

1

Solve this equation.

$$7y + 12 = 5y + 40$$

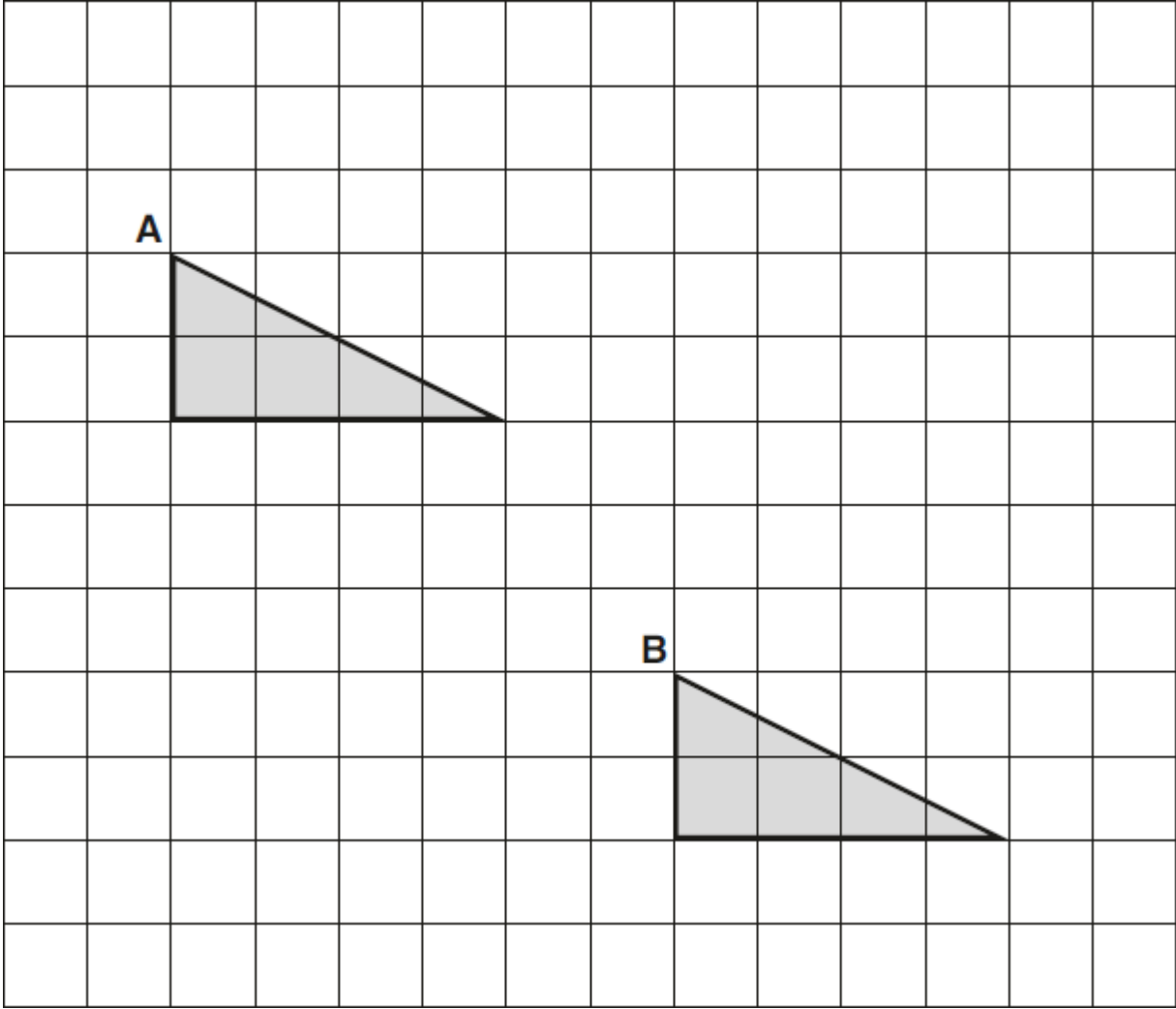
Show your method

$y =$

2 marks

2

A triangle is translated from position **A** to position **B**.



Complete the sentence.

The triangle has moved  squares to the right  
and  squares down.

1 mark



**4**

Here is part of the bus timetable from Riverdale to Mott Haven.

Riverdale	10:02	10:12	10:31	10:48
Kingsbridge	10:11	10:21	10:38	10:55
Fordham	10:28	10:38	10:54	11:11
Tremont	10:36	10:44	11:00	11:17
Mott Haven	10:53	11:01	11:17	11:34

How many minutes does it take the 10:31 bus from Riverdale to reach Mott Haven?

minutes

1 mark

Mr Evans is at Fordham at 10:30

What is the **earliest** time he can reach Tremont on the bus?

1 mark

**5**

Write the two missing digits.

$$\begin{array}{|c|c|} \hline & 1 \\ \hline \end{array} - \begin{array}{|c|c|} \hline 2 & \\ \hline \end{array} = 34$$

1 mark

6

Jacob cuts **4** metres of ribbon into **three** pieces.

The length of the first piece is **1.28** metres.

The length of the second piece is **1.65** metres.

Work out the length of the third piece.

Show your method

metres

2 marks

7

Liam has five coins.

Three of the coins add up to **30p**.

Three of the coins add up to **40p**.

All five coins add up to **£1**

What are the coins that Liam has?

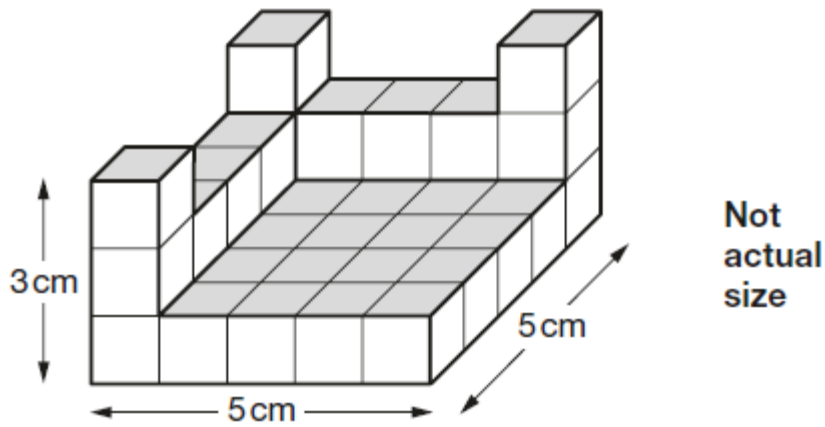
p	p	p	p	p
---	---	---	---	---

1 mark



9

This shape is made of wooden centimetre cubes.



How many **more** centimetre cubes are needed to make it into a solid cuboid 3 cm tall, 5 cm long and 5 cm wide?

1 mark

10

This weather chart shows the highest and lowest temperatures in a town on five days in March.

	Temperature °C	
	highest	lowest
Monday	+7	0
Tuesday	+7	-2
Wednesday	+8	-2
Thursday	+9	+1
Friday	+4	-5

Which day has the greatest difference between the highest and the lowest temperatures?

---

1 mark

What is the difference between the lowest temperatures on Thursday and Friday?

**degrees**

1 mark



11

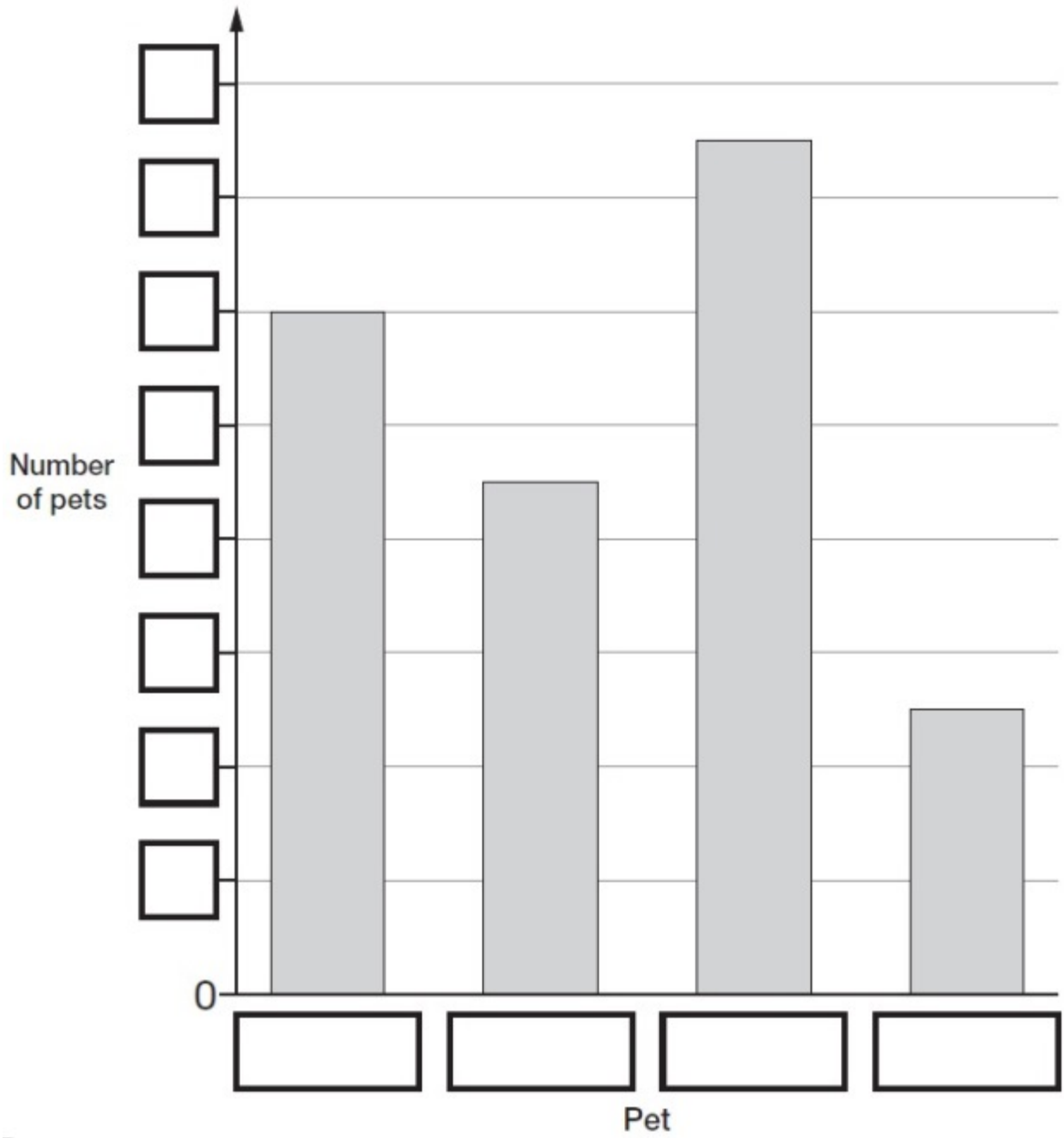
Alfie collected information about the pets owned by children in his class.

Here are his results.

Pet	Number of pets
dog	9
cat	12
rabbit	5
fish	15

This bar chart shows the information from the table.

Fill in **all** the missing labels.



