

Verbal Reasoning Question Types

This is not taught in the National Curriculum and can be thought of as a way of testing your child's potential, not just how good they are at learning. VR requires a good vocabulary and involves problems with words, sequences, codes and logic. There are 21 different types of VR questions and not all LEA's include all of these types in their exam. However, your child needs to understand how to identify these questions and what is required to answer them.

There are 21 different types of Verbal Reasoning question that can be asked.

TYPE 1: Insert a Letter (IPS Type A)

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.

Example: col (?) ram bel (?) oll

Answer: t [colt, tram, belt, toll]

TYPE 2: Two Odd Ones Out (IPS Type B)

Three words are related, find the two words that do **NOT** go with these three. Mark them **BOTH** on the answer sheet.

Example: red white flag blue pole

Answer: flag pole – all others are colours

TYPE 3: Related Words (IPS Type C)

The alphabet is here to help you with these questions. You need to work out a different code for each question

Choose the correct answer and mark it on the answer sheet.

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

Example: If the code for LUCK is JSAI, what does EMMB mean?

Answer: GOOD

Note: In this case take letter in first word and move 2 places to the left.

TYPE 4: Closest Meaning (IPS Type D)

Find **TWO** words, one from each group that are the **CLOSEST** in meaning. Mark **BOTH** words on the answer sheet.

Example: big small rest mean large

Answer: big, large

TYPE 5: Hidden Word (IPS Type E)

In each of the following sentences a FOUR letter word is hidden between two words. The two words will always be next to each other. Find the pair of words and mark them on the answer sheet.

Example: The dog was frightened by the noise.

Answer: the noise (then)

A good way to do these questions is to try taking the last letter of a word then the first 3 letters of the next word. If this does not work take last letter from a word then first two letters of the next word. If this does not work take last 3 letters from one word and then first letter from the next. If none of these make a word, move on to the next set of words.

TYPE 6: Missing Word (IPS Type F)

The word in capitals has had THREE consecutive letters removed, without changing the order of these letters they will make one correctly spelt word. The sentence must make sense. Find the three letter word and mark it on the answer sheet.

Example: The children GATED in the hall.

Answer: HER (gatHERed)

TYPE 7: Letters for Numbers (IPS Type G)

Letters stand for numbers. Work out the correct answer to each sum. Mark the relevant LETTER on the answer sheet.

Example:

A = 5, B = 14, C = 12, D = 13, E = 3

What is the answer to the sum, written as a letter?

A + C – E = ?

Answer: B

i.e. $5 + 12 - 3 = 14$

TYPE 8: Move a Letter (IPS Type J)

One letter from the word on the left can be moved to the word on the right, to make TWO new words. The letters must not be rearranged.

Example: beacon vent

Answer: e (bacon and event)

TYPE 9: Letter Series (IPS Type L)

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 alphabet is given above to help you. Find the pair of letters that will continue the series in the most sensible way. Mark the appropriate pair of letters on the answer sheet.

Example: AT BS CR DQ EP

Answer: FO

TYPE 10: Word Connections (IPS Type M)

Find TWO words, ONE from each set of that will complete the sentence in the most sensible way. Mark BOTH words on the answer sheet.

Example: **Start** is to (begin end today) as **end** is to (less finish send)

Answer: begin finish

TYPE 11: Number Series (IPS Type P)

Find the number that continues the sequence in the most sensible way. Mark the missing number on the answer sheet.

Example: 2 4 6 8 10 (?)

Answer: 12

TYPE 12: Compound Words (IPS Type Q)

Find one word from each group that together makes one correctly spelt word. The letters must not be rearranged. The word from the first group will always be used first. Mark BOTH words on the answer sheet.

Example: (hand finger toe) (sum some sun)

Answer: handsome

TYPE 13: Make a Word (IPS Type R)

Find the word that completes the second group in the SAME way as the first group. Mark the word on the answer sheet.

Example:

rags (ring) main

line (?) plea

Answer: lean

TYPE 14: Letter Connections (IPS Type U)

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 alphabet is here to help you with these questions. Find the letters that will complete the sentence in the best way. Mark BOTH letters on the answer sheet.

Example: QQ is to NK
as HH is to (?)

Answer: EB

TYPE 15: Reading Information (IPS Type Z)

Example: Mr Brown, Mr Yellow and Mr Red left home at 7.30 a.m. It took Mr Yellow 45 minutes to get to work, 15 minutes longer than Mr Red. Mr Brown took 10 minutes longer than Mr Red to get to work.

