testbase

Addition and Subtraction Revision

Name: _____

Class: _____

Date: _____

Time: **136 minutes**

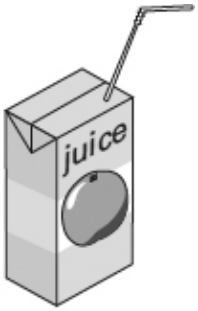
Marks: **133 marks**

Comments:

1. Sarah has **90p**.

She buys a packet of sweets and a carton of juice.

35p



30p

How much money does **she have left**?

Show your method

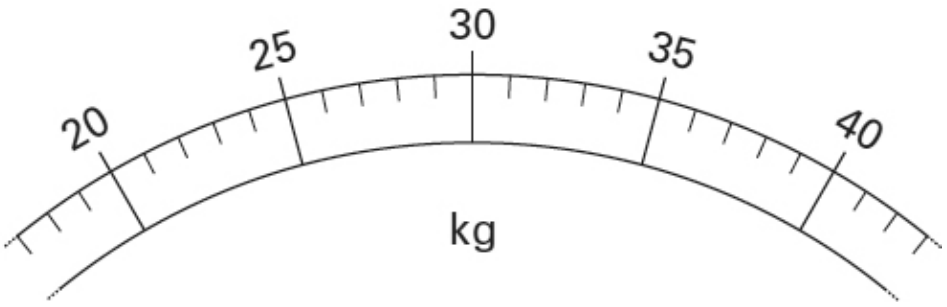
p

2 marks

2. Vijay weighs 29 kilograms.

Sarah weighs 8 kilograms **more** than Vijay.

Draw an arrow (↑) on the scale to show how much **Sarah** weighs.



1 mark

3. There are **21** children in Mr Bell's class.

The number of boys is **one more** than the number of girls.

How many boys and girls are there?

	boys	and		girls

1 mark

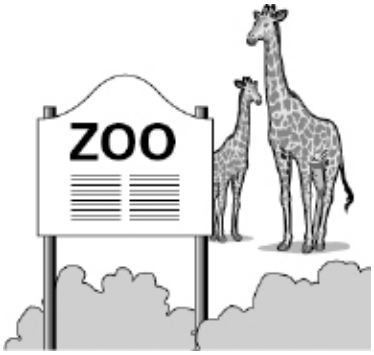
4. On a school trip, 56 people visit the zoo.

23 are girls.

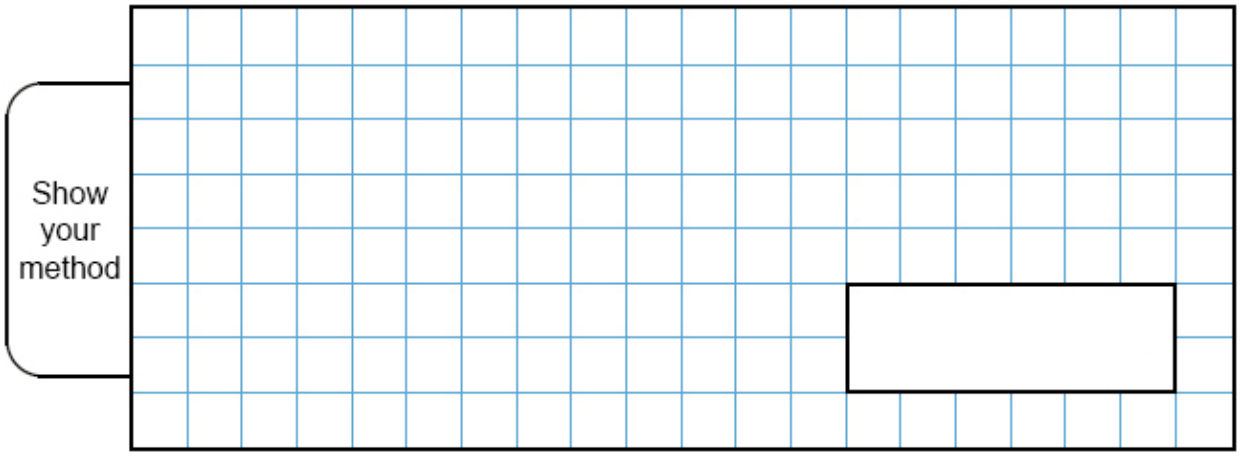
21 are boys.

5 are teachers.

The rest are parents.



How many are parents?



2 marks

5. The numbers in this sequence increase by 101 each time

Write in the next two numbers in the sequence.

606 707 808 ☐ ☐

1 mark

6. There are **three** classes at Park School.

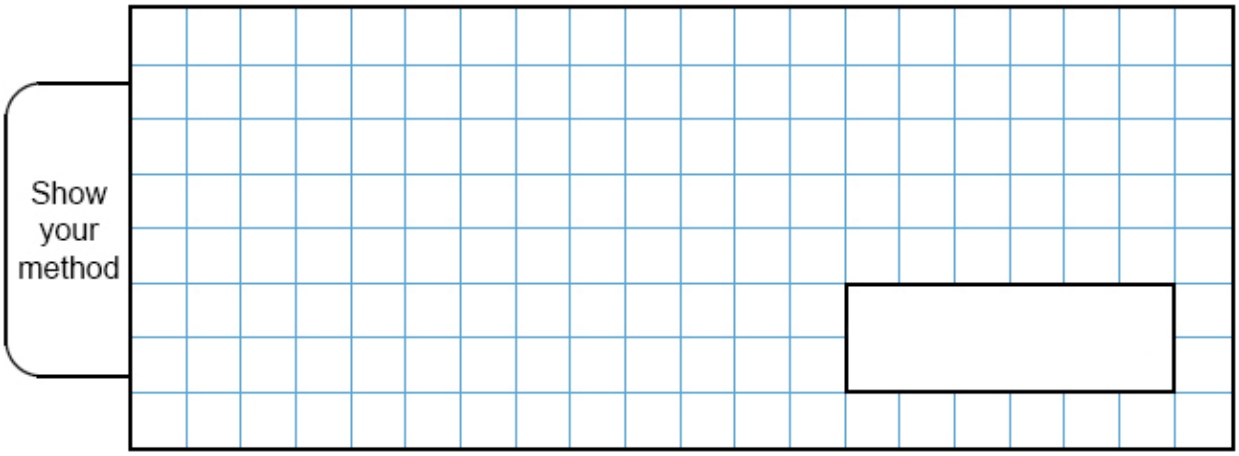
There are **78** children altogether.

Look at the table.

Children at Park School

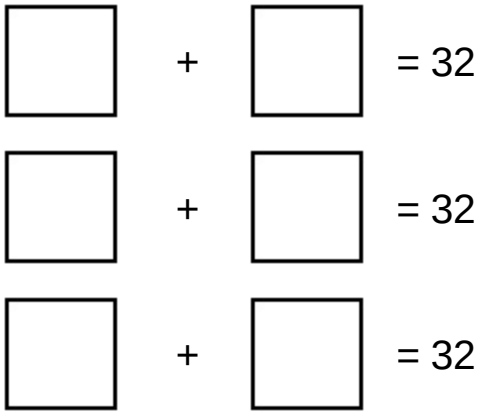
Class	Number of children
Class 1	23
Class 2	30
Class 3	?

Calculate how many children ate in Class 3



2 marks

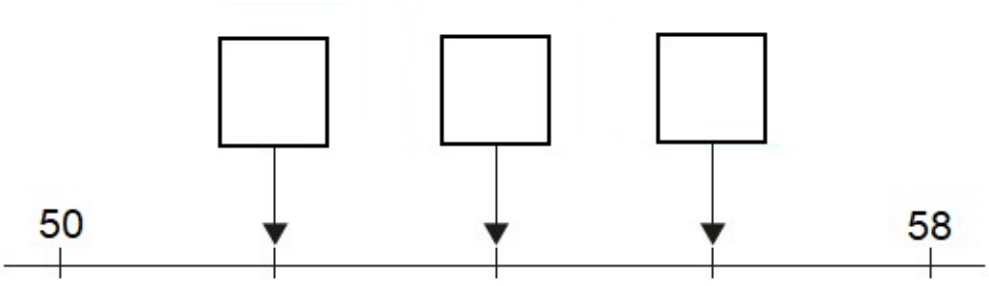
7. Write six **different** numbers to make these sums correct.



2 marks

8. The numbers on this number line go up by the **same amount** each time.

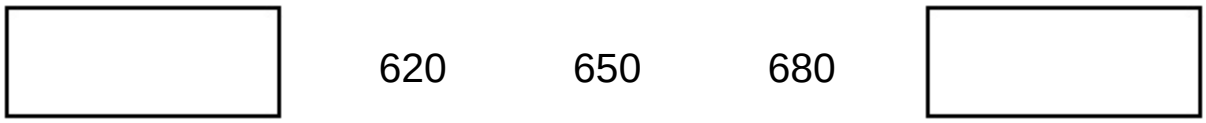
Write the missing numbers in the boxes.



1 mark

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

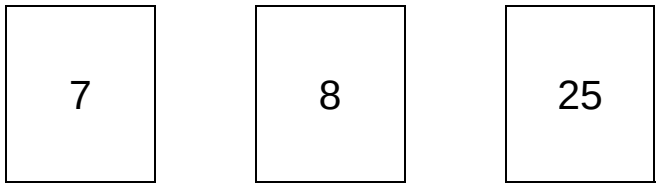
Write the two missing numbers.



2 marks

10. **Three numbers**

Here are three numbers.



(a) What is the **sum** of the three numbers?

1 mark

(b) What is the **difference** between the **largest** number and the **smallest** number?

1 mark

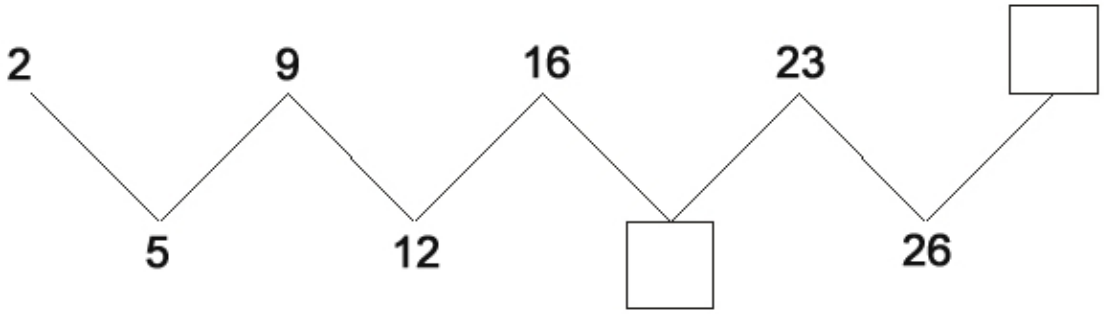
(c) Write a calculation using **all three numbers** that gives the **answer 10**

1 mark

11. **Sequence**

Look at this number sequence.

Write the missing numbers in the boxes.



2 marks

12. **How much bigger?**

(a) 32 + 47 is **bigger** than 32 + 43

How much bigger?

1 mark

(b) 7 × 9 is **bigger** than 6 × 9

How much bigger?

1 mark

13. **Coins**

Which of these coins make **exactly £1.10**?

Tick (✓) them.

1 mark

14. Nisha writes:

538 + 46 = 585

Show why Nisha is **wrong**.

1 mark

15. Every day Mrs Patel buys one newspaper.

The newspapers cost more on Saturdays and Sundays than on weekdays.

Saturday
£1

Sunday
£1.20

Monday to Friday
50p each day

In **one week**, what is the total cost of her newspapers?

£

1 mark

16. This sequence of numbers **goes up** in **10s**.

71 81 91 101 111

(a) A different sequence of numbers **goes up** in **40s**.
Write the missing numbers in this sequence.

	805	845	885	

2 marks

(b) Another sequence of numbers **goes down** in **15s**.
Write the missing numbers in this sequence.

2 marks

17. (a) The first **odd** number is 1
What is the **sixth** odd number?

1 mark

(b) The first **five** odd numbers add up to 25
What do the first **six** odd numbers add up to?