2 marks

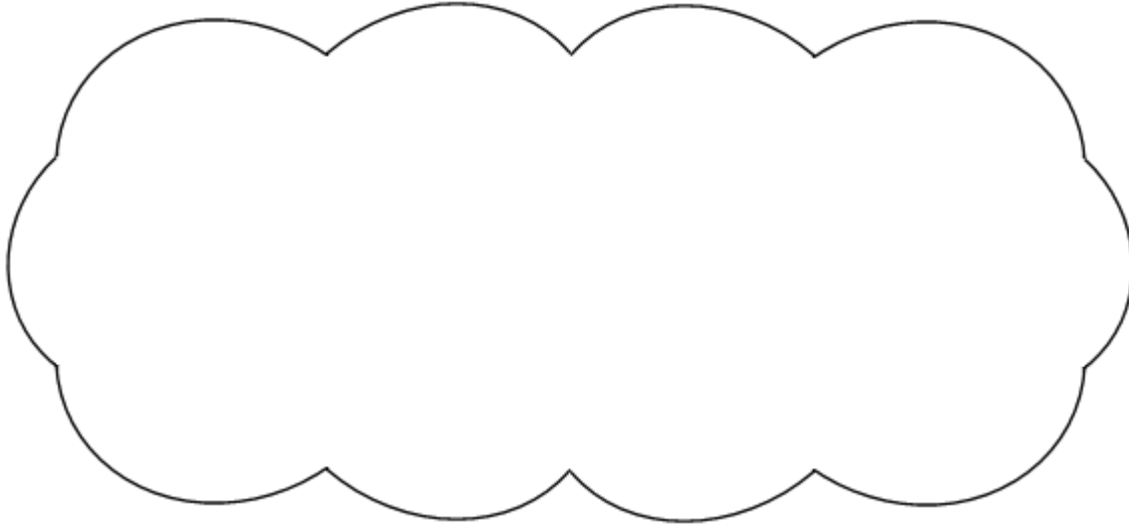
12

Liam did a survey of 55 people to see how many were left-handed.

Liam says,

***'The results show that exactly 10% of the people in the survey are left-handed.'***

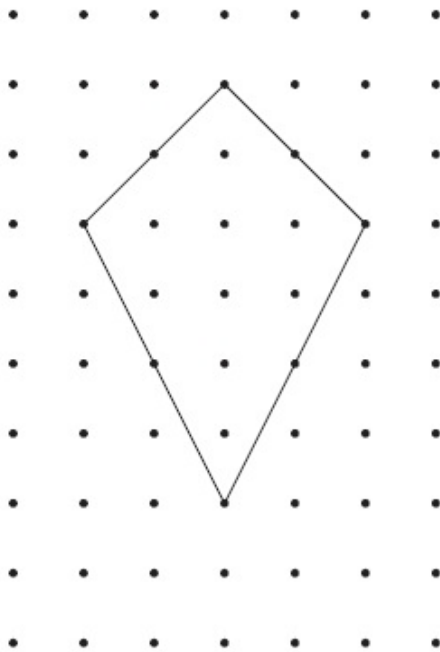
Explain why Liam cannot be correct.



1 mark

13

Here is a shape on a grid.



For each statement, put a tick (✓) if it is true.  
Put a cross (✗) if it is not true.

The shape is a quadrilateral.

The shape has 2 lines of symmetry.

The shape is a parallelogram.

The shape has one right angle.

2 marks

14

$n$  stands for a whole number.

$2n$  is greater than 30

$5n$  is less than 100

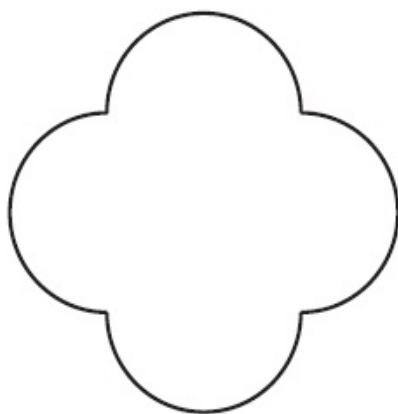
Write **all** the numbers that  $n$  stands for.

---

2 marks

15

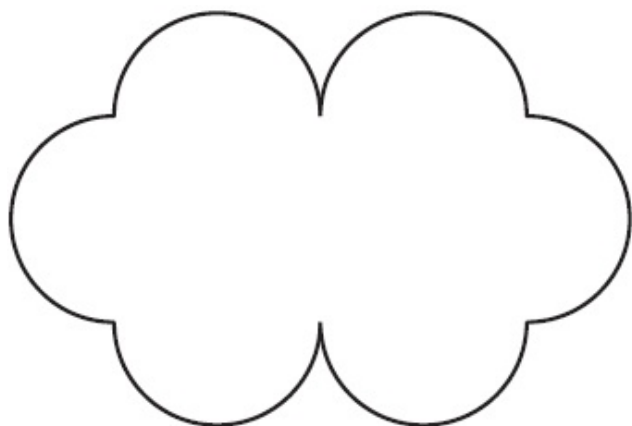
This shape is made out of four identical curves.



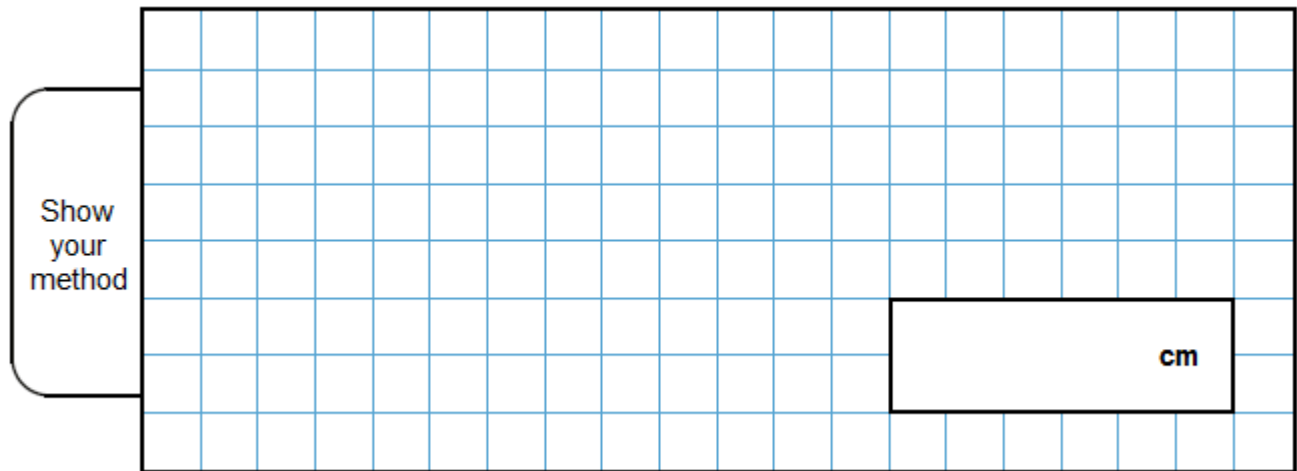
Not  
actual  
size

The perimeter of the shape is 28 centimetres.

A new shape is made out of curves of the same size.



What is the perimeter of the new shape?



2 marks

16

Seb has to see the doctor at 10:05 am.

He gets to the doctor's surgery at 9:52 am.

How many minutes **early** is he?

minutes

1 mark

He leaves the doctor's surgery at 10:25 am.

He gets to school 45 minutes later.

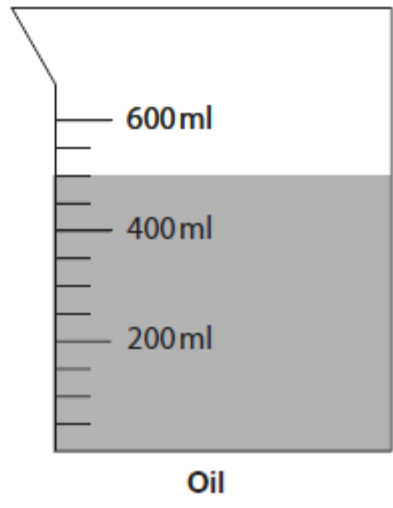
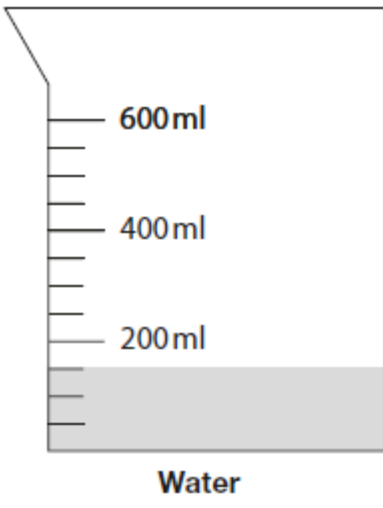
What time does he arrive at school?

am

1 mark

17

One jug contains water and the other jug contains oil.



How much **more** oil is there than water?

1 mark

18

Write the missing numbers to make these calculations correct.

$$200 \times \boxed{\phantom{000}} - 200 = 200$$

1 mark

$$(100 - \boxed{\phantom{000}}) \times 100 = 100$$

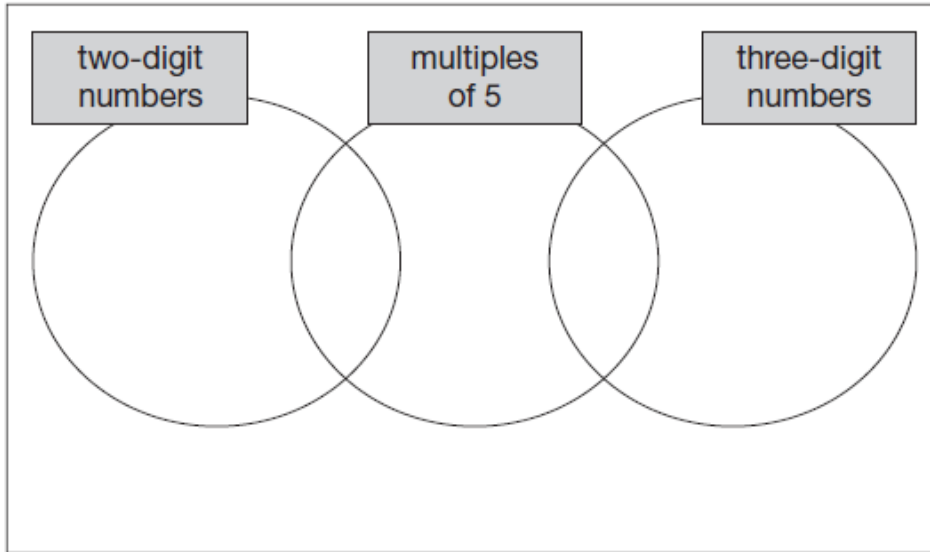
1 mark

19

Here is a diagram for sorting numbers.

Write **each** number in its correct place on the diagram.

2      20      201      2000



2 marks

20

Write the **three** missing numbers in this multiplication grid.