If the above statement is true, only one of the following statements is true.

- A. Mr Yellow left after Mr Red.
- B. Mr Brown and Mr Red both took 30 minutes to get to work.
- C. Mr Yellow arrived at work at 8.30 a.m.
- D. Mr Brown arrived at work 10 minutes after Mr Red.
- E. Mr Brown arrived at work 10 minutes before Mr Red.

Answer: D

TYPE 16: Opposite Meaning (IPS Type H)

Find TWO words, one from each group, that are the most OPPOSITE in meaning.

Mark BOTH words on the answer sheet.

Example: (good luck today) (wish charm bad)

Answer: good, bad

TYPE 17: Complete the Sum (IPS Type I)

Find the number that will complete the sum correctly. Mark the missing number on the answer sheet.

Example: $26 + 7 = 18 + ?$

Answer: 15

TYPE 18: Related Numbers (IPS Type K)

The numbers in each group are related in the SAME way. Find the missing number and mark it on the answer sheet.

Example: (4 [10] 6) (13 [27] 14)
(16 [?] 8)

Answer: 24

TYPE 19: Word-Number Codes (IPS Type N)

In these questions there are four words. Three of the words have been given a code. The codes are not written in the same order as the words. Work out the correct answers and mark them on the answer sheet.

Example:

slow west sale rent

8214 1368 1932

What is the code for LAST?

Answer: 3914

What does the code 2821 mean?

Answer: EWES

TYPE 20: Complete the Word (IPS Type O)

Find the word that completes the third pair of words in SAME way as the first two pairs. Mark the appropriate word on the answer sheet.

Example: timed (dim) timer (rim) deals (?)

Answer: sea

TYPE 21: Same Meaning (IPS Type S)

One word from the answer sheet will go equally well with BOTH pairs of words. Mark the appropriate word on the answer sheet.

Example: (globe, planet)

(soil, mud)

Answer options: brown ground pluto circle earth

Answer: earth

Non Verbal Reasoning Question Types

Type	Description
1 'Like Shapes'	Look at the two shapes separated by an arrow on the left. The first shape is related to the second one in some way. To the right of these shapes, there is a third shape followed by an arrow and five other shapes. One of these five shapes is related to the shape before the arrow in the same way as the two shapes on the left are related to each other. Choose which one.
2 'Odd One Out'	Choose which one of the pictures is most unlike the other four.
3 'Rotations'	Only one of the five figures to the right of the dotted line can be rotated to make the figure on the left. The others are mirror images. Choose which figure can be rotated to make the figure on the left
4 'Code Breaker'	To answer these questions, you need to work out a code. You are given three or four boxes on the left followed by a separate box on the right of the dividing line. Each box on the left has a pair of letters in it which are a code for the shape or shapes in that box. You need to work out the code that applies to the shapes on the left and then choose which pair of letters should be given to the shape or shapes in the box on the right.
5 'Missing Sequence'	The five squares on the left contain shapes arranged in order to form a sequence. One of the squares is missing. Choose which one of the five squares on the right should take the place of the empty square.
6 'Missing Square'	Each question has a group of either four or nine squares on the left. One of the squares has been left blank. Choose one of the five options on the right to best complete the group.
7 'Most Like'	The two figures on the left are alike in some way. Choose which one of the five figures to the right of these is most like the first two figures.
8 'Nets'	Which one of the five 2D nets shown on the right can be folded to make the 3D cube on the left?

The figures and diagrams consist of [lines, shapes and shading/patterns](#).

The shapes can shift in various ways. ([rotate, reflect and transpose](#)).

The shapes can change in many ways. ([increase/decrease, add and copy](#)).

They can consist of a [movement, size or number sequence](#).

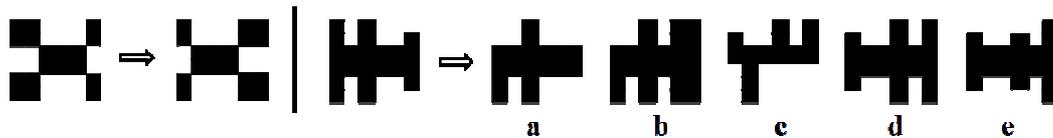
Type 1 – Like Shapes

Look at the two shapes separated by an arrow on the left. The first shape is related to the second one in some way. To the right of these shapes, there is a third shape followed by an arrow and five other shapes. One of these five shapes is related to the shape before the arrow in the same way as the two shapes on the left are related to each other. Choose which one.