1 mark

18. **Same values?**

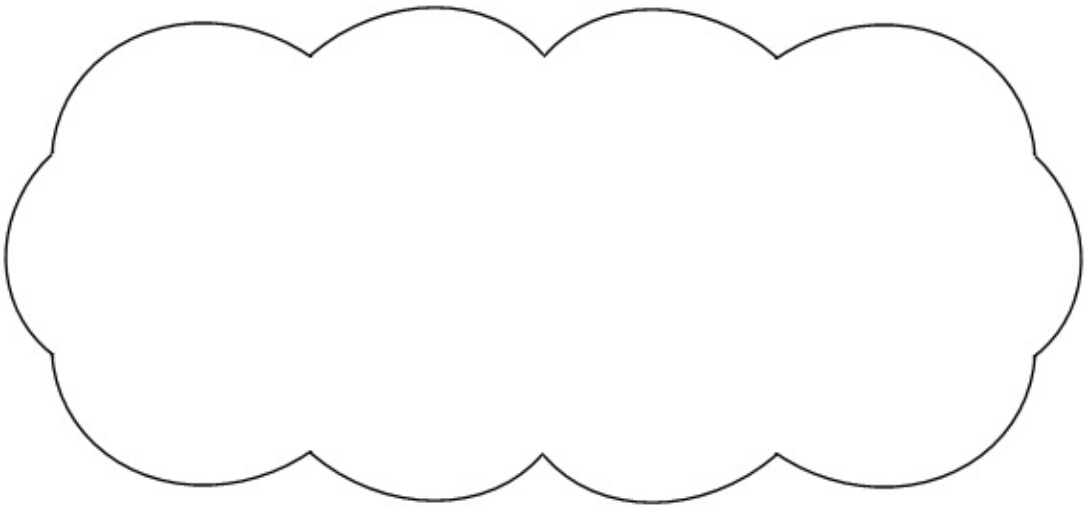
Here are two calculations.

17 + 15	2 × 16

(a) Do the calculations have the **same answer**?

Yes ☐ No ☐

Show how you know.



1 mark

(b) The calculations below have the same answer.

Write the missing number.

15 ÷ 5	20 − ____

1 mark

(c) Now write the missing number to make this calculation correct.

7 + 8 + 9 = 8 × ____

1 mark

19. Write in the missing digits.

	4	+	5		=	1	0	0

1 mark

20. **Five** children share a bag of cherries.

Each child gets **6** cherries.

There are **3** cherries left over.

How many cherries were in the bag altogether?

1 mark

21. Dan has these coins.

Vijay has £1.50

How much **more** money does Dan have than Vijay?

Show your method

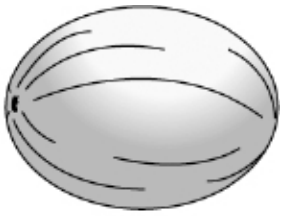
£

2 marks

22. Zak has **one** 50p coin and **three** 20p coins.

He buys a grapefruit and a melon.

grapefruit
45p each



melons
59p each

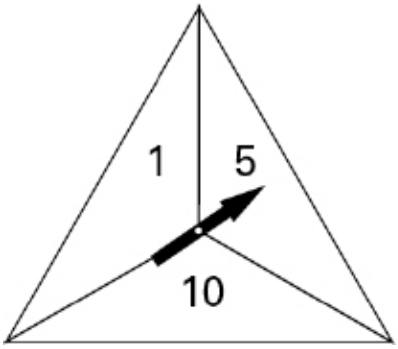
How much money does he have left?

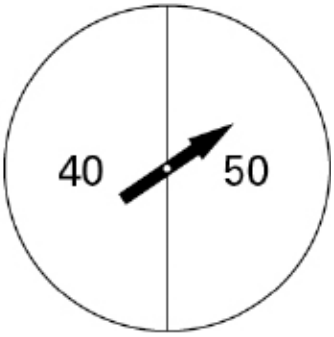
Show your method

p

2 marks

23. Here are two spinners.





Both pointers are spun and the two scores are added together.

Write **all** the different totals.

_____

_____

_____

2 marks

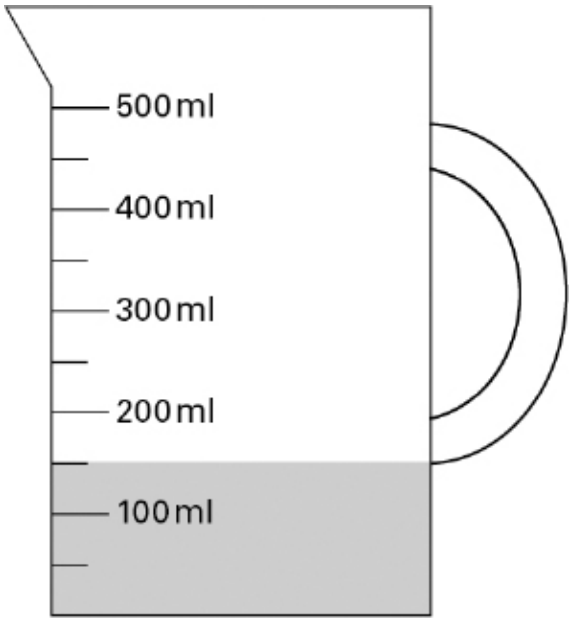
24. The table shows the number of visitors to a library during a week.

	morning	afternoon
Monday	72	95
Tuesday	55	81
Wednesday	closed	closed
Thursday	93	85
Friday	107	126
Saturday	223	295

How many days had a total of **more than 150** visitors?

1 mark

25. Here is a jug with some water in it.



How many **more** millilitres of water must be added so that there are **500 ml** in the jug?

ml

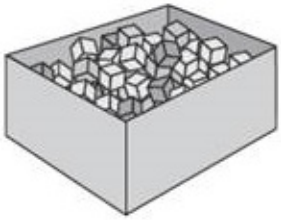
1 mark

26. Circle **one** number in **each** box to make a total of 500

50 150 250 350	100 200 400	150 250 350 450

1 mark

27. Mark has a box of **130** bricks.



He uses some of the bricks to build a castle.

87 bricks are left over.

How many bricks has he used?

1 mark

Mark has **87** bricks left over.

He builds two more castles.

One castle uses **28** bricks and the other uses **36** bricks.

How many of his **87** bricks has he got left now?

Show your method

2 marks

28. Write the missing numbers.

67 + ☐ = 125

1 mark

$5 \times \square = 225$

1 mark

29. These are the prices of pineapples and oranges.

Pineapple
86p each

Oranges
£1.30 for 1kg

Joe buys **one pineapple** and **half a kilogram of oranges**.

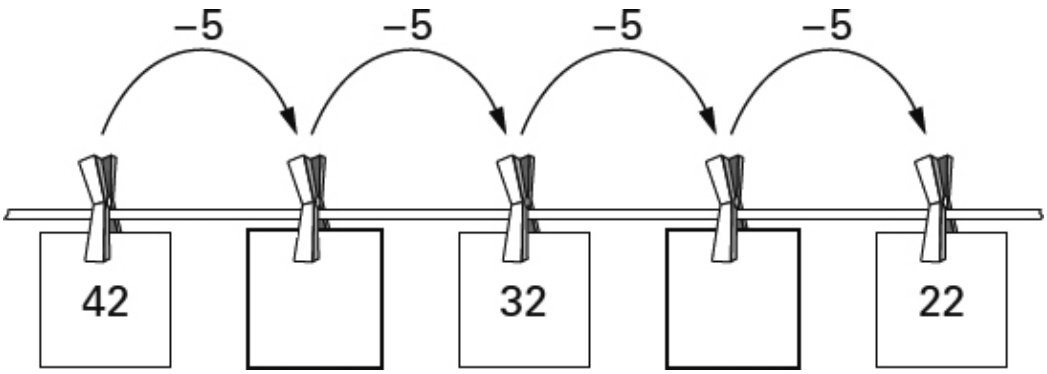
How much does he spend altogether?

Show your method

£

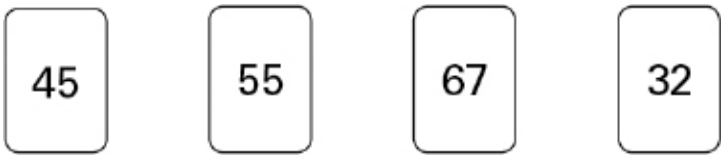
2 marks

30. Write in the missing numbers.



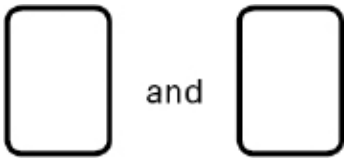
1 mark

31. Here are four number cards.



Jade picks the two cards which have a difference of 22

Which cards does she pick?

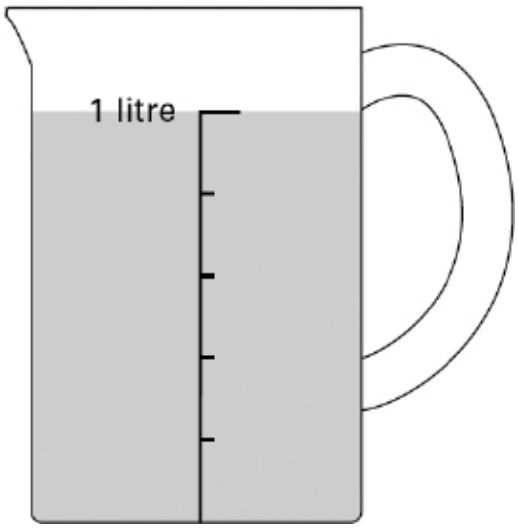


1 mark

32. This jug has 1 litre of water in it.

Lauren **pours out** 400 millilitres of water.

Draw an arrow (⟶) to show the new level of the water in the jug.



1 mark

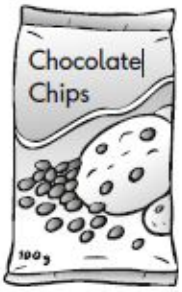
33.

There are **100g** of chocolate chips in the bag.

Sita uses **25g**.

Ben uses **35g**.

How many grams of chocolate chips are **left** in the bag?



Show your method

g

2 marks

34.

Ben has **90p**.

He buys **2** tickets.

Each ticket costs **35p**.

How much money does Ben have **left**?

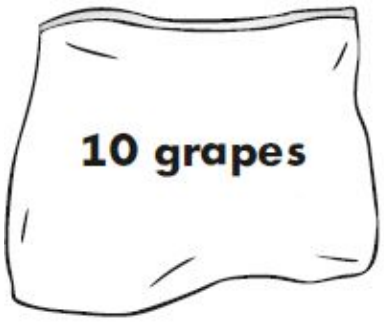
Show your method

p

2 marks

35. Ben has **7** bags of grapes.

Each bag has **10** grapes.



Ben gives **25** grapes to his friends.

How many grapes does he have **left**?

Show your method

grapes

2 marks

36. There are **55** cakes.

20 boys and **19** girls each take a cake.

How many cakes are **left**?

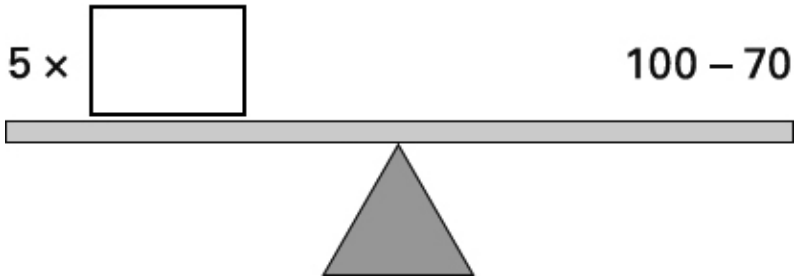
Show your method

cakes

2 marks

37. Each side of the number balance has the same answer.

Write in the missing number.



1 mark

38. In the high jump, Vijay jumped 96cm on his first try.

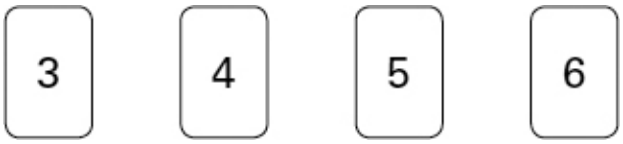
He jumped 1m 15cm on his second try.

How much higher did he jump on his second try?

cm

1 mark

39. Here are four digit cards.



Use three of them to make this correct.

1 mark

40. Here are three jumpers in a shop.

A

£12.50

B

£15.65

C

£19.50

How much does jumper B cost to the nearest pound?

£

1 mark

Jules buys jumper A and jumper C.

