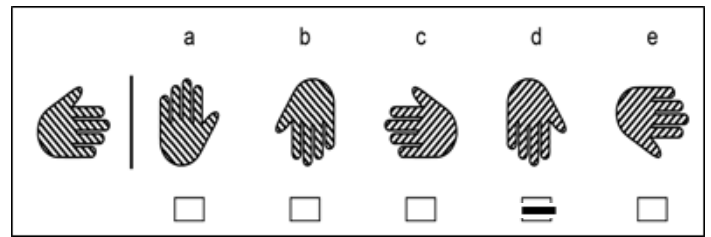
2



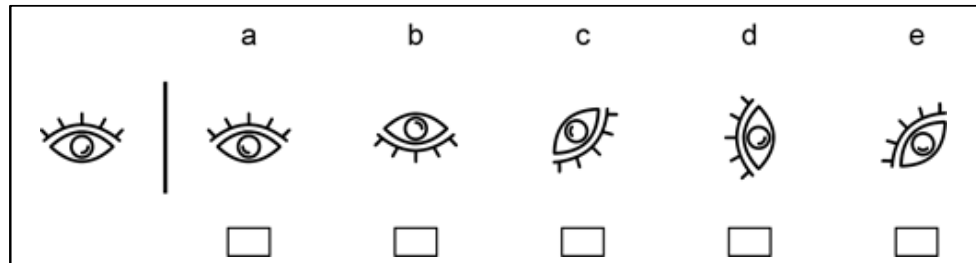
3. ROTATIONS / TYPE 3

Work out which of the answers is a rotation of the question shape.

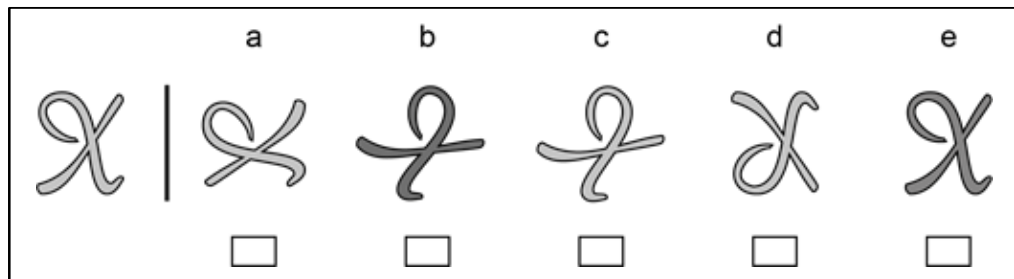
Example



1



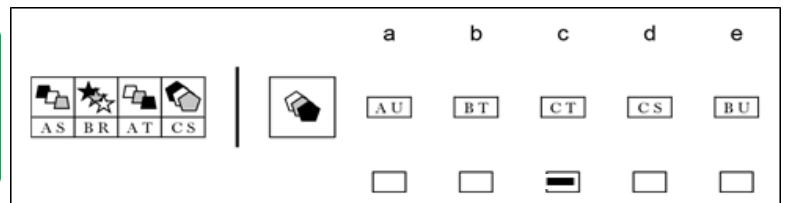
2



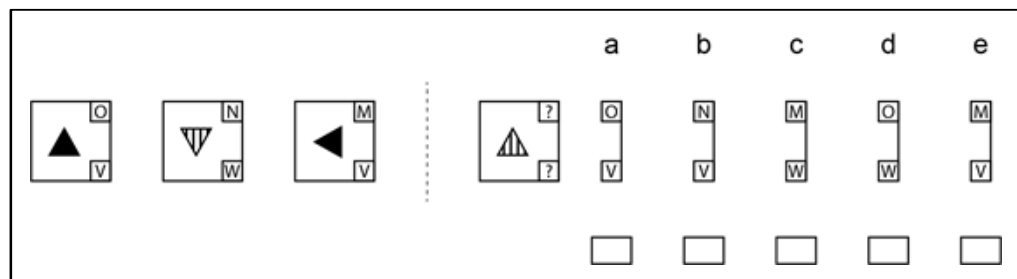
4. CODE BREAKER / TYPE 4

Look at the sequence to work out how the codes match the shapes, then select the correct answer code to match the question shape.