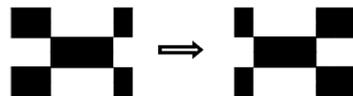
With this type of question you are given a number of shapes separated by a vertical line.

The two shapes to the left of the vertical line demonstrate the relationship between the shapes. The shapes to the right of the vertical line can be thought of as the question and possible answers.

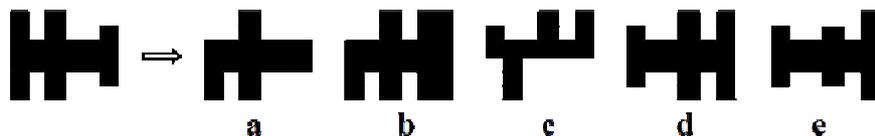
Remember that the figures and diagrams consist of lines, shapes and shading/patterns. The shapes can shift in various ways. (rotate, reflect and transpose). The shapes can change in many ways. (increase/decrease, add and copy). They can consist of a movement, size or number sequence.



Look first at the two shapes to the left of the vertical line. The first shape is related to the second shape in some way.



You should see that the second shape is the mirror image of the first shape (or 1st shape rotated 180° to form the second shape). Now you have identified the relationship, look at the shapes to the right of the vertical line.



One of the 5 shapes labelled a, b, c, d or e is related to the shape to the left of the arrow. We know that the relationship is a mirror image (or 180° rotation), so it is just a case of determining which shape is a mirror image of the shape to the left of the arrow.

In this case the answer is 'd'

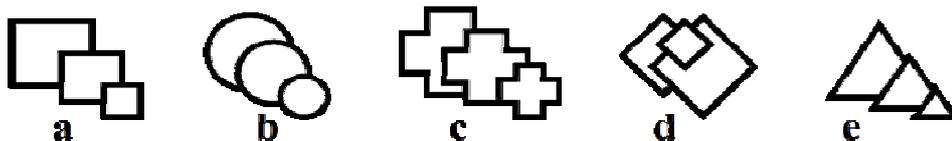
It is a good idea to cross out the shapes that it definitely cannot be first. In this case it is obviously not a, b or c. Shapes d and e though are very similar - sometimes the differences are subtle, and by crossing out the obvious it can help to focus on the remaining possibles.

Type 2 – Odd One Out

Choose which one of the pictures is most unlike the other four

With this type of question you are given a set of five pictures. Four of these pictures are related in some way while the fifth is different. You are required to identify which picture is unlike the others. In other words - to find the odd one out.

Remember that the figures and diagrams consist of lines, shapes and shading/patterns. The shapes can shift in various ways. (rotate, reflect and transpose). The shapes can change in many ways. (increase/decrease, add and copy). They can consist of a movement, size or number sequence.



Look first at two of the pictures, say 'a' and 'b' and see if you can see a relationship between the shapes. In this case you should see that the relationship is that the same shape is repeated, but reduced in size with the largest at the back and the smallest at the front.

If you cannot see a relationship, you may have chosen the picture that is the odd one out - choose two of the others and check again.

When you have found the relationship or 'rule', check each image in turn to see if the 'rule' applies, until you find the picture that is different.

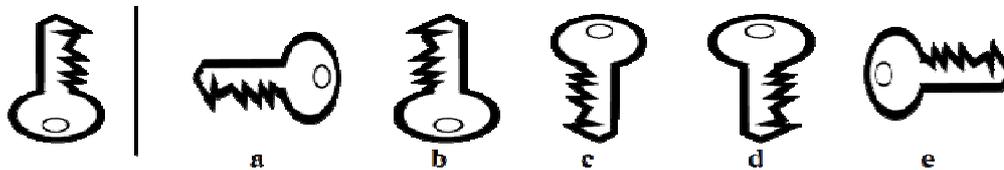
In this case we have found the rule by looking at 'a' and 'b'. Now look at 'c' does the rule apply? - Yes. Now look at 'd' does the rule apply? - No - The shapes reduce in size but the largest is in the middle - so 'd' looks like the odd one out. Check 'e' just to make sure - does the rule apply? - Yes. OK - The odd one out is 'd'.