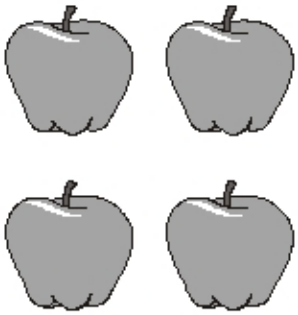
How much change does she get from £40?

Show your method

£

2 marks

41. **Fruit**



(a) Jack buys **four** apples.

He pays with a **£2** coin.

He gets **£1.20** change.

How much does **one** apple cost?

p

1 mark

(b) Oranges cost **15p** each.

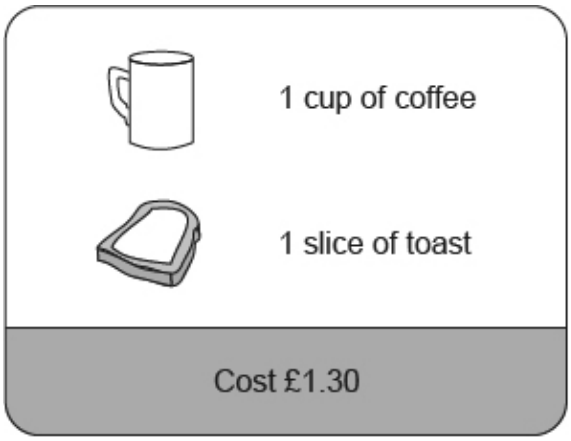
Raj has a **£1** coin.

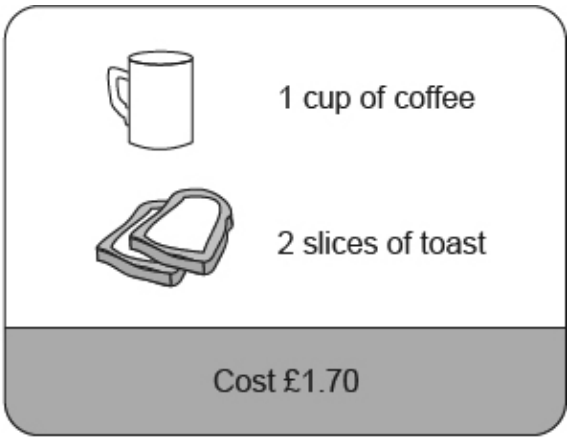
What is the greatest number of oranges Raj can buy with £1?

oranges

1 mark

42. A café sells coffee and toast.





How much does **1 cup of coffee** cost?

Show your method

p

2 marks

43. Tim, his mother and his grandmother all have their birthday on the same day.

Tim
12 years old

Tim's mother
37 years old

Tim's grandmother
70 years old

(a) When Tim was born, how old was **Tim's grandmother** ?

years old

1 mark

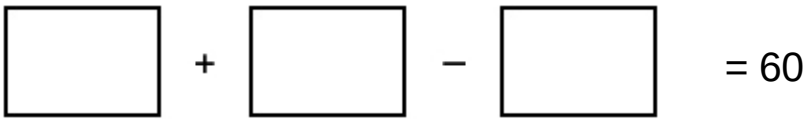
(b) When **Tim's mother** is **60** years old, how old will **Tim** be?

years old

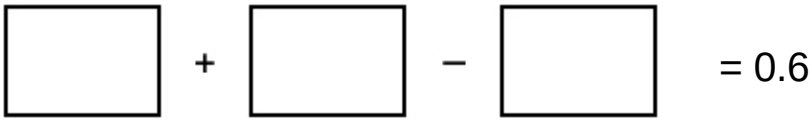
1 mark

44. **Completing calculations**

Write numbers in the boxes to make the calculations correct.



1 mark

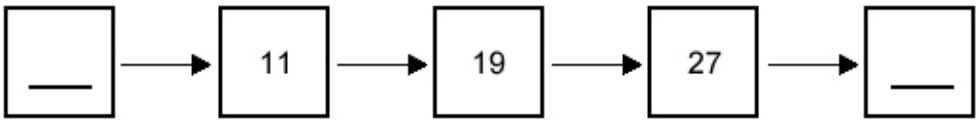


1 mark

45. **Using rules**

(a) The rule in a number sequence is **add 8**

Use this rule to write the missing numbers in the sequence.



1 mark

(b) The rule in a different number sequence is **double, then add 1**

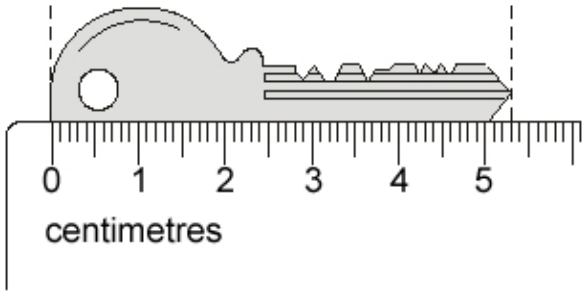
Use this rule to write the missing numbers in the sequence.

2 marks

46. **Keys**

The diagrams in this question are not drawn accurately.

(a) The diagram shows Jo's key.

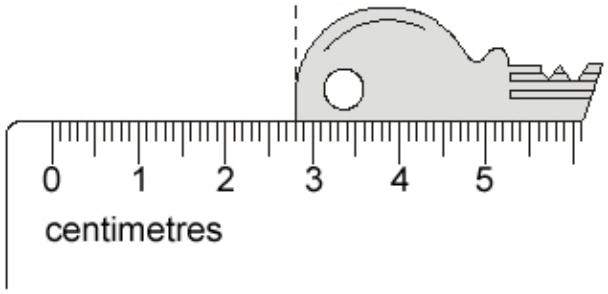


Use the scale to find the length of Jo's key.

cm

1 mark

(b) This time you cannot see all of Jo's key.



One end is at 2.8cm on the scale.

Where is the other end on the scale?

cm

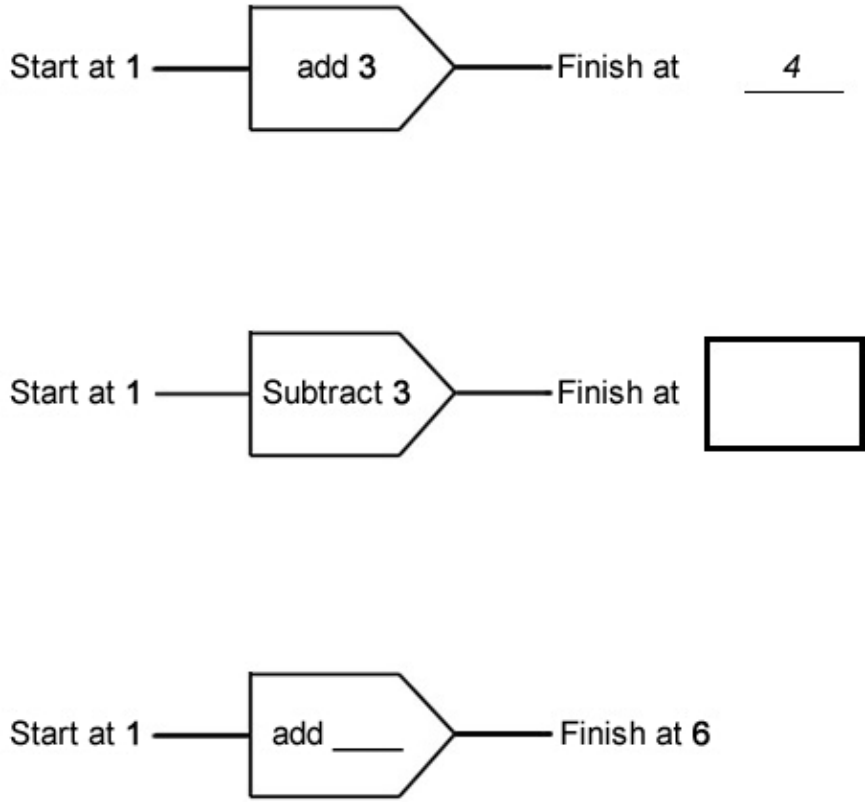
1 mark

47. **Number line again**

Here is a number line.

The number line can help you work out the missing numbers below.

The first one is done for you.

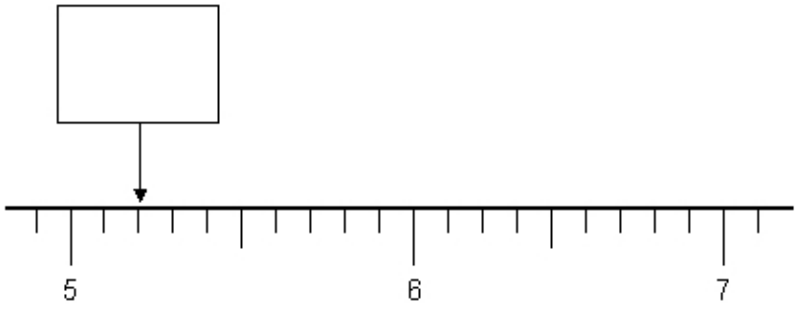


2 marks

48. **Number line**

(a) The diagram shows part of a number line.

What number is the arrow pointing to?



1 mark

(b) Now draw an arrow on the number line above to show the number that is **1.2 less than 7**

1 mark

(c) Work out the answer to **6.7 – 0.8**

1 mark

49.

There are **1000** pieces in a puzzle.

12 pieces go missing.

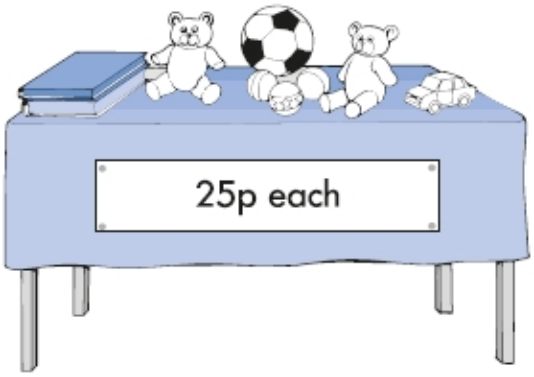
How many pieces are left?

pieces

1 mark

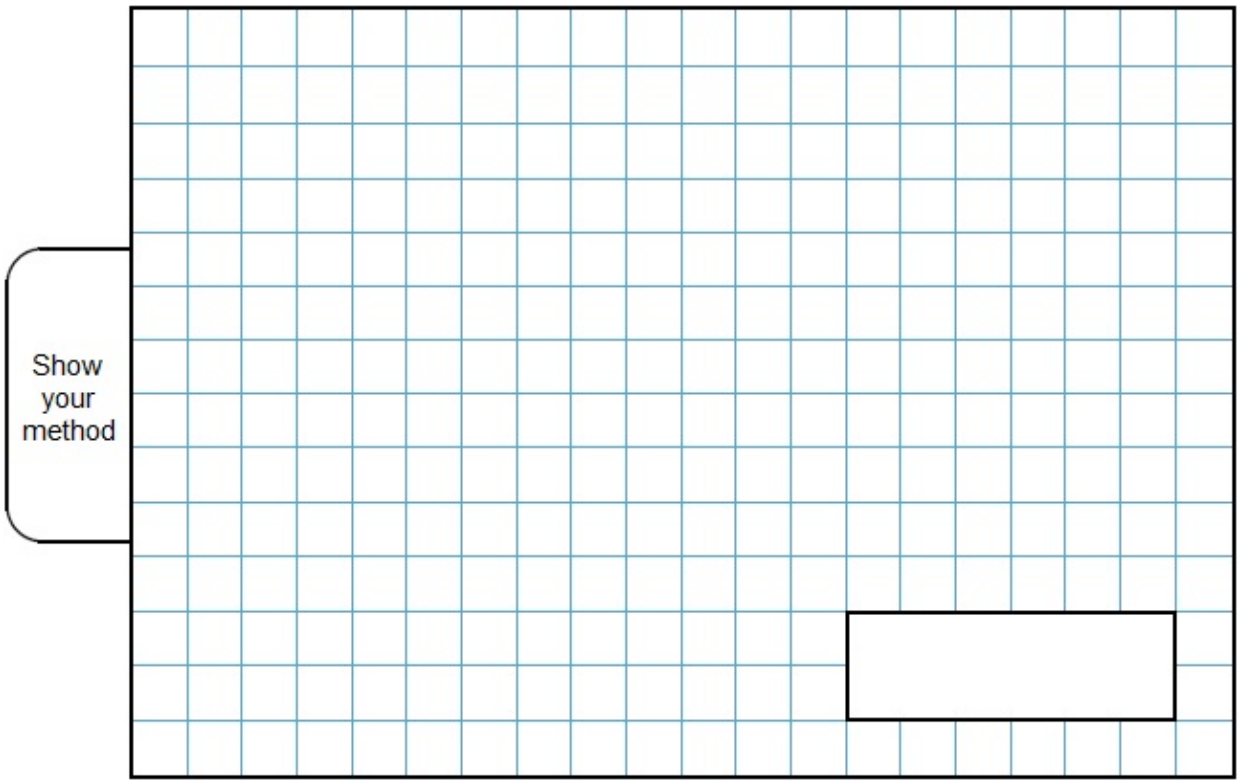
50. Each toy costs **25p**.