×	8	5	
4		20	28
5	40		35
3	24	15	21

2 marks



21

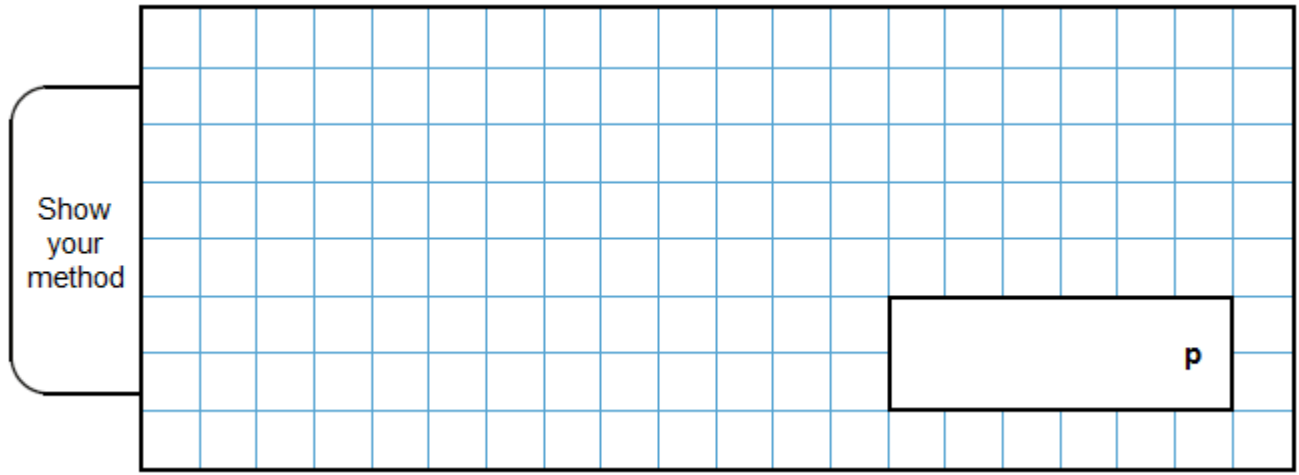
Liam buys **two** apples.



He pays with a £1 coin and gets 64p change.

How much does **one** apple cost?

Show your method

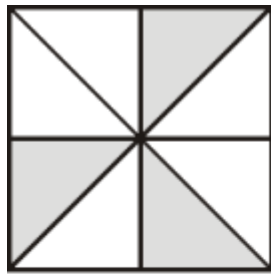


2 marks

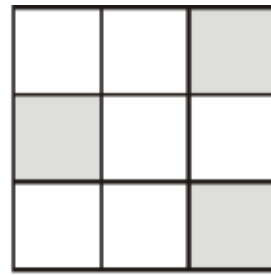
22

Each of these diagrams is divided into equal parts.

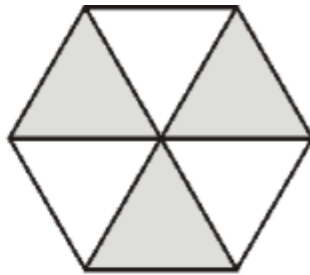
Some of the parts are shaded.



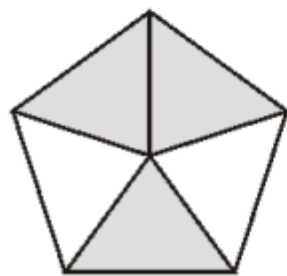
A



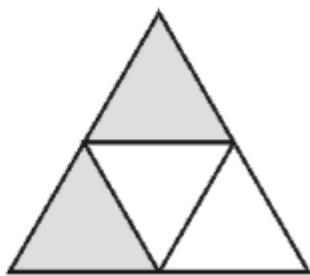
B



C



D



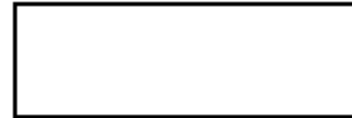
E

Write the letters of all the diagrams that have exactly  $\frac{1}{2}$  shaded.

\_\_\_\_\_

1 mark

Which of the diagrams has exactly  $\frac{1}{3}$  shaded?



1 mark

23

The numbers in this sequence increase by the same amount each time.

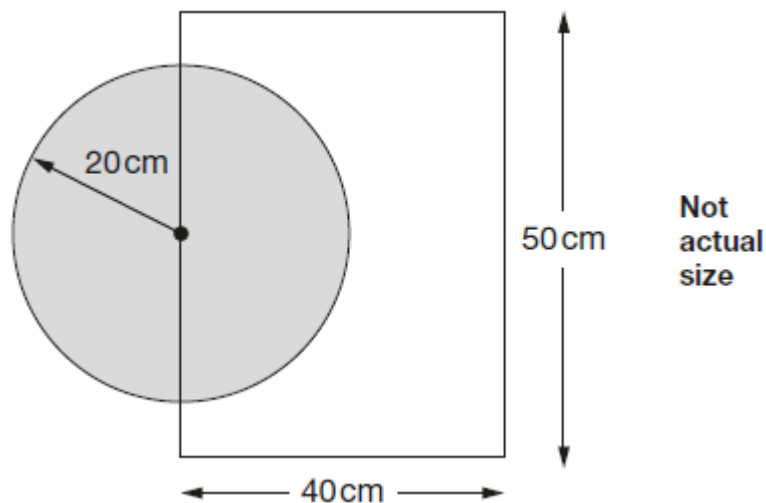
Write the two missing numbers.



2 marks

24

The diagram shows a rectangle and a shaded circle with radius 20 cm.

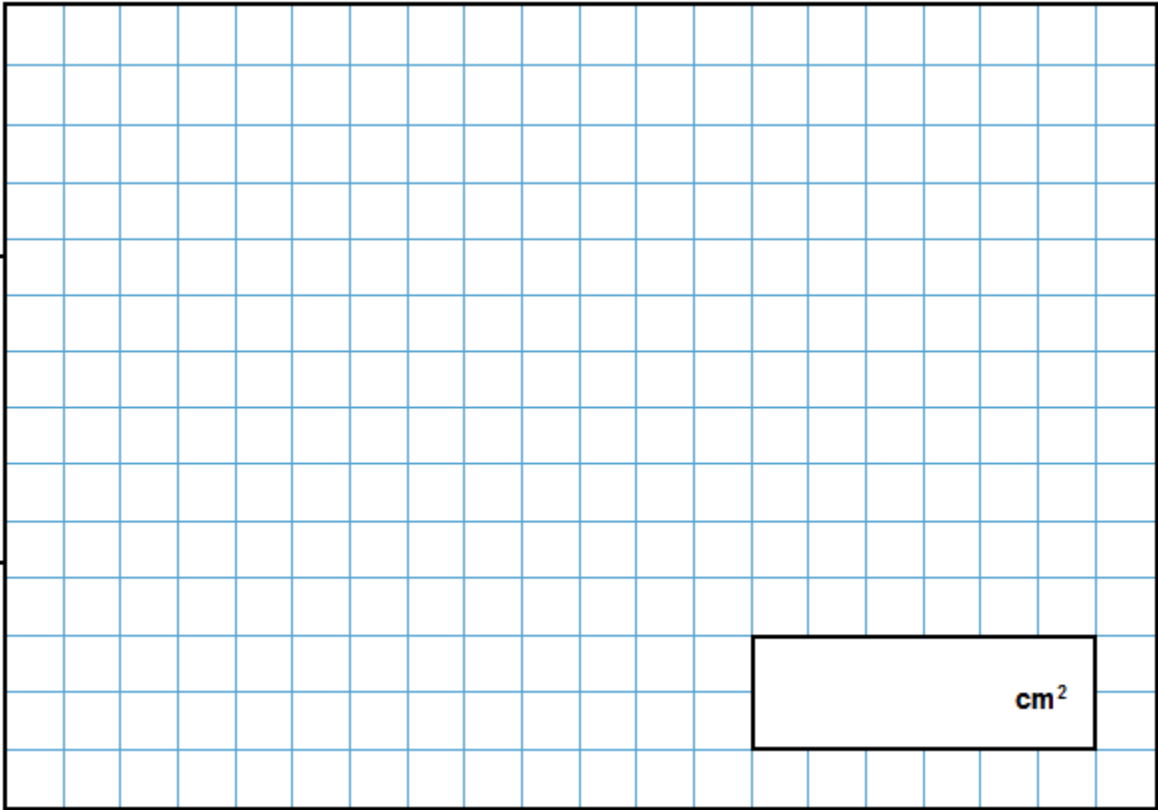


Calculate the **area** of the rectangle that is **not** shaded.

Use this formula:

The area of a circle is  $3.14 \times (\text{radius})^2$

Show  
your  
method



3 marks

25

There are 90 children in Year 6 at Woodland Junior School.

They are split into three classes.

Class	Number in class
<b>6M</b>	27
<b>6P</b>	33
<b>6T</b>	30

Each child chose football **or** netball **or** hockey.

In **6M**, 13 children chose hockey.

The rest of the class were split equally between football and netball.

In **6P**, 9 children chose netball.

Twice as many children chose football as chose hockey.

In **6T**, the ratio of children who chose football to netball to hockey was 1:2:3

Complete this table.

Class	Number in class	Football	Netball	Hockey
6M	27			13
6P	33		9	
6T	30			

2 marks

26

Three apples have a **mean** (average) mass of 100 grams.

The largest apple is removed.

The **mean** mass of the remaining two apples is 70 grams.



What is the mass of the largest apple?

Show your method

g

2 marks

27

$n$  and  $p$  stand for two numbers.

$n$  is a multiple of 5

$p$  is a multiple of 6

$$\frac{n}{p} = \frac{2}{3}$$

Find numbers that  $n$  and  $p$  stand for.

Show your method

$n =$

$p =$

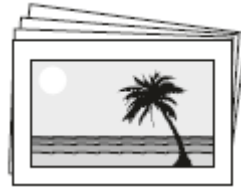
2 marks



29

Alfie has some photographs printed.

The cost is £2.50 for postage and 12 pence for each print.



Alfie uses this formula for the total cost (**C**) in pence.

$$C = 250 + 12n$$

$n$  stands for the number of photographs.

The total cost for Alfie is **£6.70**

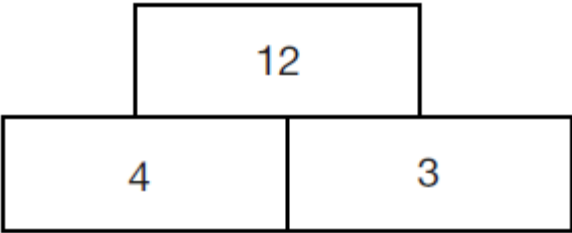
How many photographs does he have printed?

Show your method

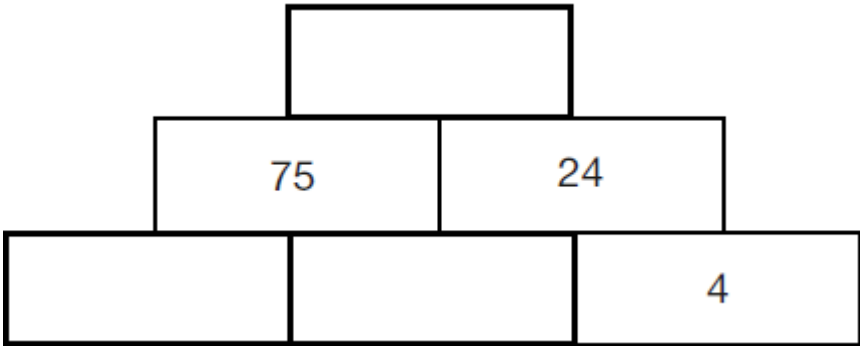
2 marks

30

In this tower, two numbers are **multiplied** to give the number above.



Write the missing numbers in the tower below to make it correct.