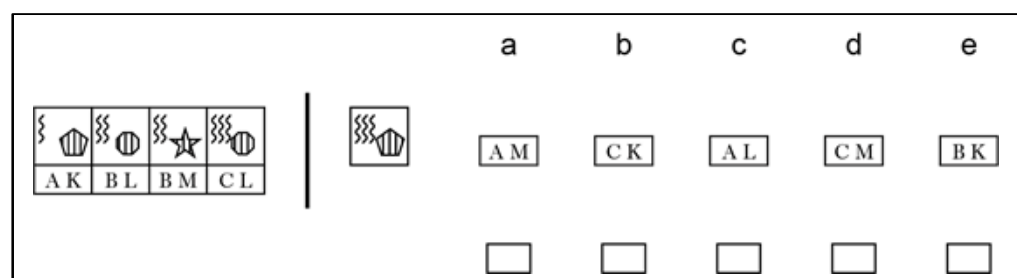
Example



1



2



Like Shapes

1. **D** - (The bottom left moves to middle right and the top left moves to bottom right.)
2. **E** - (The outer shape rotates 180 degrees and the inner shape rotates 180 degrees.)
3. **D** - (The top right moves to the bottom left and the bottom right moves to the top left and while it is unknown whether it rotates as it is a circle in the example, it must be D as the others cannot work regardless of rotation or not.)
4. **C** - (The first shape increases in size and remains shaded, while a smaller copy of it is then inside the first shape having been turned white and rotated 180 degrees.)
5. **E** - (There is no change to the large shape while the two other shapes change their position from behind the large shape to in front and vice versa.)
6. **B** - (Both the outer and inner shape are rotated 180 degrees. The horizontal lines in the outer shape are changed to vertical lines and the inner shape changes colour.)
7. **B** - (The arrow is rotated 180 degrees then the white segments become lightly shaded, the lightly shaded segments become dark and the dark segments become white.)
8. **C** - (The outer shape gets smaller and moves to become the inside shape and the inside shape becomes larger to become the outer shape. The outlines of both the shapes changes from solid to dotted.)
9. **D** - (The number of sides on the first shape to the second shape has increased by one and that is the only change, so it can't be E as it has changed colour in that answer.)
10. **E** - (There is no change to the large shape while the two other shapes change their position from behind the large shape to in front and vice versa.)

Full answers for every question

There are answers provided for every question in each part of the course.

Where a full detailed explanation is needed we give it.

Odd One Out

1. **A** - (There are two differences that A has. Firstly, it is the only shape with an arrow with two heads. It is also the only shape where the arrow isn't vertical.)
2. **D** - (All the dotted lines in D are at 90 degrees to each other while the other answers all have at least one line at an angle to another.)
3. **D** - (Answers A, B, C and E all have 2 small shapes over the square and one under. D is the only one that doesn't as it has all 3 over.)
4. **A** - (All the shapes have the same number of stars as the number of sides of the large shape except A which has 4 sides and only 3 stars.)

5. **D** - (There is the same number of small shapes in the middle as there big shapes on the outside. The exception is D which has 3 stars on the outside and only 2 on the inside.)
6. **D** - (All other arrows are solid black.)
7. **C** - (All other answer options have at least one line of symmetry.)
8. **C** - (All answer options have a pentagon as the inner shape apart from C which has a hexagon.)
9. **E** - (The lines within the circle meet at the middle of the circle in all answer options other than E, in which the lines meet at the circumference of the circle.)
10. **C** - (All other answer options have 5 oval shapes on the horizontal line, C only has 4.)

Rotations

1. **C** - (C is a rotation of around 45 degrees anti clockwise of the original.)
2. **C** - (C is a rotation of 180 degrees of the original.)
3. **A** - (A is a rotation of around 90 degrees clockwise of the original.)
4. **D** - (D is a rotation of 180 degrees of the original.)
5. **D** - (D is a rotation of around 45 degrees clockwise. It can only be D as all of the other answers have black squares in the corners.)
6. **B** - (B is a rotation of 90 degrees clockwise.)
7. **D** - (D is a rotation of 45 degrees anti-clockwise.)
8. **E** - (E is a rotation of 90 degrees clockwise.)
9. **D** - (D is a rotation of 90 degrees anti-clockwise. Make sure you pay close attention and don't get caught out by an option that has the outer part rotated in a different way to the inner part, such as E. They must both be rotated in the same way.)
10. **E** - (E is a rotation of approximately 45 degrees clockwise.)