Jack buys **6** toys.



How much **change** does he get from **£2.00**?

Show how you work it out in the box.



2 marks

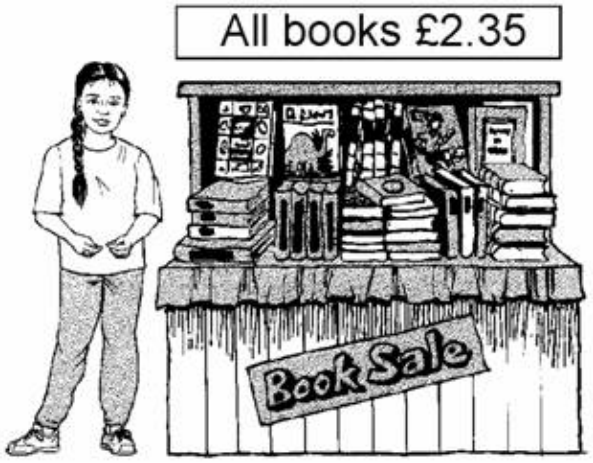
51. Work out the difference between **147** and **205**

Write the answer in the box.

1 mark

52. Sita had **£10**

She spent **£2.35**



How much money did she have left?

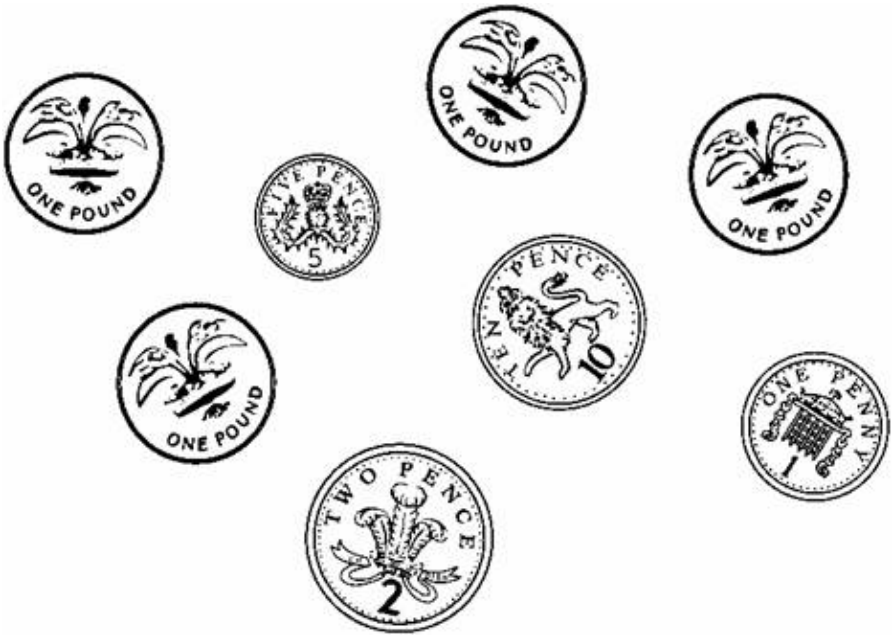
£

1 mark

53. Ellen has a **£5** note.

She spends **£1.99**

Draw a ring around each coin she gets in her change.

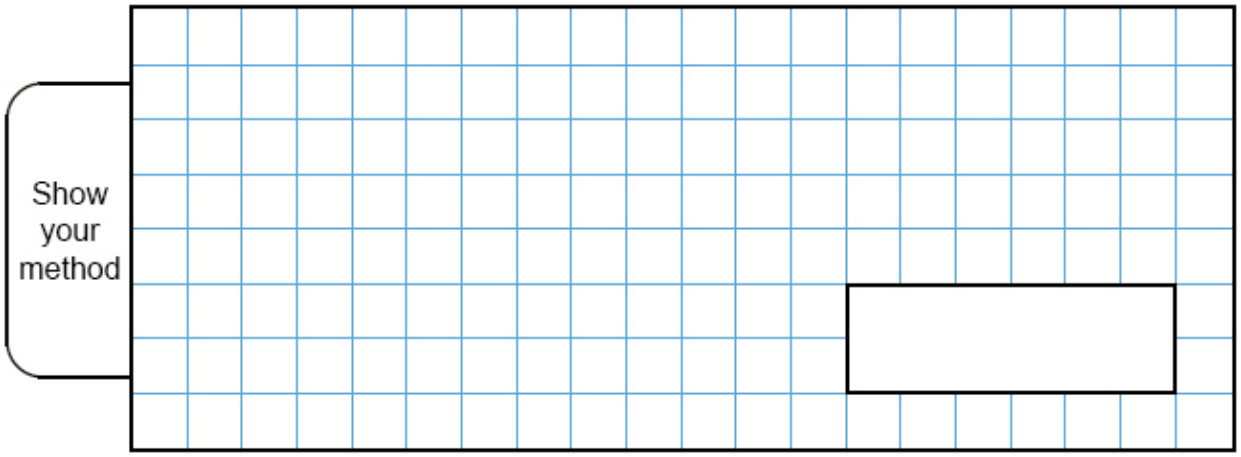


1 mark

54. Dan says,

'I choose a number.
I multiply it by 5
Then I subtract 7
My answer is 38'

What number did Dan choose?



2 marks

55. This statement is **not true**.

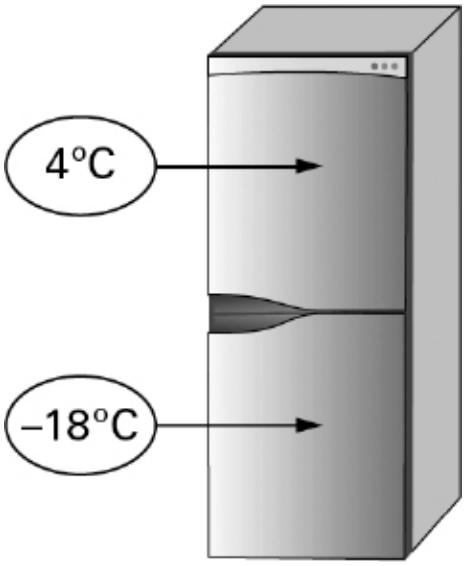
'A multiple of 10 added to a multiple of 10 always makes a multiple of 20'

Give an example to show why this statement is **not true**.

_____

1 mark

56. This is a fridge-freezer.



The temperature in the fridge is 4°C.

The temperature in the freezer is –18°C.

What is the difference in temperature between the fridge and the freezer?

degrees

1 mark

57. Luke buys **750** grams of apples.

Each apple weighs between **140** grams and **160** grams.

Circle the number of apples that Luke buys.

4 5 6 7 8

1 mark

58. Write in the missing digits.

4		2	+	2	8		=	7	6	8

1 mark

59. **Number sequence**

The rule for this sequence is to **add the same number each time**.

Use this rule to write the missing numbers in the sequence.

3				19

1 mark

60. **Shampoo**

The diagram shows what Molly buys.

She pays with a **£5** note and gets **66p change**.

How much did Molly pay for the shampoo?

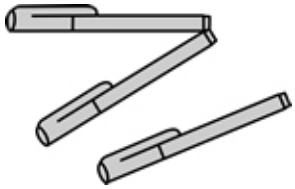
Show your method

pound

2 marks

61. **Cost of pens**

Lisa buys **three** pens.



She gives the shopkeeper **£5** and gets **£1.10 change**.

What is the cost of **one** pen?

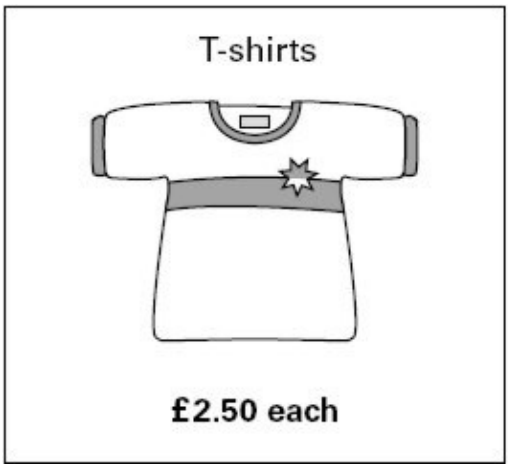
Show your method

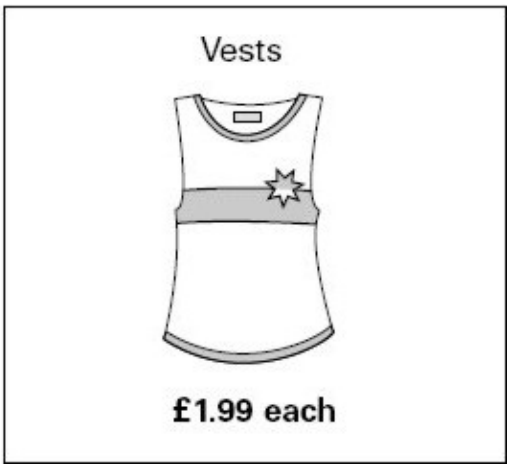
£

2 marks

62. **Sales**

A shop sells T-shirts and vests.





I have **£20**

(a) How many T-shirts could I buy with £20?

1 mark

(b) How many vests could I buy with £20?

1 mark

(c) I buy **two T-shirts** and **two vests**.
How much change should I get from £20?

Show your method

£

2 marks

63. **Restaurant**

The card shows the price of dinner at a restaurant.

Dinner
£14.95 each

(a) **Twelve people** had dinner.
How much did they pay altogether?

£

1 mark

(b) Another restaurant has different prices.

Dinner
adults £12.90 each **children half price**

Two adults and their children had dinner.
They paid **£58.05** altogether.

How many children had dinner?

Show your method

children

2 marks

64. **Saving**

(a) Pat saves **50p coins**.

She has saved **£7.50**

How many 50p coins make £7.50?

1 mark

(b) Callum saves **20p coins**.

He needs £5

So far, he has saved **£2.80**

How many **more** 20p coins does he need to make £5?

1 mark

65. **Theatre**

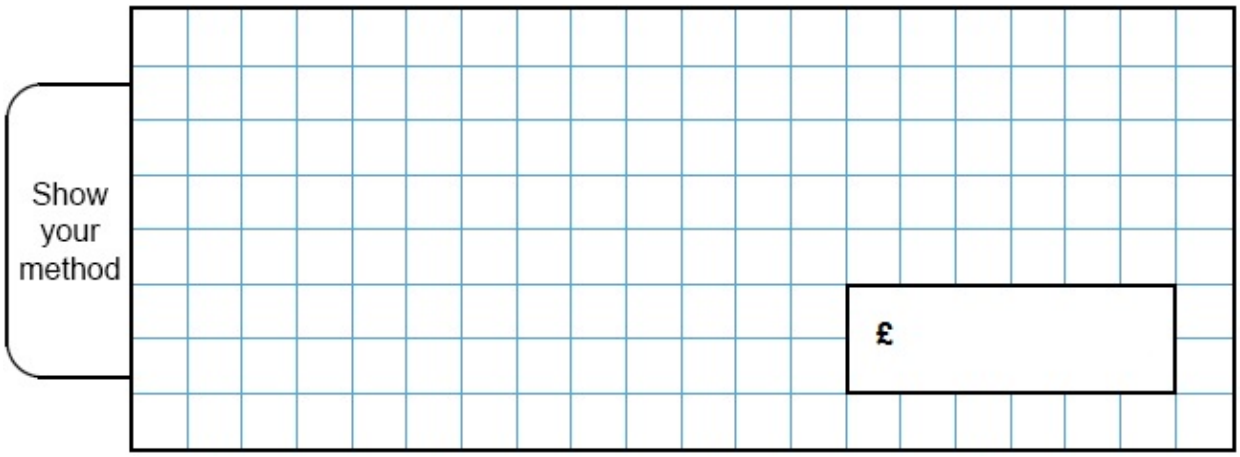
Rachel likes going to the theatre.