2 marks

31

- (a) 1 kilogram of grapes costs £5.80  
Megan buys 700 grams of grapes.  
How much does she pay?

£

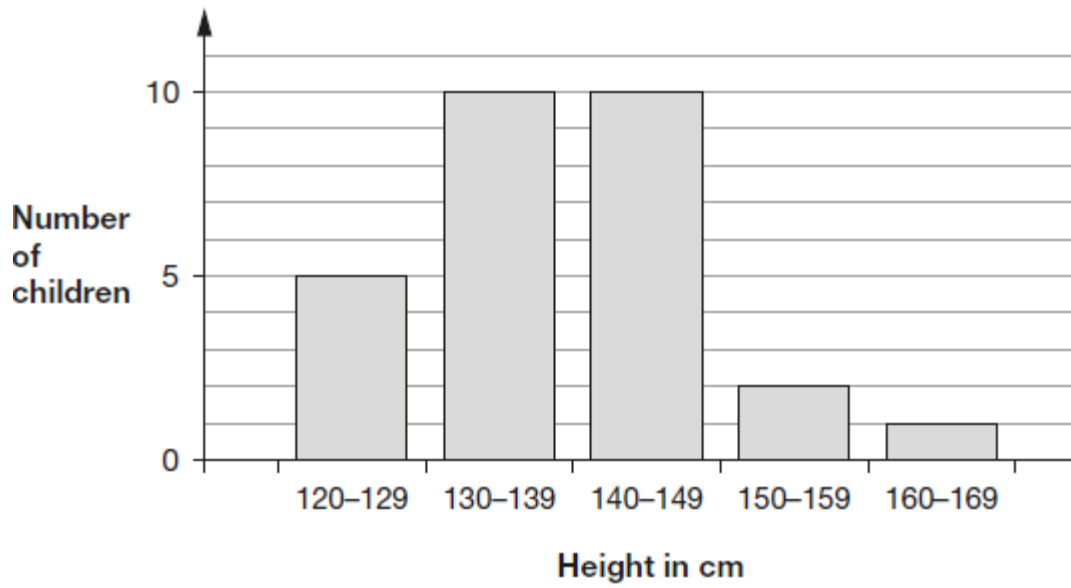
1 mark





32

The graph shows the heights of 28 children in Alfie's class, to the nearest centimetre.



Alfie is 153 cm tall.

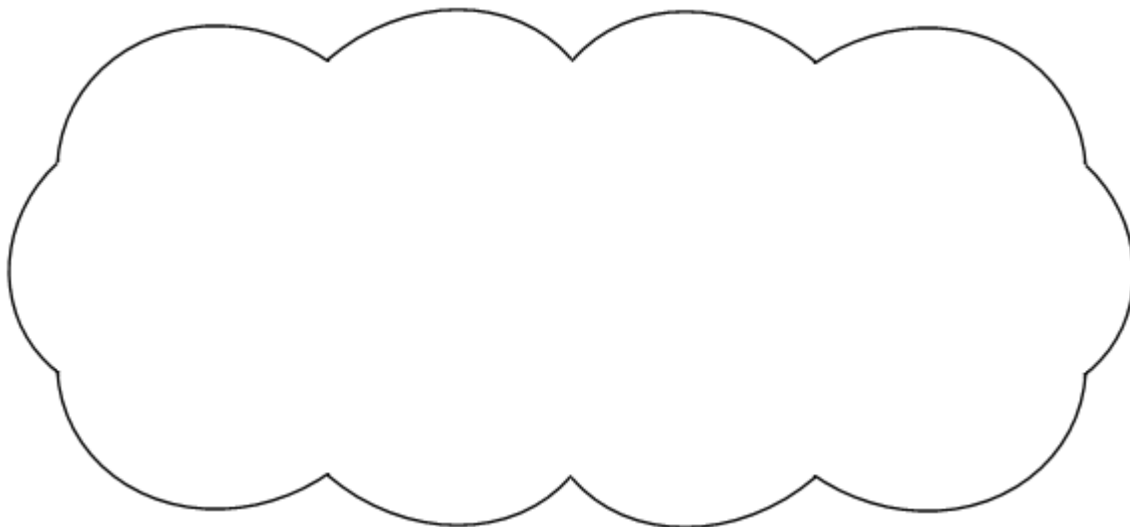
He says,

***'Only one person in my class is taller than I am.'***

Emma says,

***'You can't tell this from the graph.'***

Explain why Emma is correct.



1 mark

**33**

Anna has four **different** triangles.

Complete the table to show the size of the angles in each triangle.

Type of triangle	Angle 1	Angle 2	Angle 3
Isosceles	90°		
Right-angled	80°		
Isosceles	70°		
Isosceles	70°		

2 marks

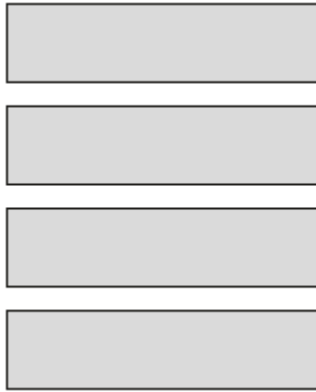
**34**

The **area** of this square is 36 cm<sup>2</sup>.

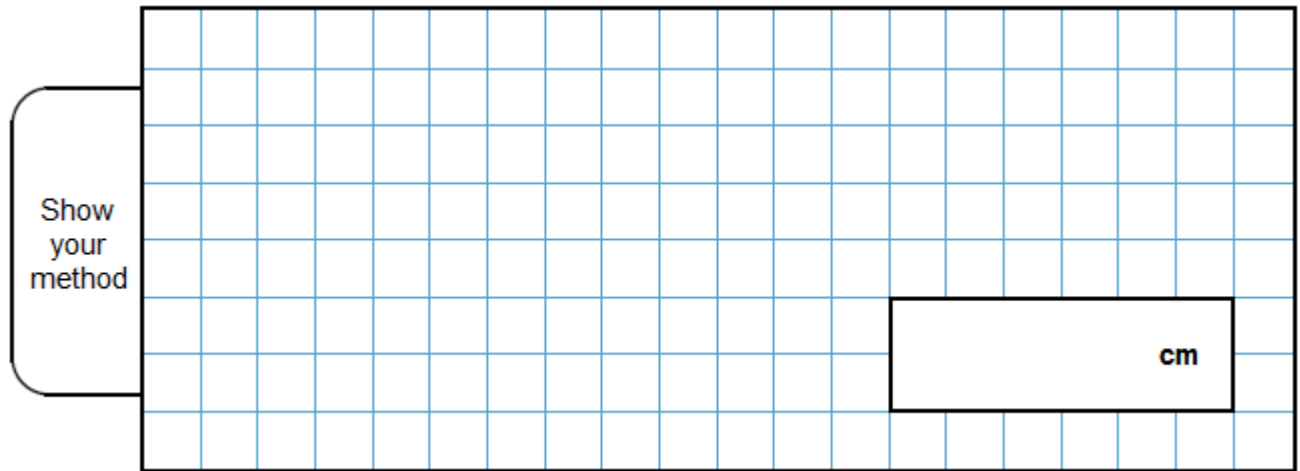


**Not actual size**

The square is cut into quarters to create 4 identical rectangles.

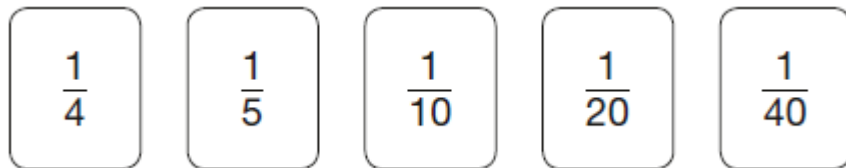


What is the **perimeter** of **one** of the small rectangles?



2 marks

35



Use three of these fraction cards to complete the sum below.

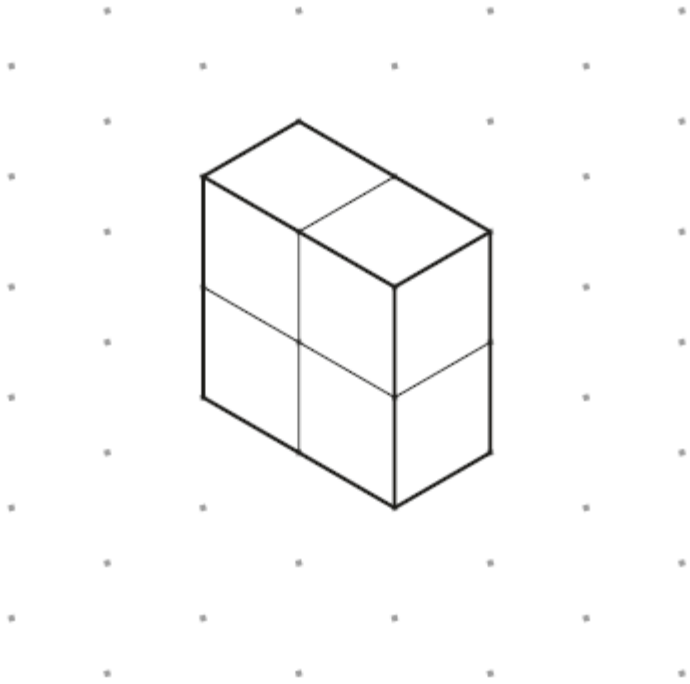
$$\square + \square + \square = \frac{1}{2}$$

1 mark



37

Megan uses four cubes to make this cuboid.



Then she takes one cube away, leaving the other cubes where they are.

Draw what the new shape could be.



1 mark

38

Here is an equation.

$$k = 100 - 4n$$

(a) Find the value of  $k$  when  $n = 60$



1 mark

(b) Find the value of  $n$  when  $k = 99$

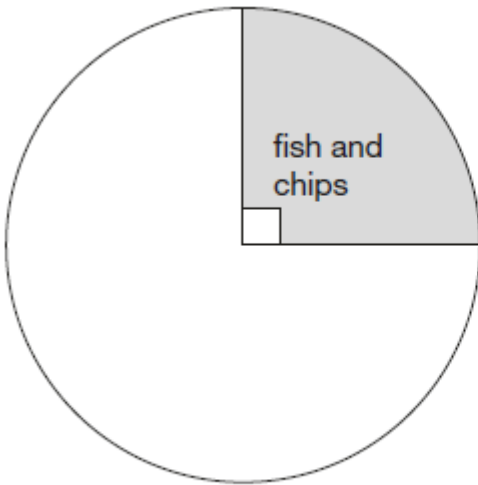
$n =$

1 mark

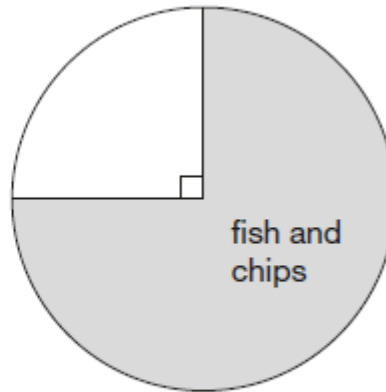
39

200 girls and 100 boys were asked about their favourite meal.

These pie charts show the results.



200 girls



100 boys

Look at the pie charts.

For each statement put a tick (✓) if it is true or a cross (X) if it is false.

Three-quarters of the boys chose fish and chips.

