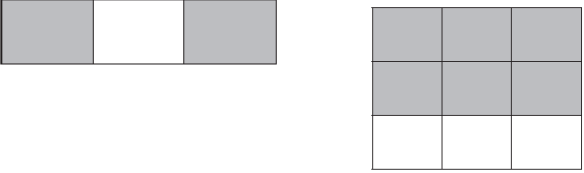


| Question | Answer                                | Marks | Notes and guidance   |
|----------|---------------------------------------|-------|--|
| Q1       | Thirty thousand, two hundred and four | 1     | Written in words or numerals   |
|          | 13,302                                | 1     |  |
| Q2       | 20<br>10<br>120                       | 2     | 1 mark for 2 correct.<br>2 marks for all 3 correct.  |
| Q3       | 3 metres                              | 1     |  |
| Q4       | £20                                   | 1     | Can be written £20 or £20.00   |
| Q5       | 75,927                                | 1     |  |
|          | 10,439                                | 1     | Look for children who complete with column subtraction and which children complete mentally as the numbers are similar.  |
| Q6       | $5 + 8 \times 2$ or $5 + 2 \times 8$  |       |  |
|          | 21                                    | 2     | 2 marks for both parts correct.<br>1 mark if numbers placed incorrectly but solved showing knowledge of BODMAS. e.g. $2 + 5 \times 8 = 42$   |
| Q7       | 51 p                                  | 2     | 1 mark for one step of correct calculation.<br>e.g. Children have calculated $85 \times 3$ correctly but then followed through with an incorrect division <b>OR</b> children have calculated $85 \times 3$ incorrectly but followed through with a correct division. |

|     |   |   |  |
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| Q8  |                            | 1 | Children indicate the shapes shown.  |
|     | $\frac{9}{12} = \frac{36}{48}$  | 1 | 1 mark for both numbers correct.   |
| Q9  | (2, 4)  | 1 |  |
|     | Rectangle drawn with vertices at points shown below.  | 1 |  |
|     | (-2, -3) (1, -3) (-2, -5) (1, -5)   | 1 | 1 mark for all four co-ordinates correct   |
| Q10 | Children give valid reason why $\frac{1}{3} + \frac{1}{4}$ is greater than $\frac{1}{3} \times \frac{1}{4}$ | 1 | Valid reasons include: <ul style="list-style-type: none"> <li>- Children calculate both number sentences to prove <math>\frac{7}{12}</math> is larger than <math>\frac{1}{12}</math></li> <li>- Children explain that multiplying the fractions together will make the fraction smaller whereas adding them will give a larger fraction therefore it must be more when you add the fractions.</li> </ul> |
|     | =   | 1 | Children complete the = sign and then follow with an explanation.                     Valid reasons include: <ul style="list-style-type: none"> <li>- Children calculate both number sentences to prove they both equal <math>\frac{1}{4}</math></li> <li>- Children explain multiplying by a third is the same as dividing by three.</li> </ul>   |

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| Q11 | 36, 45, 54                                   | 1 | 1 mark for all three correct  |
|     | $2, 2\frac{3}{5}, 3\frac{1}{5}$              | 1 | 1 mark for all three correct.<br><b>Accept</b> fractions written as improper fractions:<br>$\frac{10}{5}, \frac{13}{5}, \frac{16}{5}$<br><b>Do not accept</b> answers such as $1\frac{5}{5}, 1\frac{8}{5}, 1\frac{11}{5}$   |
| Q12 | 1,240 mm                                     | 2 | Award 2 marks for the correct answer.<br>Award 1 mark for 1 step of correct mathematical working.<br>For example: <ul style="list-style-type: none"> <li>- Children divide 1860 by 3 correctly but then subtract the answer incorrectly.</li> <li>- Children divide 1860 by 3 incorrectly but then subtract the answer correctly.</li> <li>- Children divide 1860 by 15 correctly to find the width of one book but then incorrectly multiply and subtract.</li> <li>- Children divide 1860 by 15 incorrectly but then correctly multiply by 5 and subtract.</li> </ul> |
| Q13 | P = 2 , Q = 7 , R = 9 or P = 7, Q = 2, R = 9 | 2 | Award 2 marks for the correct answer.<br>Award 1 mark for two out of the three numbers correct e.g. $7 + 9 = 16$ or $1 + 3 = 4$ or $2 + 2 = 4$  |

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| Q14 | No, the field is not big enough as it is $550 \text{ m}^2$ and the sheep would need $700 \text{ m}^2$ | 3 | <p>Award 3 marks for the correct answer with an explanation comparing the size of the field with how much the sheep need.</p> <p>Award 1 mark for one step of correct mathematical working.</p> <p>Award 2 marks for two steps of correct mathematical working.</p> <p>Possible methods:</p> <ul style="list-style-type: none"> <li>- <math>28 \times 25</math> to find area of complete rectangle is <math>700 \text{ m}^2</math> then subtract <math>10 \times 15</math> to find area of rectilinear shape is <math>550 \text{ m}^2</math> show that this is too small as sheep need <math>2 \times 350 \text{ m}^2</math></li> <li>- Children split the shape into two smaller rectangles and calculate the area of both before adding together to find the area of the whole shape. They then show that this is too small as sheep need <math>2 \times 350 \text{ m}^2</math></li> </ul> |
| Q15 | 450 ml  | 2 | <p>Award 2 marks for the correct answer.</p> <p>Award 1 mark for one step of correct mathematical working.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>- <math>3 \text{ days} = 90 \text{ ml}</math></li> <li>- <math>90 \times 5 = 450 \text{ ml}</math></li> </ul>  |

**Total: 30 marks**