Type 3 - 'Rotations'

With this type of question you are given an image to the left of a vertical line. To the right of the vertical line you are given five more images. Four of these images are mirror images of the image to the left - One of these images can be rotated to form the image on the left.

You need to find which is the image that can be rotated to form the original.

Remember that the figures and diagrams consist of lines, shapes and shading/patterns. The shapes can shift in various ways. (rotate, reflect and transpose). The shapes can change in many ways. (increase/decrease, add and copy). They can consist of a movement, size or number sequence.



Compare the original image on the left with each image on the right in turn and see if it would make the shape if rotated - take care, this is not as easy as it seems. Look for some detail of the image that is prominent - such as the jagged edge of the key in this case,

Image 'a' would need to be rotated 90° clockwise - but would have the jagged edges on the left.

Image 'b' needs no rotation - but the jagged edges are on the left.

Image 'c' would need to be rotated 180° - the jagged edges are on the right, the same as the original - looks like this is the correct one. Still check the others to make sure.

Image 'd' would need to be rotated 180° - but would have the jagged edges on the left.

Image 'e' needs to be rotated 90° anticlockwise - but would have the jagged edges on the left.

So, image 'c' is the correct answer.

If you are having problems visualising this, print out the questions, cut out the image and rotate it physically,

Type 4 - 'Code Breaker'

With this type of question you are given four boxes to the left of a vertical line containing symbols or shapes. Associated with each of the boxes are two letters. To the right of the vertical line is another box containing symbols and a set of five pairs of letters, labelled a to e.

The letters associated with the boxes are a code that determines what symbols or shapes are contained within the box.

You are required to work out the code - ie. what symbol/shape does each letter represent? After identifying the code, you need to decide which letters would represent the shapes and symbols in the box to the right of the vertical line.

Remember that the figures and diagrams consist of lines, shapes and shading/patterns. The shapes can shift in various ways. (rotate, reflect and transpose). The shapes can change in many ways. (increase/decrease, add and copy). They can consist of a movement, size or number sequence.

☆ △ △	★ △ △	☆ △	☆ △ △
A J	B K	A L	C J

☆ △ △

A J	B L	A K	C L	B J
a	b	c	d	e

Begin by looking at the first letter of all the pairs and see if any are the same. In this case the letter 'A' occurs in two of the boxes. Now focus on these two boxes and look for similarities in the shapes and symbols.

☆ △ △
A J

☆ △ △
A L

Both boxes contain one white star each and different numbers of white triangles. The similarity is the one white star - so we can infer that the letter 'A' means 'one white star' and the first letter relates to the type of star.

Looking at the second letters relating to these two boxes we can see that they are different and that the number of white triangles is different. The second letter could relate to the number of triangles.

Now look at the second letter of all the pairs and see if any are the same. In this case the letter 'J' occurs in two of the boxes. Now focus on these two boxes and look for similarities in the shapes and symbols.

☆ △ △
A J

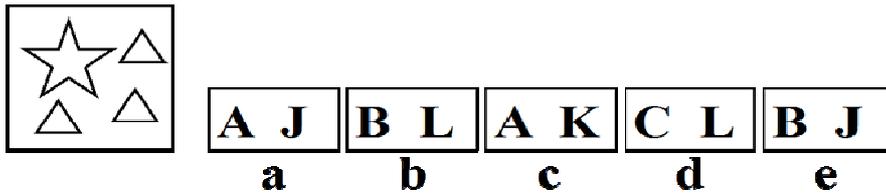
★ △ △
C J

Both boxes contain different stars and two white triangles each. The similarity is the two white triangles - so we can infer that the letter 'J' means 'two white triangles' and the second letter relates to the number of white triangles.

So now we know that the first letter relates to the type of star and the second letter relates to the number of white triangles.

First letters - A = white star, B = black star and C = shaded star
 Second letters - J = 2 white triangles, K = 3 white triangles and L = 1 white triangle

Now look at the box to the right of the vertical line. It has a white star and 3 white triangles.