Three times as many boys as girls chose fish and chips.

Altogether, half of the children chose fish and chips.

25 more boys than girls chose fish and chips.

2 marks

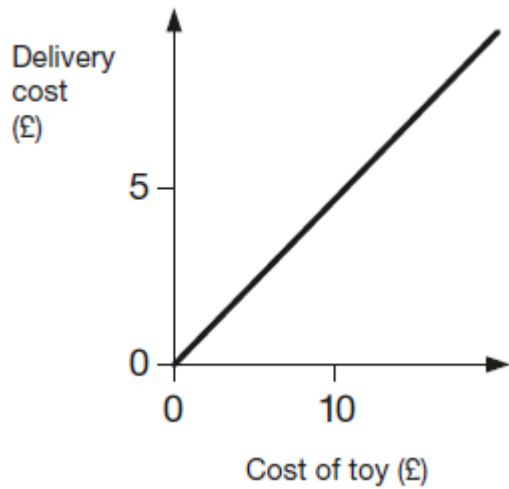


40

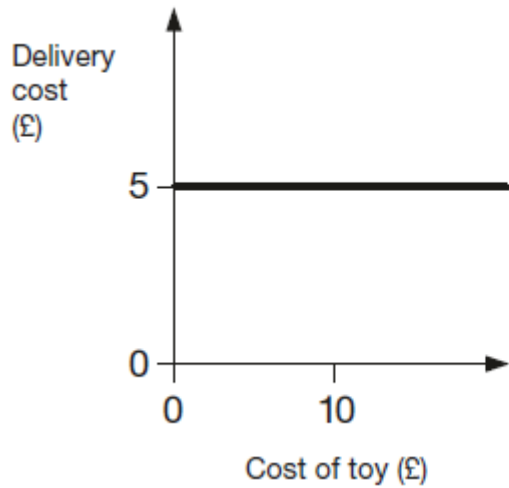
Two companies sell toys online. They charge to deliver.

Describe the delivery cost of the second company.

The first company is done for you.



The more a toy costs, the more  
the delivery costs.



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1 mark

41

The **difference** between two numbers is 2

When each number is rounded to the nearest hundred, the difference between them is 100

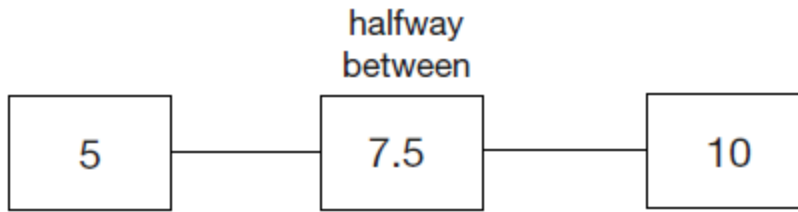
Write what the two numbers could be.

and

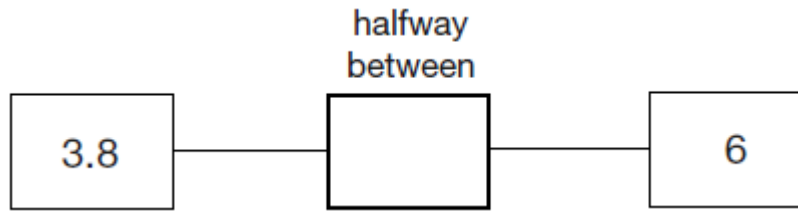
1 mark

42

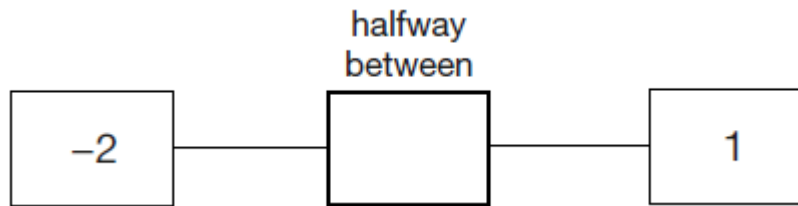
The number 7.5 is halfway between 5 and 10



Write in the missing numbers.



1 mark



1 mark

43

The numbers in this sequence increase by equal amounts each time.

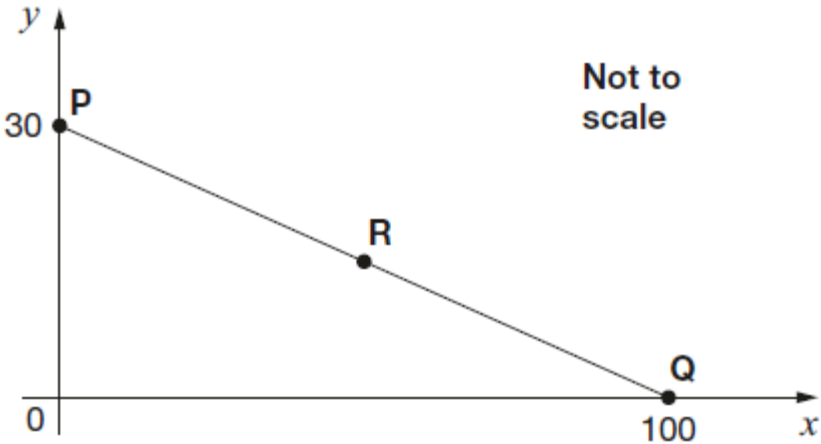
Write in the three missing numbers.



2 marks

44

In this diagram R is an equal distance from P and Q.



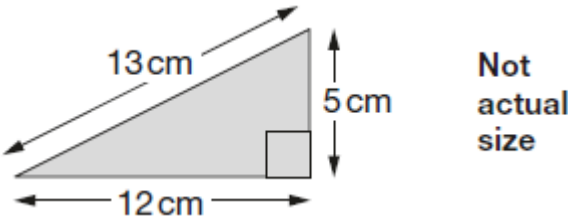
What are the coordinates of R?

R = (      ,      )

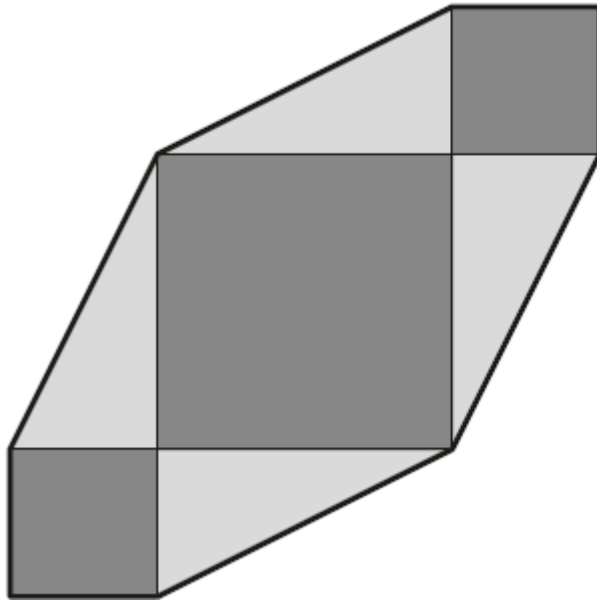
1 mark

45

Chen has some right-angled triangular tiles.

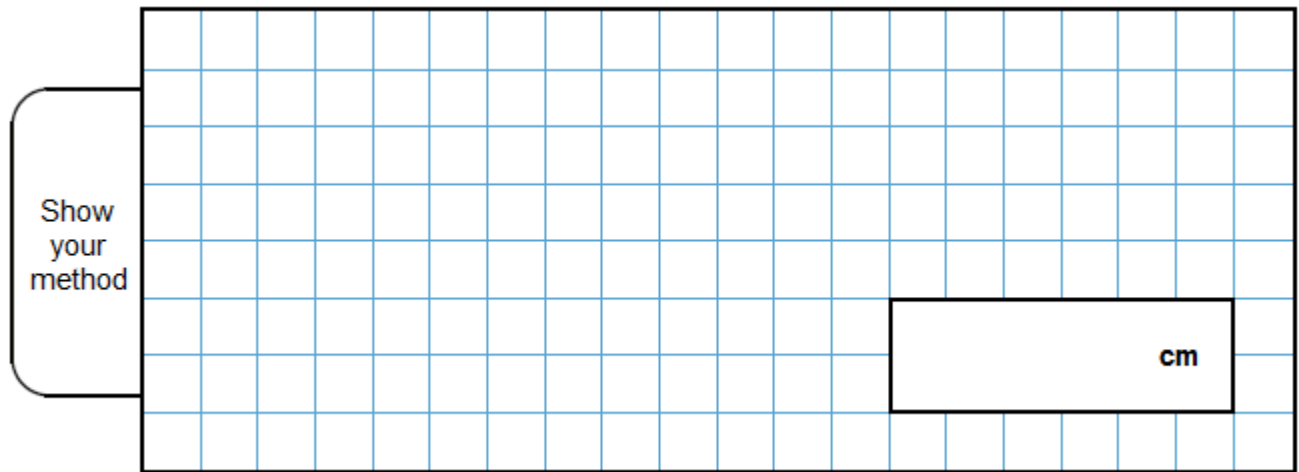


He makes this shape with four of his triangular tiles and three square tiles.



Not  
actual  
size

What is the **perimeter** of Chen's shape?



2 marks

**46**

Here is part of the morning bus timetable from Winton to Yansley.

<b>Winton</b>	9:35	9:55	10:15	10:35
<b>Ingham</b>	9:45	10:05	10:25	10:45
<b>Carston</b>	10:01	10:21	10:41	11:01
<b>Dubley</b>	10:23	10:43	11:03	11:23
<b>Yansley</b>	10:55	11:15	11:35	11:55



**48**

Circle the number that is closest to 20

19.95    20.1    19.09    20.09    20.201

1 mark

**49**

Write the missing number in each calculation.

$$25 \div \boxed{\phantom{000}} = 3 \text{ remainder } 4$$

1 mark

$$35 \div \boxed{\phantom{000}} = 4 \text{ remainder } 3$$

1 mark

**50**

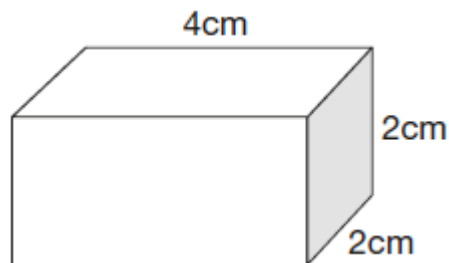
Write in the missing number.

$$8.5 + 14.7 = 10.2 + \boxed{\phantom{000}}$$

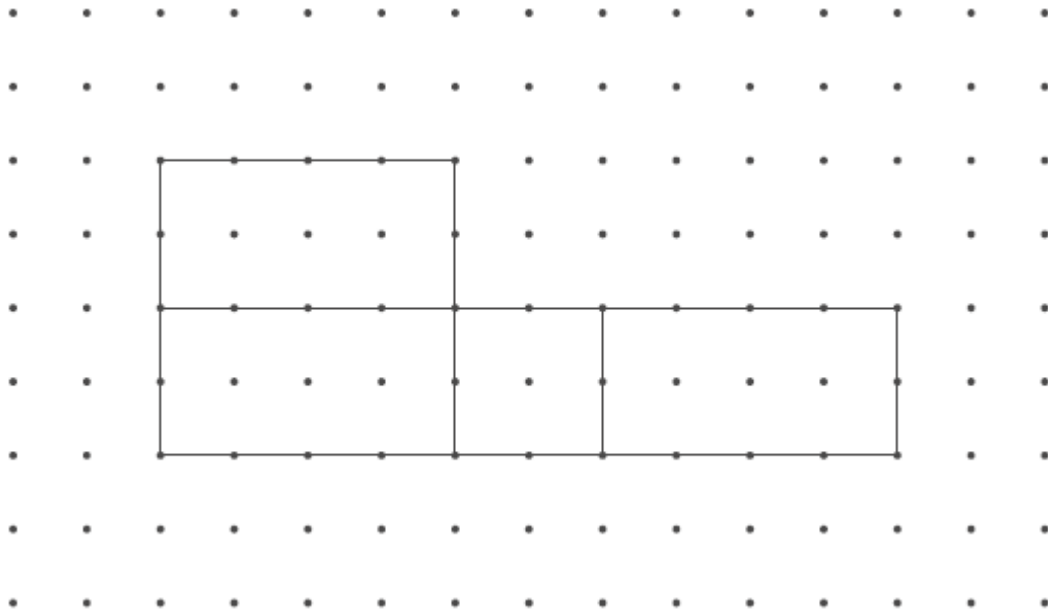
1 mark

**51**

Look at the cuboid below.