Each time she goes she pays for one ticket and one programme.

Ticket	Programme
£18.45	**£2.50**

In one year Rachel goes to the theatre **5 times**.

Altogether, how much does she pay?



2 marks

66. **Consecutive**

A number line shows all the whole numbers from 1 to 100

Numbers that are **next to each other** on this line are called **consecutive numbers**.

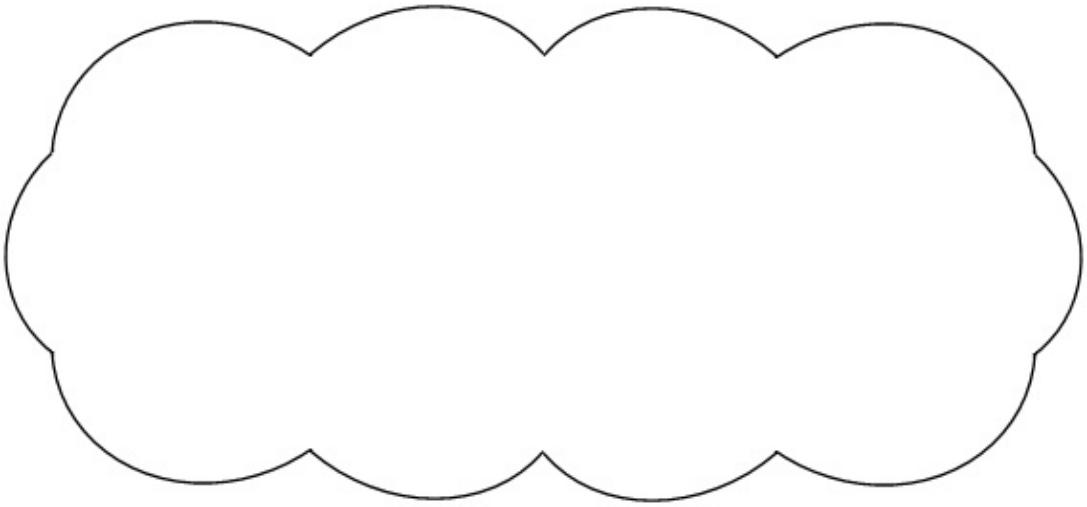
Sanjay says:

> 'I can choose any **two** consecutive numbers.
> When I **add** them the answer will **always** be an **even** number'.

Is Sanjay correct? Tick (✓)Yes or No.

Yes ☐ No ☐

Explain how you know.



1 mark

67. **Pantomime**

Here is the cost of tickets to see a pantomime.

Adults	£ 3.50
Children	£ 2.50

(a) How many tickets for **adults** can you buy with **£35**?

1 mark

(b) How many tickets for **children** can you buy with **£20**?

1 mark

(c) On Monday tickets are **half price**.

On Monday, how much does it cost altogether for **one adult** and **one child**?

£

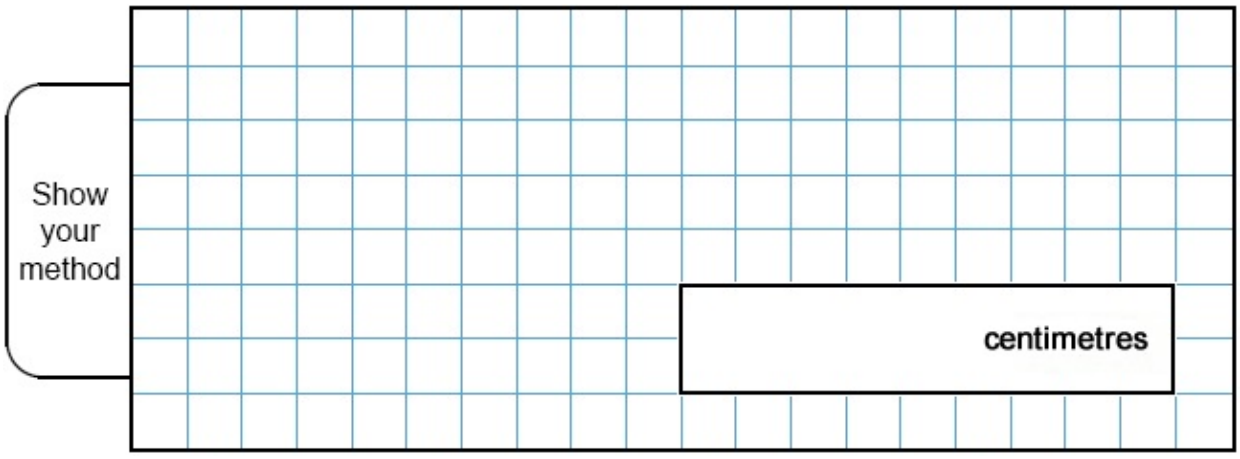
1 mark

68. **Short side**

The perimeter of a **rectangle** is one metre.

Each **longer** side is 36 centimetres.

What is the length of each **shorter** side?



2 marks

69. **Two-digit number**

How many **two-digit** numbers have digits that add to twelve?

2 marks

70. **Contact lenses**

Contact Lenses

Pay **£82 a year**,
and then just
£6 for **each pair**
of contact lenses you buy

In one year, Helen buys **18** pairs of contact lenses.

For that year, how much has she paid altogether?

Show your method

£

2 marks

71. **Coins**

(a) A one franc coin is 2.35 cm in diameter.

I put **four** coins in a row.

What is the length of the row?

cm

1 mark

(b) Then I put **four** 25 cent coins in a row.

The length of the row is **7.4** cm.

What is the diameter of one 25 cent coin?

cm

1 mark

(c) Then I make a row of alternate one franc coins and 25 cent coins.

I use **8 coins** altogether.

What is the length of this row of eight coins?

cm

1 mark

72. There are **64** picture cards in this pile.

Five children each take the same number of cards.

24 cards are left over.

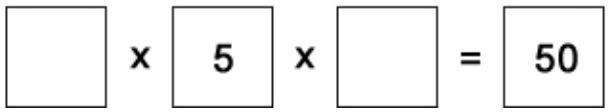
How many cards does each child take?

Show your method

2 marks

73. **Calculations**

Write in the empty boxes what the missing numbers could be.



2 marks

74. **High jump**

Dave and Steve are in a high jump competition.

Dave jumps $1\frac{1}{4}$ metres.

Steve jumps **1.4** metres.

Who jumps higher? Tick (✓) Dave or Steve.

☐ Dave ☐ Steve

How much higher does he jump?

Give your answer in metres.

Show your method

metres

2 marks

75. **Temperature**

The temperature on 16th December was 1°C

On the 15th December it was **5°C colder** than on 16th December.

What was the temperature on 15th December?

°C

1 mark

Mark schemes

1. Award **two** marks for the correct answer of 25p

*Accept £0.25p **OR** £0-25p **OR** £0:25p **OR** £0 25p*
If both marks are awarded, record by entering 1 in each marking space.

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

90 – 35 – 30 = wrong answer

OR

35 + 30 = 65
90 – 65 = wrong answer

*Accept for **ONE** mark 0.25p **OR** £25p as evidence of appropriate working.*
*The working must be carried through to reach an answer for the award of **ONE** mark.*
*Award **ONE** mark by entering 1, 0 in the marking spaces.*

Up to 2m

[2]

2. Arrow drawn to 37 as shown:

Arrow should be closer to 37 than 36 or 38 for award of the mark.
Arrow need not touch the line, provided the intention is clear.

[1]

3. **11 boys** and **10 girls**

Answers must be in the correct order.

U1

[1]

4. Award **TWO** marks for the correct answer of 7

If both marks are awarded, record by entering 1 in each marking space.

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

23 + 21 + 5 = 49
56 – 49 = wrong answer

*The working must be carried through to reach an answer for the award of **ONE** mark.*
*Award **ONE** mark by entering 1, 0 in the marking spaces.*

Up to 2m

[2]

5. Boxes completed as shown:

606	707	808	**909**	**1010**

The numbers must be in the correct order for the award of the mark.

[1]

6. Award **TWO** marks for the correct answer of 25

If both marks are awarded, record by entering 1 in each marking space.

If the answer is incorrect, award **ONE** mark for evidence of appropriate working, eg:
23 + 30 = 53
78 - 53 = wrong answer

*The working must be carried through to reach an answer for the award of **ONE** mark.*
*Award **ONE** mark by entering 1, 0 in the marking spaces.*

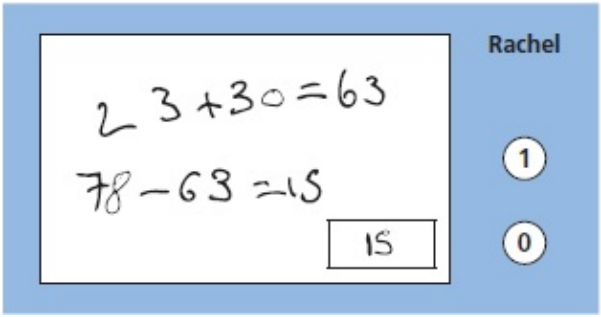
Up to 2m

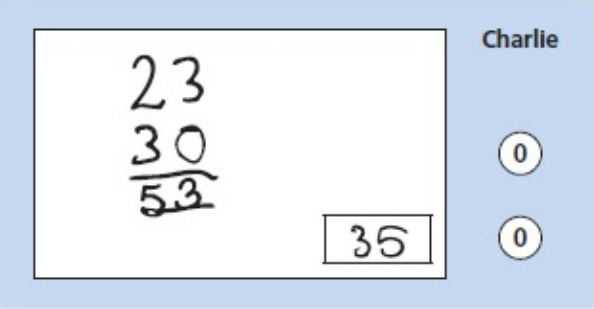
[2]

Example responses

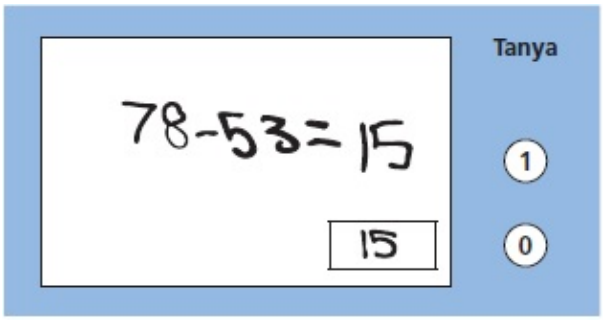
1 mark	0 marks

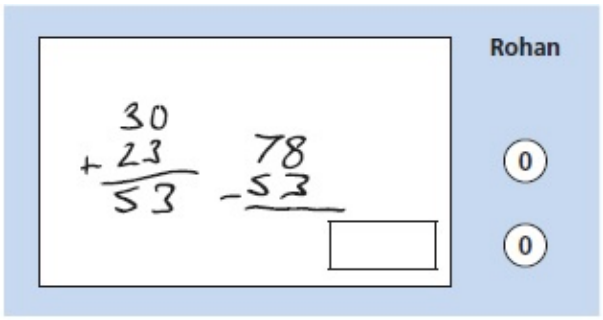
Rachel has identifi ed that she needs to add together the number of children in Class 1 and Class 2, and then subtract her answer from the total number of children in the school. Although she made an arithmetic error in the fi rst of these calculations, she has recorded a complete and correct method so can be awarded one mark. Charlie has also added together the number of children in Class 1 and Class 2. However, he has not recorded any further working. While it is possible that his answer of 35 was found by attempting to work out 78 – 53, this cannot be assumed. Therefore his method is incomplete and cannot be awarded one mark.