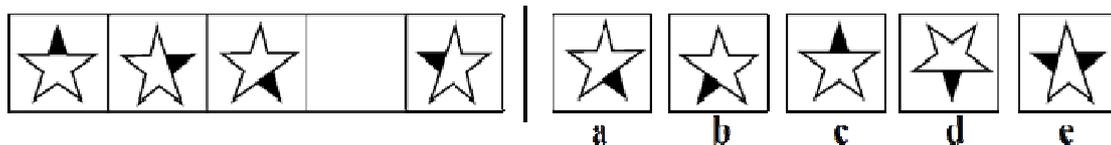
A white star is coded as 'A' and 3 white triangles is coded as K. - AK
 The correct answer is therefore 'c'

Type 5 - 'Missing Sequence'

With this type of question you are given five boxes to the left of a vertical line. Four of these boxes contain symbols or shapes and one box is empty. To the right of the vertical line are five boxes labelled 'a' to 'e' containing symbols which are the possible answers. The symbols in the boxes to the left form a sequence.

You are required to determine which of the boxes to the right would best complete the series of boxes on the left.

Remember that the figures and diagrams consist of lines, shapes and shading/patterns. The shapes can shift in various ways. (rotate, reflect and transpose). The shapes can change in many ways. (increase/decrease, add and copy). They can consist of a movement, size or number sequence.



Begin by looking at the symbols within the boxes on the left and try to work out what the sequence is. In this case the symbols are all a white, five pointed star with one of the points of the star black. You should be able to see that the star is rotated one fifth of a turn clockwise as the sequence progresses.

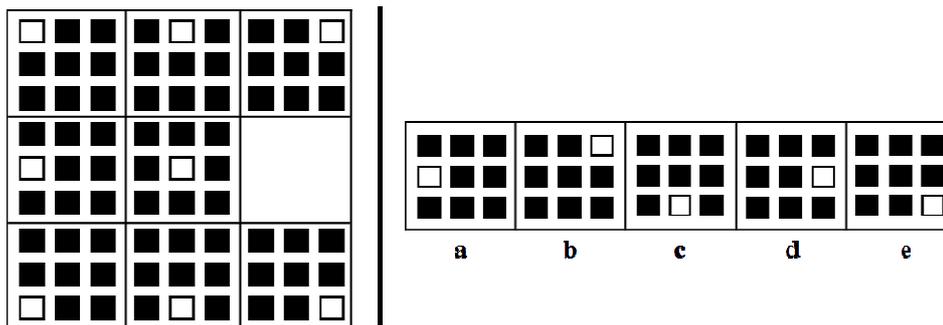
Now you have discovered the sequence it is just a case of deciding what symbol from the selection of boxes on the right would complete the sequence. In this case it would be 'b'.

Type 6 - 'Missing Square'

With this type of question you are given a grid of either four or nine squares to the left of a vertical line. All but one of these squares contain symbols or shapes. To the right of the vertical line are five boxes labelled 'a' to 'e' containing symbols which are the possible answers.

You are required to determine which of the boxes to the right would best complete the grid of squares on the left.

Remember that the figures and diagrams consist of lines, shapes and shading/patterns. The shapes can shift in various ways. (rotate, reflect and transpose). The shapes can change in many ways. (increase/decrease, add and copy). They can consist of a movement, size or number sequence.



Begin by looking at the symbols within the squares on the left and try to work out what the sequence is. In this case the symbols are a block of nine small squares. Within each block one square is white and the rest are black. The position of the white square forms a pattern which relates to the overall position in the grid.

Now you have discovered the pattern or sequence involved it is just a case of deciding what symbol from the selection of boxes on the right would complete the grid. In this case it would be 'd' because the white square is in the correct position to complete the pattern of the grid.

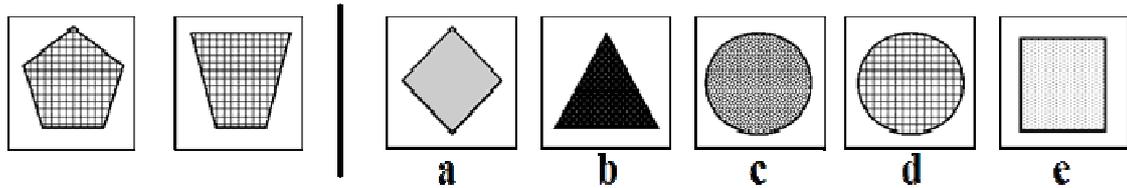
Type 7 - 'Most Like'

With this type of question you are given two images to the left of a vertical line - These two images are alike in some way. To the right of the vertical

line are five boxes labelled 'a' to 'e' containing symbols which are the possible answers.