Draw **two** more faces to complete the net of the cuboid.



2 marks

52

Here are five number cards.



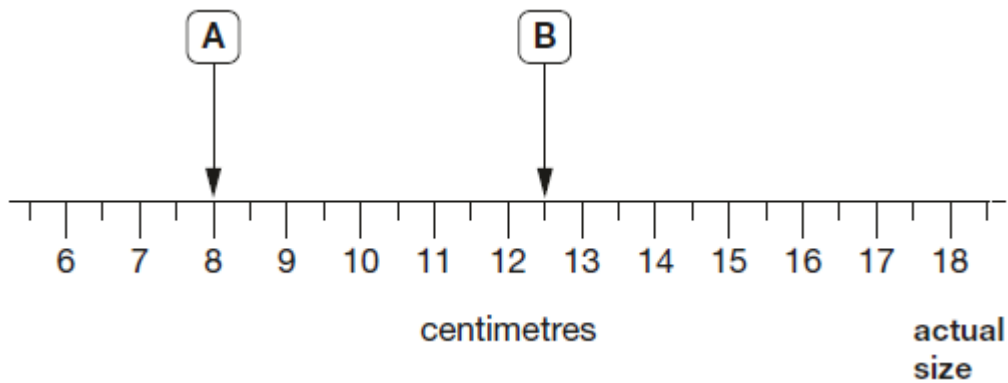
Use each card **once** to make every statement below correct.

- is a multiple of 3
- is a multiple of 4
- is a multiple of 5
- is a multiple of 6
- is a multiple of 7

2 marks

53

Here is part of a centimetre scale, with two points marked.



What is the distance between point **A** and point **B**?

1 mark



Point **C** is **twice as far** from point A as it is from point B.

On the scale above, mark one place where point C could be.

1 mark

**54**

A shop sells fruit.

Chen buys 2 apples and 3 bananas.

He pays £2.35



Megan buys 2 apples and 1 banana.

She pays £1.25



How much does **one** banana cost?

Show your method

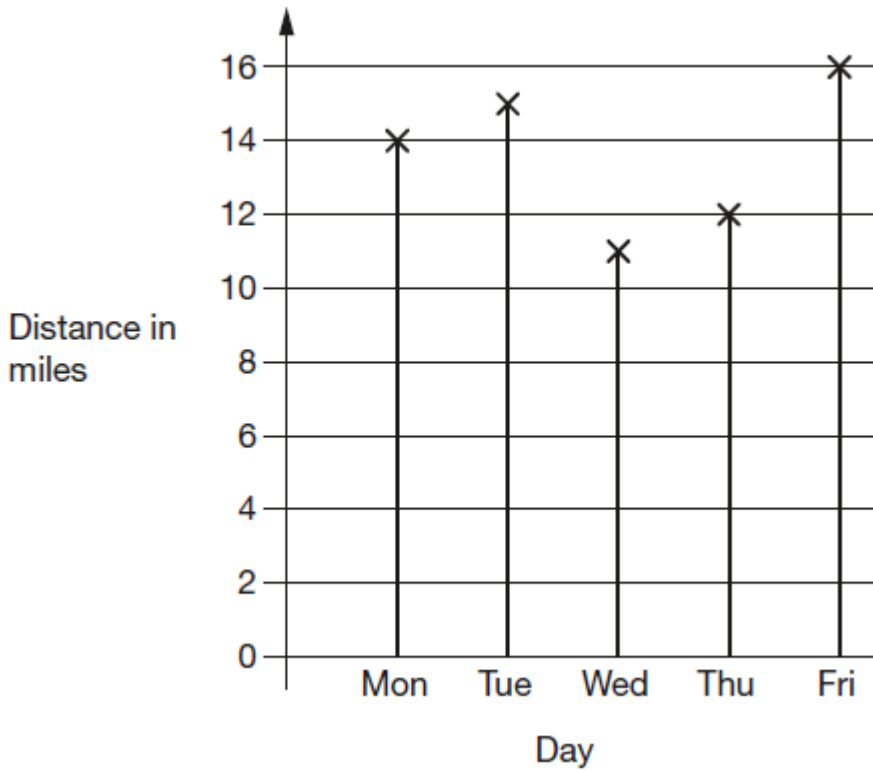
£
---

2 marks

55

Amy went on a cycling holiday.

This chart shows how far she cycled each day.



How much **further** did Amy cycle on Friday than on Wednesday?

1 mark

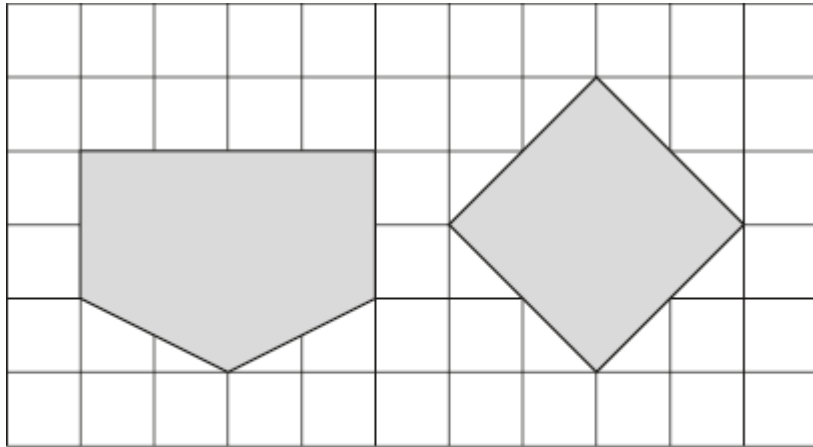
How far did Amy cycle **altogether** on the three days she cycled the most?

1 mark

56

Here are two shapes on a square grid.

For each shape, write how many **right angles** it has.



1 mark

57

Put these temperatures in order, starting with the **lowest**.

21°C

-13°C

-24°C

0°C

35°C

 °C °C °C °C °C

lowest

1 mark

58

Write in the missing number.

$$1 + 10 + \boxed{\phantom{00}} = 100$$

1 mark

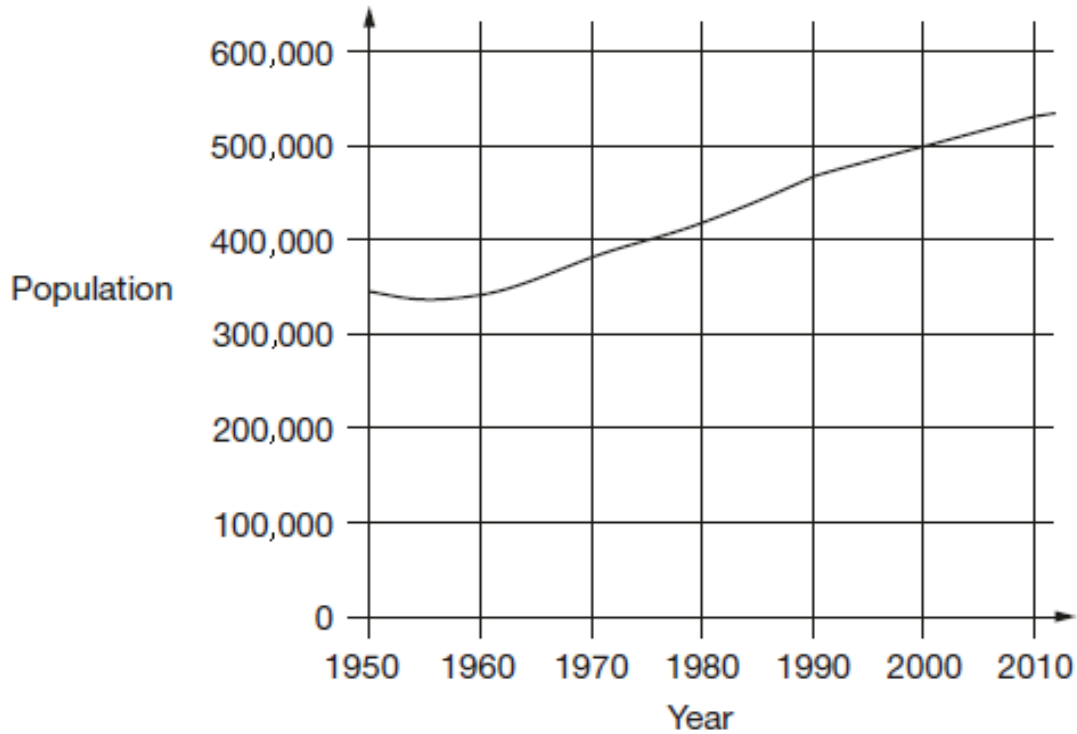
59

Calculate 55% of 640

1 mark

60

This chart shows the population of Cornwall from 1950 to 2010.



Look at the chart.

In which year did the population first reach 400,000?

1 mark

How much did the population increase from 1950 to 2000?

1 mark

What was the population of Cornwall in 2010?

1 mark

## Mark schemes

1

14

*! Algebra*  
*See guidance*

2

**or**

Shows or implies a correct first step of algebraic manipulation that either reduces the number of terms or collects variables on one side of the equation and numbers on the other, eg:

- $2y + 12 = 40$
- $7y = 5y + 28$
- $7y - 5y = 40 - 12$
- $2y = 28$
- $28 \div 2$

*! Condone correct embedded solutions*

*Award 1 mark, for a response which shows 14 as the embedded solution to their working, eg:*

- $7y + 12 = 5y + 40$   
 $(7 \times 14) + 12 = (5 \times 14) + 40$   
 $110 = 110$

1

[2]

2

The triangle has moved  squares to the right

and  squares down.

[1]

**3**

Award **TWO** marks for the correct answer of 2,970.

If the answer is incorrect, award **ONE** mark for evidence of an appropriate method with no more than one arithmetic error, e.g.

- $11 \times 6 = 66$   
 $66 \times 45$

*Do not accept sight of a correct multiplication only, e.g.  $11 \times 6 \times 45$ , for **ONE** mark.*

*Misreads are **not** allowed.*

Up to 2m

[2]

**4**

(a) 46

*The answer is a time interval.*

1

(b) 10:44

*The answer is a specific time.*

1

[2]

**5**

6	1	-	2	7	=	34
---	---	---	---	---	---	----

U1

[1]

**6**Award **TWO** marks for the correct answer of 1.07.If the answer is incorrect, award **ONE** mark for evidence of an appropriate method, e.g.