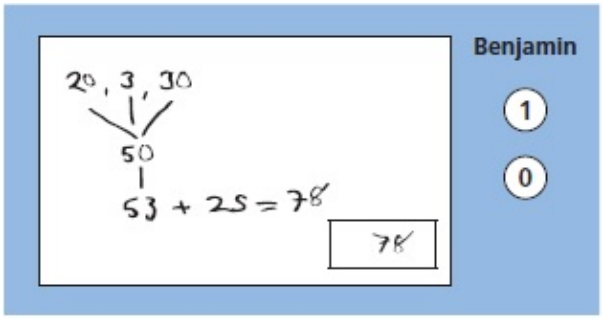


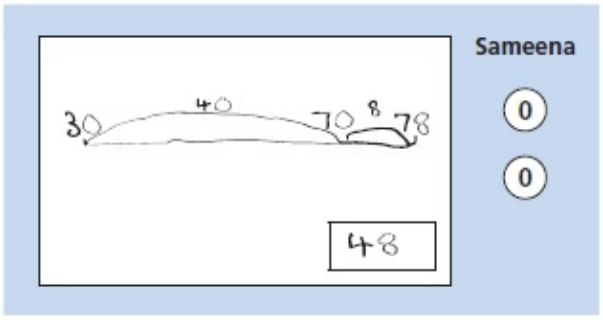
Tanya has not recorded the addition of 23 and 30, but we can assume that she has done this since she recorded the correct answer 53 in her subsequent subtraction. She made an arithmetic error when subtracting 53 from 78, and reached an incorrect fi nal answer. However, she can be awarded one mark since we can assume from her working that she used a complete and viable method. Rohan has recorded a correct method. However, an answer is required for the award of the working mark in the non-calculator paper. Therefore, without an answer, Rohan cannot be awarded one mark.





Benjamin has recorded a complete and correct method, without any errors. However, he has copied the wrong number from his fi nal calculation into the answer box, resulting in an incorrect fi nal answer. While he cannot be awarded both marks for a correct answer, he can be awarded one mark for a complete and correct method. Sameena has used a number line to count up to 78. However, she failed to total the two classes fi rst, and instead counted up from 30, the number of children in Class 2. Therefore her working is not correct and she cannot be awarded one mark.





7. Award **TWO** marks for the three sums completed correctly using six different numbers, e.g.

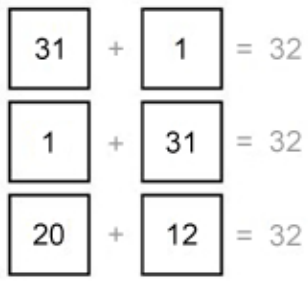
31	+	1	=	32
30	+	2	=	32
20	+	12	=	32

*All three sums must be correct for the award of **TWO** marks.*
Accept 0 + 32 as a correct answer.

2

or

Award **ONE** mark for any two sums completed correctly, such that all three calculations are correct but numbers are repeated in two of the calculations **or** there is an error in one of the calculations, e.g.

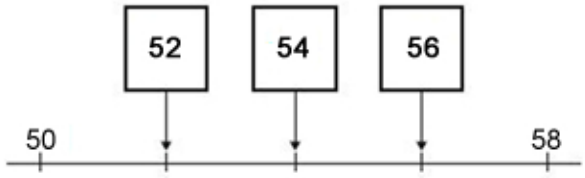


*Any two sums can be correct for the award of **ONE** mark.*

1

[2]

8. All three numbers correct, as shown:



If the answer boxes are empty, accept the correct values written in the correct order elsewhere on the page.

[1]

9. (a) 590 in the first box

1

(b) 710 in the last box

1

[2]

10. (a) 40

1

(b) 18

1

(c) Award **ONE** mark for showing a calculation that uses all three numbers to give an answer of 10, eg

- 25 − (7 + 8)
- 25 − 7 − 8
- 25
−7
−8
10
- 25 − 7 = 18
18 − 8

Accept calculation that is completed using more than one step, eg

- *7 and 8 add to 15, then 25 − 15*
- *7 and 8, then take it away from 25*

Accept poor layout of calculation provided the pupil's intention is clear, eg

- *25 – 8 = 17 – 7 = 10*
- *25*
7
−8
10

***Do not** accept an embedded answer, eg*

- *7 + 8 = 15*
15 + 10 = 25

***Do not** accept incomplete or incorrect calculation, eg*

- *18 − 8*
- *17 − 7*
- *25 − 15*
- *25*
7
−8
10
- *25 − 7 + 8*
- *7 + 8 = 15*
- *15− 25 = 10*
- *7 and 8, then take away 25*
- *25 − 7 − 8 = 18 (error)*

1

[3]

11. Gives 30 in the top row

1

Gives 19 in the bottom row

1

[2]

12. (a) 4

U1

(b) 9

U1

Do not accept: incomplete processing
eg, for part (a)
- *47 − 43*

eg, for part (b)
- *1 × 9*
- *One more 9*

[2]

13. Award **ONE** mark for indicating the correct four coins, ie

Accept unambiguous indication of the correct coins

[1]

14. Gives a correct explanation

! Explanation contains an incorrect statement
Ignore alongside a correct response

The most common correct explanations:

Show or imply the correct answer to the sum, eg
- 538 + 46 = 584
- It should be 585 − 1

Accept minimally acceptable explanation, eg
- 584
- It's wrong by 1

Do not accept incomplete explanation, eg
- 538 + 46 is not 585

Show or imply that Nisha has calculated either 538 + 47 or 539 + 46, eg

- 538 + 47 = 585
- 585 – 538 = 47
- 539 + 46 = 585
- 585 – 46 = 539

Accept minimally acceptable explanation, eg

- She added 47
- She used 539

Refer to the two numbers added being even, where the answer is odd, eg

- If you add two even numbers the answer is even, but 585 is odd

Accept minimally acceptable explanation, eg

- *Even + even = even*
- *The first two numbers are even, but the answer is odd*
- *The answer should be even*
- *An odd result is impossible*

Do not accept incomplete explanation, eg

- *Even + even*
- *It's an odd answer*

Show or imply why the last digit in one of the values is incorrect, eg

- 8 + 6 = 14 so it should end in 4
- 38 + 46 = 84
- 85 – 46 = 39
- 85 – 8 ends in 7, not 6

Accept minimally acceptable explanation, eg

- *8 + 6 = 14 but it ends in a 5*
- *It should end in 4*
- *It ends in 84*

Do not accept incomplete or incorrect explanation, eg

- *8 + 6 = 14*
- *8 + 6 does not equal 15*
- *It shouldn't end in a 5*
- *It should end in 6, not 5*

U1

[1]

15. £ 4.70

U1

[1]

16. (a) Gives the first value as 765

1

Gives the last value as 925

1

(b) Gives the second to last value as 0

1

Gives the last value as –15

1

! ***Follow through as their 0 – 15***
Accept provided this results in a negative number

Do not accept incomplete processing
eg, for the second mark in part (b)
- *0 − 15*

[4]

17. (a) 11

! ***For part (a), other odd numbers listed***
Ignore, provided there is no ambiguity as to which is their answer

1

(b) 36
Accept follow through as 25 + their (a)

1

[2]

18. (a) Indicates Yes and gives a correct explanation

The most common correct explanations:

Complete the calculations, eg
- 17 + 15 = 32 and 2 × 16 = 32
- They are both 32
- 10 + 10 = 20, 7 + 5 = 12 and 2 × 10 = 20, 2 × 6 = 12

Accept minimally acceptable explanation, eg

- *32 seen, with no evidence of incorrect working*
- *20 + 12 and 20 + 12*

Do not accept incomplete explanation, eg

- *17 + 15 = 2 × 16*
- *Same answer*
- *I did the calculations*

Use knowledge of near doubles, eg

- Subtract 1 from 17 and add it to the 15 and you have 16 + 16 which is the same as 16 × 2
- Double 15 = 30 then add 2 and it's the same as double 16

Accept minimally acceptable explanation, eg

- *16 + 1 + 16 – 1 = 2 × 16*
- *17 + 15 = 16 + 16*

Do not accept incomplete explanation, eg

- *17 + 15 = 2 × 16*

1

(b) 17

1

(c) 3

! Answer of 3 × 1
Condone

1

[3]

19. Calculation completed as shown:

4	4	+	5	6	=	1	0	0

Both *numbers must be correct for the award of the mark.*

[1]

20. 33

[1]

21. Award **two** marks for the correct answer of £1.90

Accept £1.90p ***OR*** *£1.90 pence* ***OR*** *£1-90p* ***OR*** *£1:90* ***OR*** *£1 90*
If both marks are awarded, record by entering 1 in each marking space.

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

340 – 150 = wrong answer

OR

£2 + £1 + 20 + 20 = £3.40
£3.40 – £1.50 = wrong answer

*Accept for **ONE** mark £190p **OR** £190 **OR** £19.0 **OR** £19.0p as evidence of appropriate working.*
*The working must be carried through to reach an answer for the award of **ONE** mark.*
*Award **ONE** mark by entering 1, 0 in the marking spaces.*

Up to 2m

[2]

22. Award **TWO** marks for the correct answer of 6p

*Accept £0.06p **OR** £0.06 pence **OR** £0-06 **OR** £0:06 **OR** £0 06*
If both marks are awarded, record by entering 1 in each marking space.

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

50 + 20 + 20 + 20 = 110
45 + 59 = 104
110 - 104 = wrong answer

*Accept for **ONE** mark 0.6p **OR** 0.06p **OR** £6p as evidence of appropriate working.*
*The working must be carried through to reach an answer for the award of **ONE** mark.*
*Award **ONE** mark by entering 1, 0 in the marking spaces.*

Up to 2m

[2]

23. Award **TWO** marks for all six totals as shown:

41, 45, 50, 51, 55, 60

***All six** totals must be correct for the award of both marks.*
Totals may be given in any order.
If both marks are awarded, record by entering 1 in each marking space.

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

- At least five totals correct and no more than one incorrect

OR

- All six correct (and no additional incorrect) pairs of scores given but not totalled, ie

  1 + 40, 5 + 40, 10 + 40
  1 + 50, 5 + 50, 10 + 50

*Award **ONE** mark by entering 1, 0 in the marking spaces.*

Up to 2m
U1

[2]

24. 4

Accept a correct list of days, ie Monday, Thursday, Friday, Saturday.

[1]

25. 350

[1]

26. One of the following triples:

50, 200, 250

50, 100, 350

150, 100, 250

150, 200, 150

250, 100, 150

Accept: alternative unambiguous indications, eg numbers ticked, crossed or underlined

[1]

27. (a) 43

1

(b) Award **TWO** marks for the correct answer of 23

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

- 87 − 28 − 36 = wrong answer

OR

- 36 + 28 = 64

87 − 64 = wrong answer

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

Up to 2m

[3]

28. (a) 58

1

(b) 45

1

[2]

29. (a) Award **TWO** marks for the correct answer of £1.51

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

(b) $86 + (\frac{1}{2} \times 1.30)$

*Accept for **ONE** mark £151p **OR** £151 as evidence of an appropriate method.*
*Answer need not be obtained for the award of **ONE** mark.*

Up to 2

[2]

30. 42 **37** 32 **27** 22

***Both** numbers must be correct for the award of the mark*

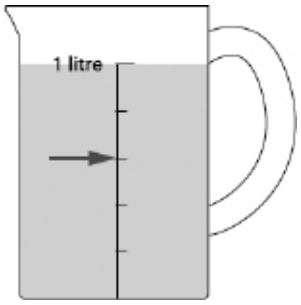
[1]

31. 45 **AND** 67

Accept numbers in either order.

[1]

32. Arrow drawn to 600ml as shown:



The arrow need not touch the line, provided the intention is clear.

Accept any other clear way of indicating the correct point, such as a cross.

[1]

33. Award **TWO** marks for the correct answer of 40 (g).

If the answer is incorrect or missing, award **ONE** mark for evidence of a complete, correct method, e.g.

- 100 − 25 − 35 = (incorrect or no answer)
- 25 + 35 = 70 (error)
  100 − 70 =

OR

Any of these partial methods correctly evaluated, i.e.

- 100 − 25 = 75
- 100 − 35 = 65
- 25 + 35 = 60

OR

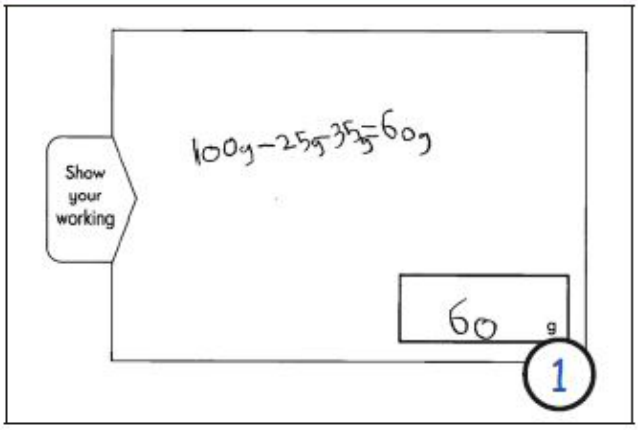
- Sight of 75, 65 or 60

(Use the example responses to help you determine how many marks can be awarded.)