You are required to determine which of the boxes to the right is most like the two images to the left.

Remember that the figures and diagrams consist of lines, shapes and shading/patterns. The shapes can shift in various ways. (rotate, reflect and transpose). The shapes can change in many ways. (increase/decrease, add and copy). They can consist of a movement, size or number sequence.



Begin by looking at the two images on the left and try to see what they have in common.

Both images are filled by a cross hatching /netting pattern.

Now that you have discovered what the two images on the left have in common, it is just a case of comparing each of the images on the right to the images on the left and determining which of these has the same characteristics.

In this case it would be 'd' because the shape is also filled with the same pattern.

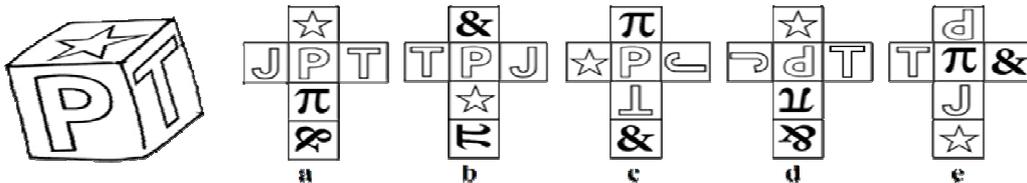
Type 8 - 'Nets'

With this type of question you are given an image of a 3D cube on which you can see symbols/figures on three of the faces. To the right of the cube are five images of 'nets' labelled 'a' to 'e' containing symbols/figures which are the possible answers.

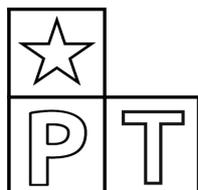
You are required to determine which of the nets could be folded to make the 3D cube.

It is important that your child understands the concept of 3D Shapes and Nets before attempting this. Work through [Shape and Space - 3D Shapes - Nets](#) first. You may also find this ['Nets of a Cube'](#) sheet useful to print, cut out and make.

Remember that the figures and diagrams consist of [lines, shapes and shading/patterns](#). The shapes can shift in various ways. ([rotate, reflect and transpose](#)). The shapes can change in many ways. ([increase/decrease, add and copy](#)). They can consist of a [movement, size or number sequence](#).

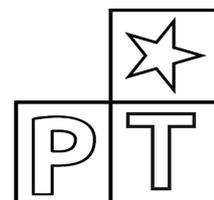


Begin by looking at the three faces of the cube. Find an image that has an order of rotational symmetry of 1, in other words can only face one way, such as the 'P' in this example and imagine unfolding these three faces to form a net.



You can see that the 'T' will be on the right of the 'P' with the star shape directly above either the 'l' or the 'T'.

Notice however how the position of the points of the star changes depending on which position it is in. When above the 'P' it has two points along the base with one at the top and when above the 'T', two points are along the left with one point on the right.



Now compare this portion of a net with the nets labelled 'a' to 'e'

You can see that net 'a' is the only net that has the 'P' below the star and to the left of the 'T' and the points of the star are correct.

Unfortunately the nets are not always so straightforward as there are eleven different shapes of nets that can make a cube (see [3D Shapes - Nets](#) and [Nets of a Cube](#)) but by doing this you can usually eliminate some of the options.

If possible, concentrate on the relationship between two adjacent faces with no rotational symmetry and check this with each net in turn and eliminate nets as you go.

Some children (and adults) find visualising a 2D net as a 3D cube very difficult. Try printing the questions, cutting out the nets and actually making the cubes.

11+ Maths – Revision Guide

Questions will be set on many of the following topics:

Number / Numeracy

- **Number types including square numbers and primes, factors and multiples**
- **Addition, Subtraction, Multiplication and Division, including questions involving a decimal number (e.g. in monetary contexts)**

e.g. crisps cost 45p, chocolate bar costs 70p, fizzy drink costs 55p. If Jane buys 2 packets of crisps, a fizzy drink and a 3 bars of chocolate, how much change would she get from £5.

$$\text{Cost} = (2 \times 45) + (3 \times 70) + 55 = 355\text{p} = \text{£}3.55$$

$$\text{Change} = \text{£}5.00 - \text{£}3.55 = \text{£}1.45$$

- **Long multiplication**
- **Simple rounding and estimation skills**

e.g. What is 321 to the nearest 100. Answer 300

- **Number patterns and sequences**

E,g, 3, 6, 9, 12 adding 3. 1, 3, 7, 15, 31 double + 1

1, 4, 9, 16, 25, 36 square number sequence

- **Time calculations and the 24 hour clock**

e.g. If a train leaves Manchester at 11.23 and arrives in London at 13.32, how long has the journey taken?