- $1.28 + 1.65 = 2.93$   
 $4 - 2.93$

**OR**

- $4 - 1.28 = 2.72$   
 $2.72 - 1.65$

**OR**

- $4 - 1.65 = 2.35$   
 $2.35 - 1.28$

*Accept for **ONE** mark an answer of 107 metres as evidence of an appropriate method.*

*Answer need not be obtained for the award of **ONE** mark.*

Up to 2m

**[2]****7**

50p 20p 10p 10p 10p

*Coins may be given in any order.*

U1

**[1]****8**Award **TWO** marks for the correct answer of 75If the answer is incorrect, award **ONE** mark for evidence of appropriate working, eg:

- $125 \div 50 = 2.5$   
 $2.5 \times 30 = \text{wrong answer}$

**OR**

- 50g oats    30g raisins  
25g oats    15g raisins    ( $\div 2$ )  
125g oats    wrong answer    ( $\times 5$ )

*Working must be carried through to reach an answer for the award of **ONE** mark.*

Up to 2

**[2]****9**

38

**[1]**



10

Wednesday

Accept unambiguous abbreviations or recognisable misspellings.

1

6

Do not accept -6

1

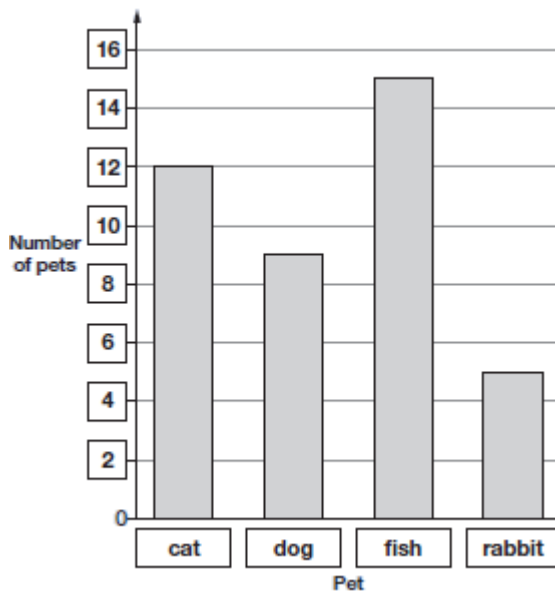
[2]

11

(a) Vertical axis completed correctly as shown.

1

(b) Horizontal axis completed correctly as shown.



1

Accept unambiguous abbreviations or recognisable misspellings.

[2]

12

An explanation which recognises that 10% of 55 is not a whole number, eg:

- '10% of 55 is  $5\frac{1}{2}$ , and you can't have  $5\frac{1}{2}$  people'
- 'It wouldn't be a whole number of people'
- 'No whole number out of 55 will give you 10%'
- 'If it was 5 people, 5 out of 55 isn't 10%. 6 out of 55 isn't 10% either'

- 'Because you can't have half a person.'

- $5\frac{1}{2}$

**Do not** accept vague or incomplete explanations, eg:

- 'You can't get 10% of 55'
- 'Some children write with both hands.'

U1

[1]

13

Award **TWO** marks for all four boxes ticked or crossed correctly as shown:

✓
✗
✗
✓

If the answer is incorrect, award **ONE** mark for three boxes ticked or crossed correctly.

*Accept alternative unambiguous indications eg **Y** or **N**.*

*For **TWO** marks accept:*

✓
✓

Up to 2m

[2]

14

Award **TWO** marks for four numbers correct as shown:

16 **AND** 17 **AND** 18 **AND** 19

If the answer is incorrect, award **ONE** mark for:

- three numbers correct and none incorrect

**OR**

- all four numbers correct and one incorrect

*Numbers may be given in any order.*

Up to 2m  
U1

[2]

15

Award **TWO** marks for the correct answer of 42

If the answer is incorrect award **ONE** mark for evidence of appropriate working, eg:

- $28 \div 4 = 7$

$7 \times 6 =$  wrong answer

**OR**

- $28 \div 2 = 14$

$14 + 28 =$  wrong answer

*Working must be carried through to reach an answer for the award of **ONE** mark.*

Up to 2m

[2]

16

13

*The answer is a time interval*

1

11:10

*The answer is a specific time*

1

[2]

17

350

[1]

18

2

1

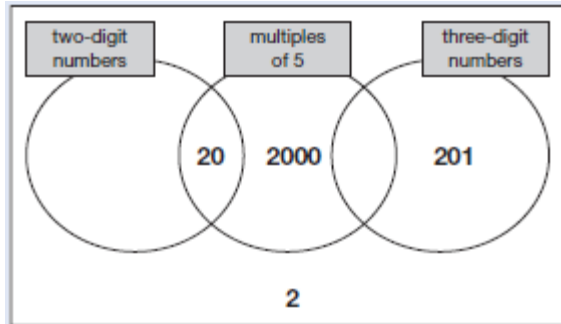
99

1

[2]

19

Award **TWO** marks for all four numbers correctly placed as shown:



If the answer is incorrect, award **ONE** mark for three numbers correctly placed.

*Do not accept numbers written in more than one region.*

*Accept alternative unambiguous indications, eg lines drawn from the numbers to the appropriate regions of the diagram.*

Up to 2m

[2]

20

Award **TWO** marks for all three numbers correct as shown:

x	8	5	7
4	32	20	28
5	40	25	35
3	24	15	21

If the answer is incorrect, award **ONE** mark for two numbers correct.

Up to 2

[2]

**21** Award **TWO** marks for the correct answer of 18  
 If the answer is incorrect, award **ONE** mark for evidence of appropriate working, eg:

- $100 - 64 = 36$

$36 \div 2 =$  wrong answer  
*Accept for **ONE** mark 0.18 as evidence of appropriate working.  
 Working must be carried through to reach an answer for the award of **ONE** mark.*

Up to 2 [2]

**22** (a) C AND E  
*Letters may be given in either order.*

1

(b) B

1 [2]

**23** (a) 570 in the first box.

1

(b) 730 in the last box

1 [2]

**24** 1372

*Condone the following that arise from other values of  $\pi$*

- values between 1371 and 1380 inclusive
- $2000 - 200\pi$

*Throughout the question **do not accept** 3 as a value for  $\pi$*

3

**or**

628 seen (*area of semi-circle*)

**OR**

Shows or implies a complete correct method, eg:

- Rectangle =  $40 \times 50 = 2000$   
Circle =  $3.14 \times 20^2 = 1256$   
Semi-circle =  $1256 \div 2 = 623$  (error)  
2000 – 623

*! Partial credit can be awarded for working in metres.*

*Condone the following seen that arise from other values of  $\pi$*

- *values between 620 and 629 inclusive*
- $200\pi$

*! The squaring must be interpreted correctly, eg:*

**do not accept**

- $circle = 3.14 \times 20^2$   
 $= 125.6$

2

**or**

1256 seen (*area of circle*)

*! Partial credit can be awarded for working in metres.*

*Condone the following seen that arise from other values of  $\pi$*

- *values between 1240 and 1257 inclusive*
- $400\pi$

**OR**

A value between 743 and 760 inclusive seen  
(*area of whole circle subtracted from rectangle*)

*condone  $2000 - 400\pi$*

**OR**

Shows or implies a correct method to find the area of the semi-circle, eg:

- $3.14 \times 400 \div 2$

*! The squaring must be interpreted correctly*

1

**[3]**

**25**

Completes all 7 entries in the table correctly, ie:

	No.	Football	Netball	Hockey
6M	27	7	7	13
6P	33	16	9	8
6T	30	5	10	15

2

**or**

Completes the first two rows (6M & 6P) correctly

**OR**

Completes the third row (6T) correctly

1

**[2]****26**

160

*! Measures*  
*See guidance*

2

**or**

Shows or implies a complete correct method, eg:

- $3 \times 100 = 300$   
 $2 \times 70 = 140$   
 $300 - 140$

1

**[2]****27**

Award marks as shown below for values of  $n$  and  $p$  which meet the following criteria:

	<i>n:p</i>	
	<b>2:3</b>	<b>3:2</b>
<i>n</i> is multiple of 5 <b>and</b> <i>p</i> is multiple of 6	2 marks [A]	1 mark [C]
<i>n</i> is multiple of 5 <b>or</b> <i>p</i> is multiple of 6	1 mark [B]	0 marks

The following examples are worth 2 marks:

- $n = 20$  and  $p = 30$  [A]
- $n = 80$  and  $p = 120$  [A]  
*! For 2m or 1m, accept multiple answers provided all meet the requirements for the mark(s) and are clearly distinguishable as separate answers, eg for 2 marks*
  - $n = 20, 40, 60$   
 $p = 30, 60, 90$

2

**or**

The following examples are worth 1 mark:

- $n = 5$  and  $p = 7.5$  [B]
- $n = 10$  and  $p = 15$  [B]
- $n = 4$  and  $p = 6$  [B]
- $n = 90$  and  $p = 60$  [C]

**OR**

Shows or implies a method for rearranging  $\frac{n}{p} = \frac{2}{3}$  which moves  $p$  from the denominator, eg:

- $3n = 2p$
- $n = \frac{2p}{3}$

**OR**

Shows or implies a complete correct method, eg:

- $2 \times 5 \times 6 : 3 \times 5 \times 6$   
*! For 1m, condone a list of at least five additional ratios or fractions equivalent to  $\frac{2}{3}$  with none incorrect*

1

[2]

28

18

2

**or**

1728 seen (the volume of the cube/cuboid)



**or**

Shows or implies a complete correct method, eg:

- $12 \times 12 \times 12 = 1440$  (error)  
 $1440 = 16 \times 6 \times \text{height}$   
 $\text{height} = 1440 \div (16 \times 6) = 15$
- $12 \times 12 \times 12 \div 16 \div 6$   
*! Measures*  
*See guidance*

1

[2]

29

35

2

**or**

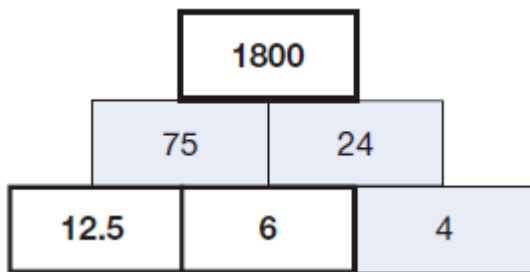
Shows or implies a complete correct method, eg:

- $(670 - 250) \div 12$
- $670 = 250 + 12n$   
 $12n = 670 - 250$   
 $12n = 430$  (error)  
 $n = 430 \div 12 = 25.8$  (error)  
*! Inconsistent units*  
*Within an otherwise correct method, condone*  
*eg, for 1 mark accept*  
 $(£6.70 - 250) \div 12$   
*! Condone correct embedded solutions*  
*Award 1 mark, for a response which shows 35 as the embedded*  
*solution to their working*

1

[2]

**30** Gives the three correct numbers in their correct positions, ie:



*Accept unambiguous indication*

*Accept equivalent fractions and decimals, eg:*

- accept  $12\frac{3}{6}$  for 12.5

2

**or**

Gives two correct numbers in their correct positions

1

**[2]**

**31** (a) £4.06

*! Money*

*See guidance*

1

(b) 200

*! Measures*

*See guidance*

2

**or**

Gives an answer of 180 or 184 or 184.4(...)