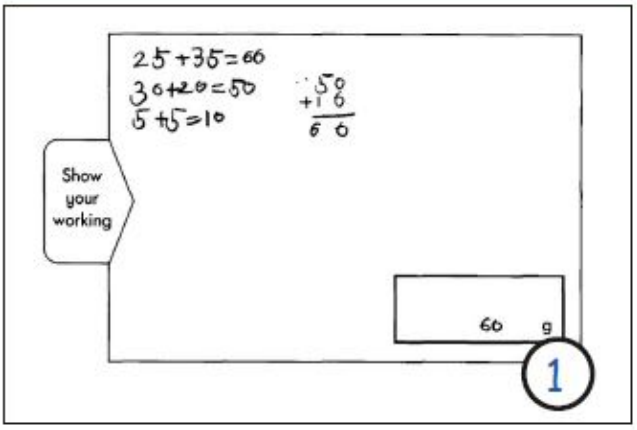
[2]

Example responses

Sasha: 1 mark

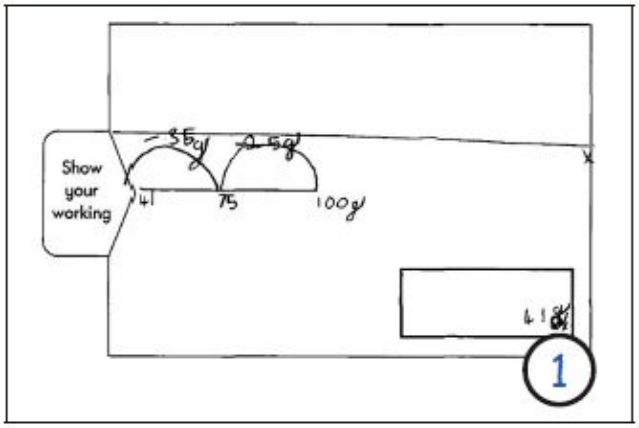


Hassan: 1 mark

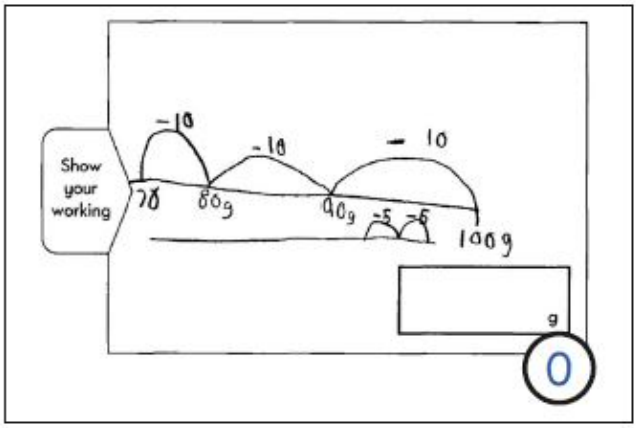


Sasha and Hassan have recorded the same incorrect answer in the answer box.
In her working, Sasha has shown a complete, correct method with an arithmetic error. Although her final answer is incorrect, she is awarded **one mark** for the complete, correct method.
Hassan, in comparison, has only provided a partial method. He has correctly added Sita's and Ben's chocolate chips, but has not subtracted that total from 100. Although his method is not complete, he is awarded **one mark** for a partial method correctly evaluated.

Alex: 1 mark

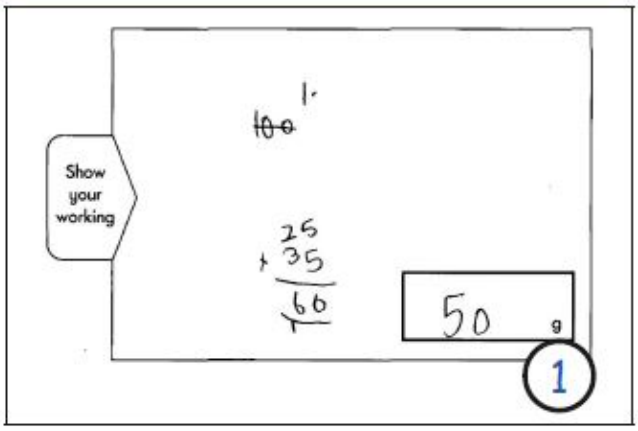


Joanna: 0 marks

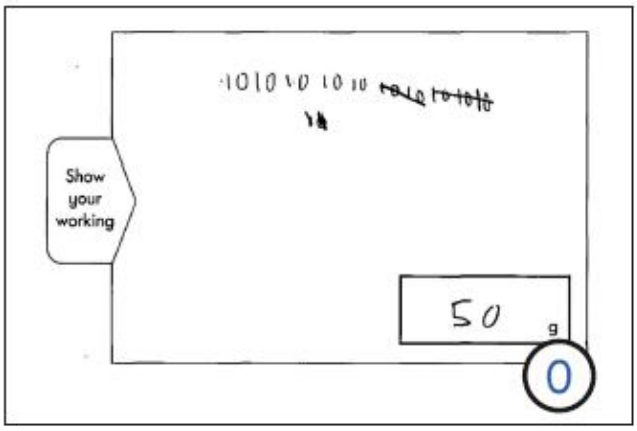


Alex and Joanna have both used a number line as part of their method.
In his method, Alex first subtracts 25g from 100g to get 75g. He then attempts to subtract 35g from 75g and makes an arithmetic error. Although he has given an incorrect final answer, he can be awarded **one mark** for a complete, correct method.
In contrast, Joanna's method cannot be considered complete or correct as there is no indication that she is subtracting either Ben's or Sita's chocolate chips, so **no marks** are awarded.

Katie: 1 mark

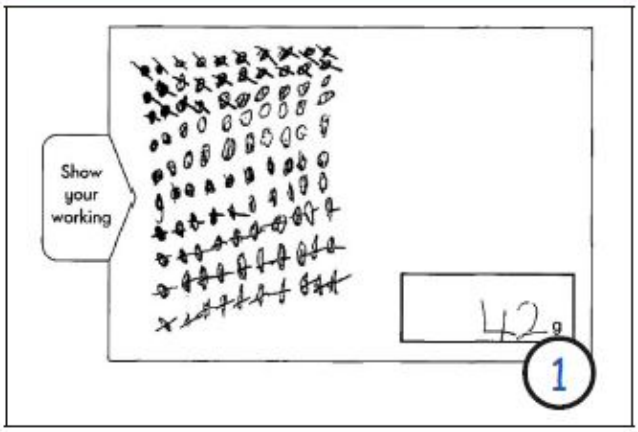


Luke: 0 marks

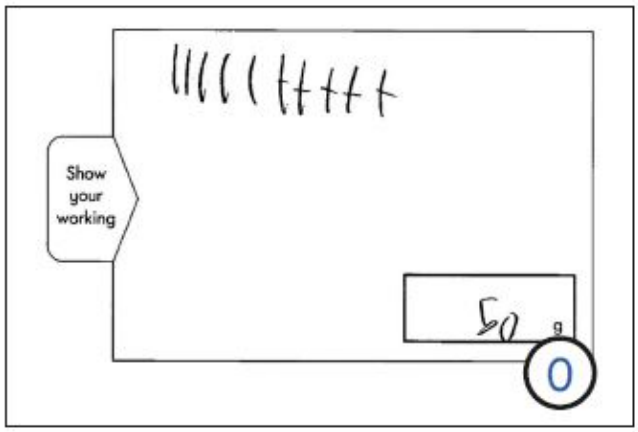


Katie and Luke have both recorded an incorrect answer of 50 in the answer box.
In her working, Katie has shown a partial step of correctly evaluating the sum of 25 and 35 and is awarded **one mark** for sight of 60.
Luke's working, in contrast, shows no evidence of a correctly evaluated partial step or a complete correct method and therefore is awarded **no marks**.

Priya: 1 mark



Jude: 0 marks



Both Priya and Jude have used a pictorial method to obtain an answer.
Priya has correctly drawn 100 chocolate chips, and crossed out 25 chocolate chips from one end and 35 from the other. However, she miscounts her remaining chocolate chips, giving her an incorrect answer of 42. She is awarded **one mark** for a complete, correct method.
Although Jude has correctly recorded 10 marks representing 100 chocolate chips, he has only subtracted 50 chocolate chips and not 60. His method is therefore not correct and he is awarded **no marks**.

34. Award **TWO** marks for the correct answer of 20 (p).

If the answer is incorrect or missing, award **ONE** mark for evidence of a complete, correct method, e.g.

- 90 − 35 − 35 = (incorrect or no answer)

OR

- 90 – 2 × 35 =

OR

- 90 – 35 = 54 (error)
  54 – 35 =
- 90 – 70 = (incorrect or no answer)
- 35 × 2 = 60 (error)
  90 – 60 =

OR

Any of these partial methods correctly evaluated, i.e.

- 35 + 35 = 70
- 35 × 2 = 70
- 90 – 35 = 55

OR

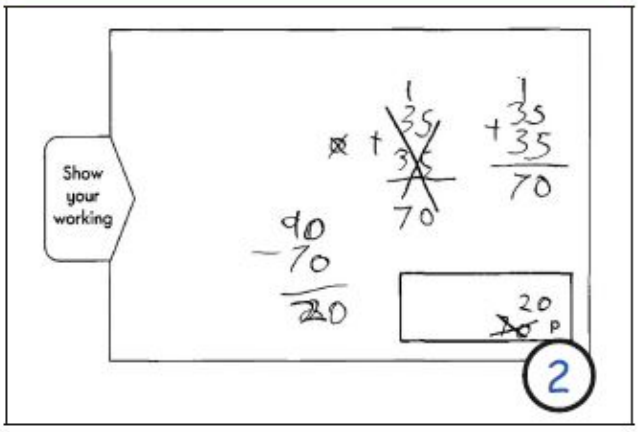
- Sight of 70 or 55

(Use the example responses to help you determine how many marks can be awarded.)

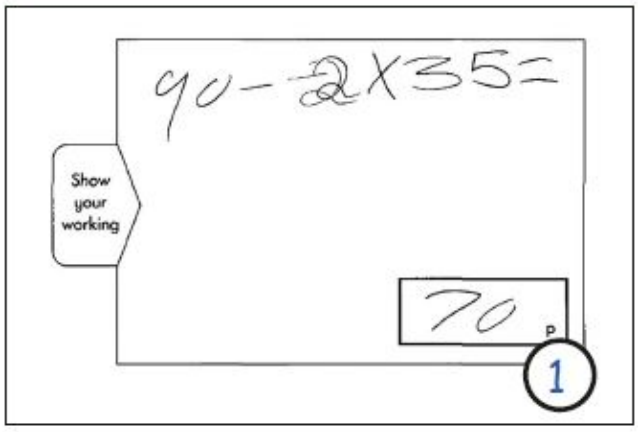
[2]

Example responses

Nathan: 2 marks

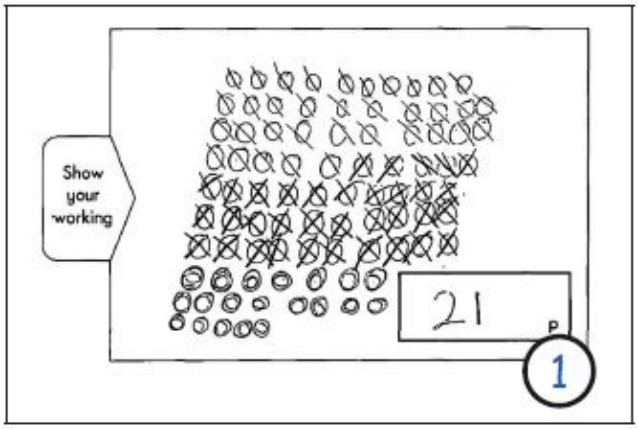


Staci: 1 mark

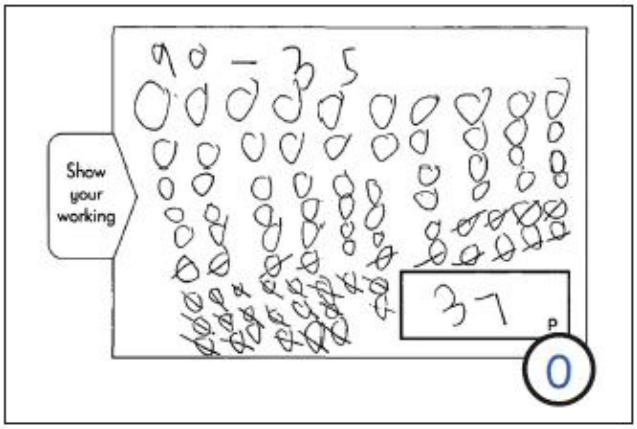


In their methods, both Nathan and Staci have provided methods with their final answers.
Nathan initially wrote 70(p) as his final answer but he crossed that response out and replaced it with the correct answer of 20(p). Therefore, he is awarded **two marks** for the correct answer.
Staci, in her method, multiplied 35 by 2 to obtain 70 and shows the intention to subtract that answer from 90.
Although her final answer is incorrect, Staci is awarded **one mark** for showing a complete, correct method.