Take away the minutes then the hours – $32 - 23 = 9$ minutes. $13 - 11 = 2$ hours.
Answer 2 hours 9 minutes.

A train leaves London at 14.37 and arrives in Southampton at 16.16 how long is the journey. We cannot subtract $16 - 37$, so we need to “borrow” from the hours or more correctly convert an hour into minutes. The calculation for minutes is then $(16 + 60) - 37$. i.e. $76 - 37 = 39$ minutes. As we have “borrowed” or converted one of the hours we have

15 left i.e. the hour calculation = $15 - 14 = 1$. Therefore journey time = 1 hour 39 minutes.

- **Unit conversions (metric units of length, weight)**

e.g. $100\text{cm} = 1\text{m}$ therefore $113\text{cm} = 1.13\text{m}$
 $1000\text{g} = 1\text{kg}$ therefore $500\text{g} + 750\text{g} = 1250\text{g}$ or 1.25kg

- **Fractions skills (simple adding & subtracting, multiplying, dividing, and fractions of amounts, simplifying)**

e.g. $\frac{1}{2} + \frac{1}{4} = \frac{3}{4}$. Calculated by converting $\frac{1}{2}$ into quarters i.e. $\frac{1}{2} = \frac{2}{4}$, so $\frac{2}{4} + \frac{1}{4} = \frac{3}{4}$.

- **Order of operations (BODMAS)** BODMAS stands for Brackets, Orders (with are powers), Division, Multiplication, Addition and Subtraction and operations should be done in that order e.g. $2 + 4 \times 3 = 14$. You do the 4×3 first as multiplication comes before addition.

$(7 + 3)^2 \div 4 = 25$. Do brackets first ($7+3=10$), then power $10^2 = 100$

- **Using negative numbers in context, e.g. temperature**

e.g. if temperature is 5°C and the temperature drops by 9°C , what temperature will it be?

Answer: $5 - 9 = -4^\circ\text{C}$

- **Simple conversions between decimals, fractions and percentages**

$\frac{1}{2} = 0.5$, $\frac{1}{4} = 0.25$, $\frac{1}{5} = 0.2$

To convert any fraction, divide denominator (bottom number) by the numerator (top number)

E.g. $\frac{4}{15} = 15 \overline{) 4.0000}$ 0,3666

- **Calculating simple percentage of amounts, (1%, 10%, 25%, 50%)**

e.g. For 10% numbers move one place to right. $235 = 235.0$ therefore $10\% = 23.5\%$.

50% is half of the number.

25% is a quarter of the number so divide by 4.

- **Algebra**

- **Substitution into simple algebraic expressions**

e.g. $2a + b = 13$. If $a = 5$, what is the value of b . $2a = 2 \times 5 = 10$, therefore $b = 3$.

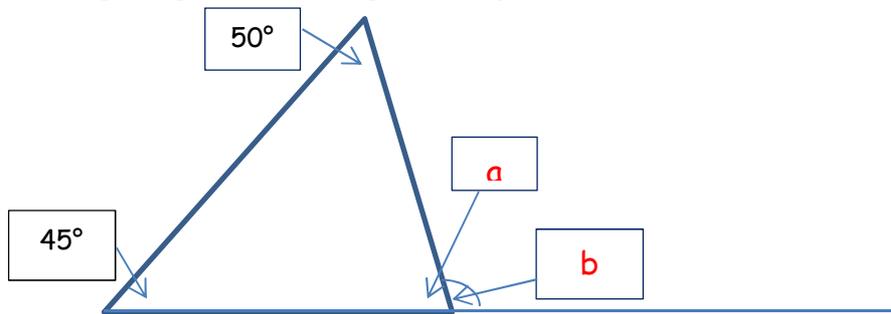
- **Solving simple equations**

e.g. $2a + 7 = 15$ therefore $a = 4$

$2a = 15 - 7 = 8$ therefore $a = \frac{8}{2} = 4$.