**OR**

Shows or implies a complete correct method, eg:

- $1000 \times 2.49 \div 13.50$

- $\text{£}13.50 \div \text{£}2.49 = 5.42$

$$1000 \div 5.42$$

- $1350 \div 1000 = 1.35$

$$249 \div 1.35$$

- $\text{£}1.35 = 100$

$$\text{£}2.70 = 200$$

*! Inconsistent units*

*Within an otherwise correct method, condone*

*eg, for 1 mark accept:*

- $(\text{£})13.50 \div 1000 = 1.35(p)$

$$(\text{£})2.49 \div 1.35(p)$$

- $(\text{£})13.50 \div 1000 = (\text{£})0.0135$

$$249(p) \div (\text{£})0.0135$$

1

**[3]**

32

Gives a correct explanation which demonstrates how the graph shows two children could be taller than Alfie, eg:

- One person from the class is 160-169cm. But someone as well as this person could be taller than Alfie. 2 people range from 150-159 cm, the other person could be 154, 155, etc

*Minimally acceptable explanation, eg:*

- *It could be 1.64, 1.56, Alfie*
- *It depends on how tall the other person in his height group is*
- *There could be someone between 150-159 cm who is taller than Alfie*

*! Condone incorrect use of boundary values, eg:*

- *One child is in the range 160 cm–169 cm. Don't know how tall the other child between 150 cm and 159 cm is*

**Do not accept** incomplete or incorrect explanation, eg:

- *There is 1 child in the range 150 cm-159 cm taller than Alfie*
- *There could be two children taller than Alfie*

[1]

33

Completes all four rows of the table correctly, eg:

90°	45°	45°
80°	90°	10°
70°	70°	40°
70°	55°	55°

*Accept angles within a row in either order*

*Accept the bottom two rows may be given in either order*

*! Condone omission of degree signs*

*! For 2 marks, do not accept correct angles in 3<sup>rd</sup> row repeated in 4<sup>th</sup> row, in either order*

2

**or**

Completes three rows correctly

1

[2]

34

15

2

**or**

6(cm) and 1.5(cm) seen (*the dimensions of the rectangle*)

OR

Shows or implies a complete correct method, eg:

- $\sqrt{36} = 8$  (error)  
 $8 \div 4 = 2$   
 $2 \times (8 + 2)$

- $6 \times 6 = 36$   
 $6 \div 4 = 1.2$  (error)  
 $6 + 1.2 + 6 + 1.2$

**Do not accept** confusion between area and perimeter, ie:

- side of square is  $36 \div 4 = 9$  (error)  
 $2 \times (9 + 2.25)$

1

[2]

35

Sum completed using the correct three cards, ie:

$$\boxed{\frac{1}{4}} + \boxed{\frac{1}{5}} + \boxed{\frac{1}{20}} = \frac{1}{2}$$

! The correct three fractions may be given  
in any order

Accept unambiguous indication, eg:

- fractions joined to boxes
- use of correct equivalent fractions or decimals or percentages  
which must be linked to the original fraction cards

[1]

36

160

2

or

32 seen (number who play tennis)

**Do not accept** 32% seen

OR

Shows or implies a complete correct method, eg:

- $8 \times 4 \times 5$
- 25% of tennis is 8  
 $8 \times 4 = 24$  (error)  
tennis is 20% of sports club  
 $24 \times 5 = 120$

1

[2]

37

Draws a correct view of the new cuboid using the isometric grid, eg:

•



•



•



•



*Accept lines not ruled or accurate*

*Accept slight inaccuracies in drawing*

*Accept alternative orientation, eg:*

•



*Accept some or all internal lines omitted, eg:*

•



*! Some or all hidden lines drawn*

**Do not accept** unless hidden lines are dotted or otherwise shown as hidden

*! Extended edges*

*Condone*

*! Ignore incomplete drawings*

**Do not accept** external lines omitted

[1]

38

(a) -140

1

(b) 0.25 or  $\frac{1}{4}$

*Accept equivalent fractions or decimals*

**Do not accept embedded solutions**

1

[2]

39

Indicates all four correctly, ie:



*! Incomplete response*

*For 2 marks, do not accept any box left blank*

*! Other indication*

*Accept any unambiguous indication, eg:*

- 'Y' for ticked

2

**or**

Indicates any three correctly

1

[2]

40

Gives a correct description that indicates the delivery cost is constant, eg:

- The delivery cost is always £5
- The cost is always £5 no matter how much the toy costs
- Delivery stays the same as the cost of toy increases

*Accept minimally acceptable explanation, eg:*

- *It is £5*

*Accept omission of the actual delivery cost, eg:*

- *It always costs the same*
- *The cost is the same*
- *The cost of the toy does not affect the delivery cost*

*! Condone correct response with the pound sign omitted, eg:*

- *It is always 5*

*! Condone explanations which refer to toys costing up to £20*

**Do not accept** incomplete or ambiguous explanation, eg:

- *They are equal amounts*

[1]

41

Two numbers with a difference of 2, in the range 48 **inclusive** to 52 **exclusive** eg:

- 48 **AND** 50

OR

- 51.9 **AND** 49.9

OR

any pair of numbers that differ from those above by a multiple of 100 and have a difference of 2, eg:

- 149 **AND** 151

OR

- 648 **AND** 650

*Numbers can be given in either order.*

U1

[1]

42

- (a) 4.9

*Accept equivalent fractions and decimals*

1

- (b) -0.5

*Accept  $-\frac{1}{2}$*

1

[2]



**43** Award **TWO** marks for the sequence completed correctly as shown:



If the answer is incorrect, award **ONE** mark for two numbers correct.

Up to 2

[2]

**44** (50, 15)

[1]

**45** Award **TWO** marks for the correct answer of 72

If the answer is incorrect, award **ONE** mark for evidence of appropriate working, eg:

■  $13 \times 4 = 52$

$5 \times 4 = 20$

$52 + 20 =$  wrong answer

*Working must be carried through to reach an answer for the award of **ONE** mark.*

Up to 2

[2]

**46** (a) 38

*The answer is a time interval.*

1

(b) 10:21

*The answer is a specific time.*

1

(c) 10:58

1

[3]

**47**Award **TWO** marks for the correct answer of 26If the answer is incorrect award **ONE** mark for evidence of appropriate working which contains not more than **ONE** arithmetical error, eg:*Working must be carried through to reach an answer for the award of **ONE** mark.**In all cases, accept follow-through of **ONE** error in working.*

- Long divisional algorithm

wrong answer

$$\begin{array}{r} 36 \overline{) 936} \\ \underline{-720} \\ 216 \\ \underline{-216} \\ 0 \end{array}$$

*Variations on algorithms are acceptable, provided they represent a viable and complete method.****Do not** award any marks if the final answer is missing.*

- Short division algorithm

wrong answer

$$36 \overline{) 93^{21} 6}$$

*Short division methods must be supported by evidence of appropriate carrying figures to indicate use of division algorithm and be a complete method.*

- Repeated addition/subtraction methods, eg

$$\begin{array}{r} 936 \\ \underline{-360} \quad 10 \times 36 \\ 576 \\ \underline{-360} \quad 10 \times 36 \\ 216 \\ \underline{-216} \quad 6 \times 36 \\ \text{wrong answer} \end{array}$$

***No mark** is awarded for addition/subtraction the wrong number of times.*

- Factorisation methods, eg:

$$936 \div 9 = 104$$

$$104 \div 4 = \text{wrong answer}$$

Up to 2

**[2]**

48 Number circled as shown:

19.95

20.1 19.09 20.09 20.201

Accept alternative unambiguous indications,  
eg number ticked, crossed or underlined.

[1]

49 (a) 7

1

(b) 8

1

[2]

50 13

[1]

51 (a) Rectangle (oblong) drawn in one of the correct positions as shown  
in diagram below:

1

(b) Square drawn in one of the correct positions as shown in the diagram below:



Only accept a square that is joined to the side of an adjacent  
rectangle (oblong).

1

[2]

52 Award **TWO** marks for the correct answer as shown:

51

52

50

48

49

If the answer is incorrect, award **ONE** mark for 4 true statements with no number repeated (within those 4), eg:

48	OR	(blank)
52		52
50		50
51		48
49		49

*Do not accept numbers other than those given.  
 (Multiple of 3 can be 48 OR 51)  
 (Multiple of 4 can be 48 OR 52)*

Up to 2  
U1

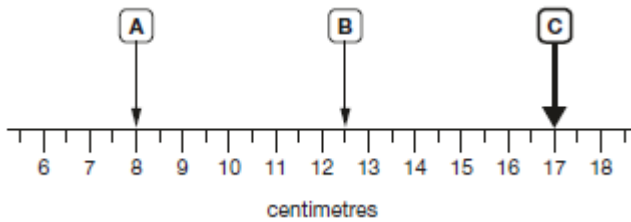
[2]

53

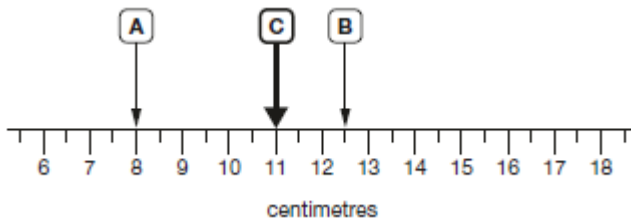
(a)  $4\frac{1}{2}$  OR 4.5

1

(b) A point marked on the line at either 17cm OR 11cm, ie



OR



*The mark need not touch the line provided the intention is clear.*

*The marked point need not be labelled.*

U1

[2]

<b>54</b>	Award <b>TWO</b> marks for the correct answer of 55p <b>OR</b> £0.55		
	If the answer is incorrect, award <b>ONE</b> mark for evidence of appropriate working, eg		
	<ul style="list-style-type: none"> <li>■ £2.35 – £1.25 = £1.10</li> </ul>		
	£1.10 ÷ 2 = wrong answer		
	<i>Accept for <b>ONE</b> mark £55 <b>OR</b> £55p <b>OR</b> 0.55p as evidence of appropriate working.</i>		
	<i>Working must be carried through to reach an answer for the award of <b>ONE</b> mark.</i>		
		Up to 2 U1	
			[2]
<b>55</b>	(a) 5	1	
	(b) 45	1	
			[2]
<b>56</b>	2 <b>AND</b> 4		
	<i>Accept alternative unambiguous indications, eg right angles marked on diagrams.</i>		
			[1]
<b>57</b>	Temperatures in ascending order, as shown:		
	-24°C -13°C 0°C 21°C 35°C		
			[1]
<b>58</b>	89		
			[1]
<b>59</b>	352		
	<i>Do not accept 352%</i>		
			[1]
<b>60</b>	(a) 1974 <b>OR</b> 1975 <b>OR</b> 1976	1	
	(b) A whole number answer in the range 130 000 to 180 000 <b>inclusive</b> .	1	
	(c) A whole number answer in the range 510 000 to 550 000 <b>exclusive</b> .		
	<i>Do not accept 510 000 <b>OR</b> 550 000</i>		
		1	
			[3]