- **Geometry**

e.g. Angles of a triangle add up to 180°

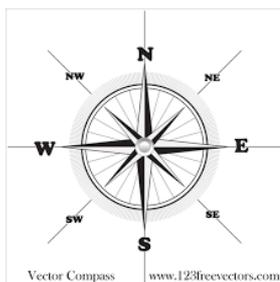


What is angle b .

Angle $a = 85^\circ$ i.e $180 - (50 + 45)$

Straight line = 180° therefore $b = 180 - 85 = 95^\circ$

- **Points of the compass**



The arrow is facing South and is moved a three-quarter turn anti-clockwise. Which direction is it pointing now? Answer = West

- **Perimeter of simple shapes**

e.g. perimeter is the length of all sides added together, Rectangle = $2 \times (\text{length} + \text{height})$

- **Area of simple shapes including rectangles, triangles and simple composite shapes**

e.g. length \times height (rectangle, square)

$\frac{1}{2}$ (length \times height) for triangle

For composite shapes, break the shapes down to squares, rectangles, triangles. Work out the area of each component and add together.

- **Volume of a cuboid**

i.e length \times width \times height

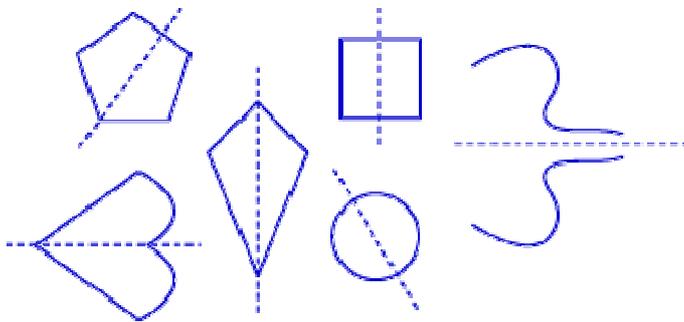
- **Using and writing co-ordinates**

e.g. Plot the following coordinates on your grid. What shapes do they make? Write the names inside the shape. (3,2) (7,2) (3,4) (7,4)

Answer: rectangle: length 4 units, height 2 units

- **Line (mirror) symmetry and order of rotational symmetry**

If you can reflect (or flip) a figure over a line and the figure appears unchanged, then the figure has reflection symmetry or line symmetry. The line that you reflect over is called the line of symmetry. A line of symmetry divides a figure into two mirror-image halves. The dashed lines below are lines of symmetry:



- **Types of triangles and quadrilaterals**

There can be **3**, **2** or **no** equal sides/angles:

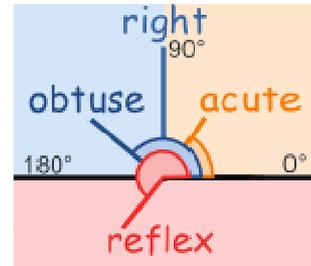
	<p>Equilateral Triangle</p> <p>Three equal sides Three equal angles, always 60°</p>
	<p>Isosceles Triangle</p> <p>Two equal sides Two equal angles</p>
	<p>Scalene Triangle</p> <p>No equal sides No equal angles</p>

- Angle calculations (e.g. involving angle sums in a triangle & on a straight line)

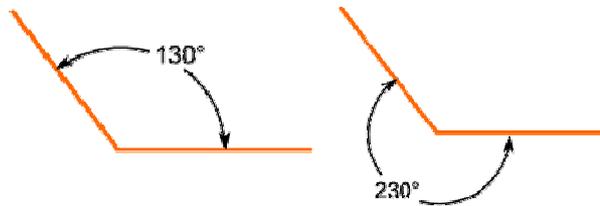
In One Diagram

This diagram might make it easier to remember:

Also: **A**cute, **O**btuse and **R**eflex are in alphabetical order.



Be Careful What You Measure



This is an Obtuse Angle And this is a Reflex Angle

- **Statistics**

e.g. what is probability of rolling a prime number with dice. Prime numbers less than six are 1, 2, 3, 5 or 4 out of 6. $4/6 = 2/3$.

What is the ratio of numbers which composite numbers on a dice to prime numbers. There are 2 composite numbers (4 & 6) to 4 primes. The ratio is therefore 2:4 or more properly 1:2 in its lowest form.

- Average (mean average) median (middle number in order), mode (number which occurs the most often) and range (difference between the highest and the lowest number)
- Maths in a real life context, e.g. involving money calculations