Lauren: 1 mark

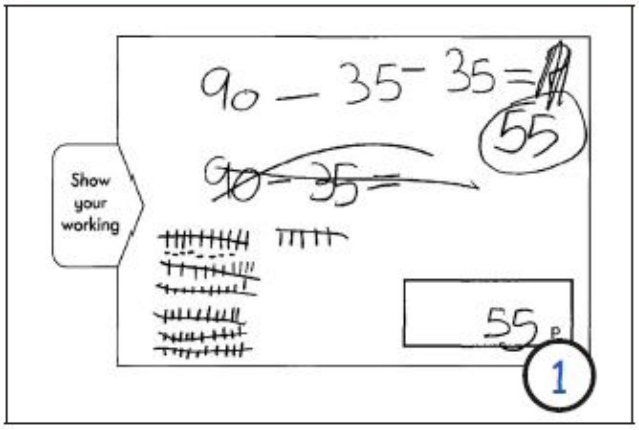


Jason: 0 marks

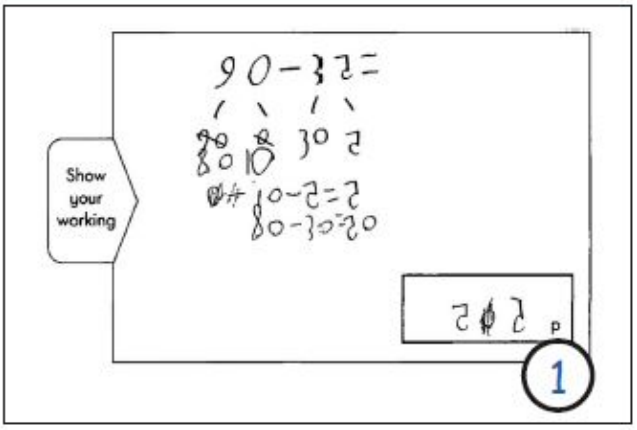


Lauren and Jason have both provided an incorrect answer but have used pictorial methods.
Lauren has drawn 90 circles to represent 90p and even though she crossed off 70 circles, she then miscounted resulting in an error in her final answer. She is awarded **one mark** for a complete correct method.
In contrast, Jason has not drawn 90 circles and although he has crossed off 35 of these, he cannot be awarded a mark for a correctly evaluated partial method as he has not written down 55 (or 70) either in his working or as his final answer. Therefore, he is awarded **no marks**.

Parker: 1 mark

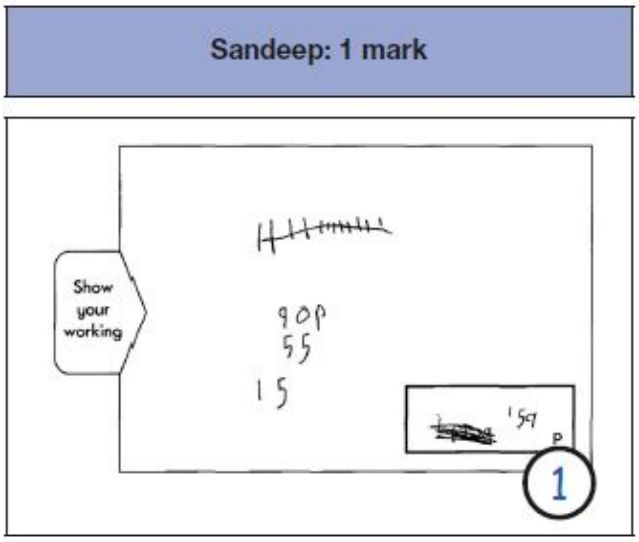


Gwen: 1 mark

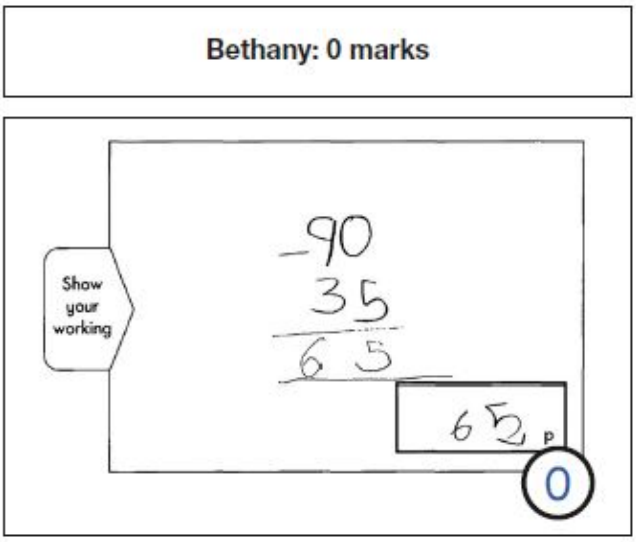


Parker and Gwen have both provided the same incorrect final answer and have included their methods.
Although Parker has only evaluated the first step, he has shown a complete and correct method, therefore he is awarded **one mark**.
Gwen has only shown her method for the first step, which she has correctly evaluated using partitioning.
Although her method is not complete, she is awarded **one mark** for a correctly evaluated partial method.

Sandeep: 1 mark



Bethany: 0 marks



Sandeep and Bethany have both given incorrect final answers with a partial method.
Sandeep has not recorded all aspects of his method and has arrived at the incorrect answer of 15(p). There is no written evidence of a complete, correct method. However, he is awarded **one mark** for sight of 55 in his working as this implies that he has correctly evaluated a partial method (90 − 35).
Bethany has shown a correct partial method of 35 subtracted from 90. However, as she has not correctly evaluated this step, she is awarded **no marks**.

35. Award **TWO** marks for the correct answer of 45

If the answer is incorrect or missing, award **ONE** mark for evidence of a complete, correct method, e.g.

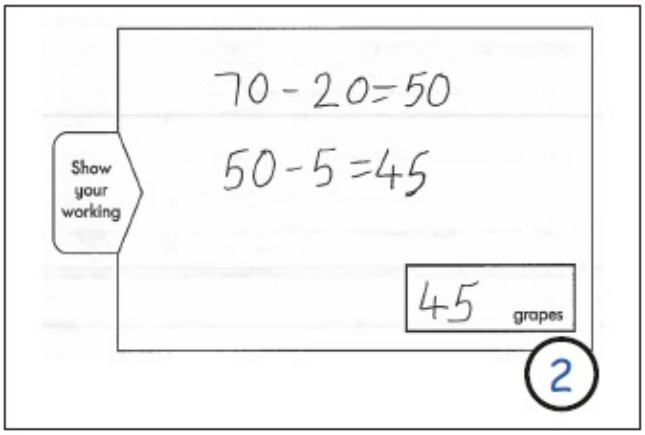
- 7 × 10 − 25 = (incorrect or no answer)
- 7 × 10 = 60 (error)
  60 − 25 =

Use the example responses to determine how many marks can be awarded.

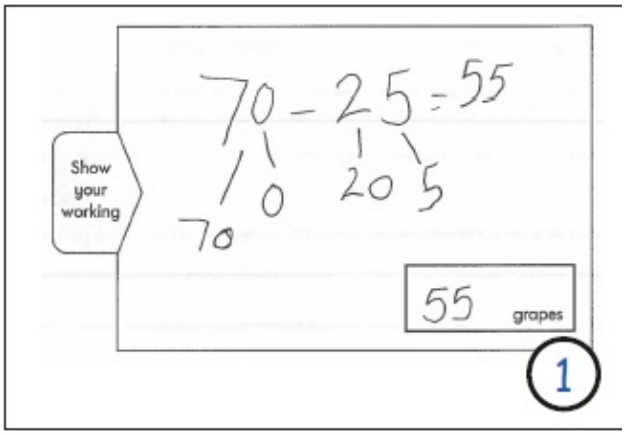
[2]

Example responses

Hanaa: 2 marks

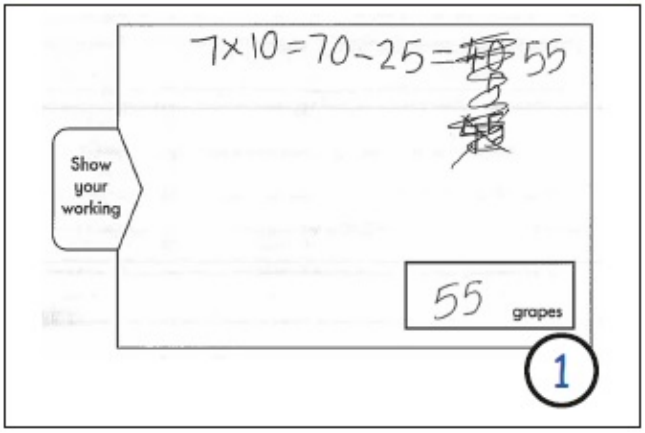


Kyle: 1 mark

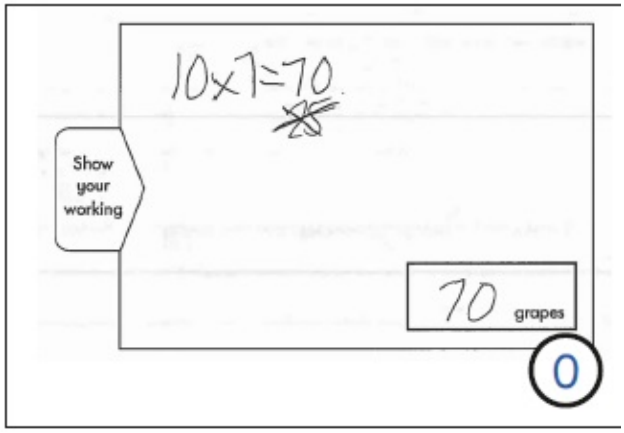


In their methods, Hanaa and Kyle both calculated 7 × 10 mentally and then attempted a partitioning method to subtract 25 from 70. Hanaa subtracted 20 correctly and then subtracted 5 from her answer. She recorded the correct answer in the answer box and is awarded **two marks**. Kyle also partitioned 25 into 20 and 5, and calculated the difference in the tens. However, he did not subtract the 5 and, as a result, he provided an incorrect answer. Although his final answer is incorrect, Kyle is awarded **one mark** for his complete, correct method.

Caleb: 1 mark

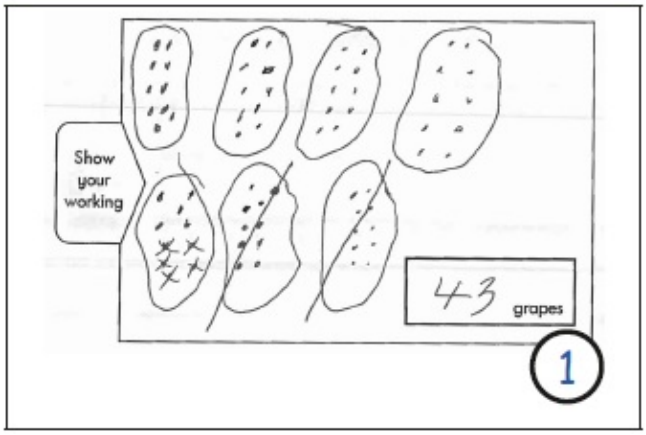


Aidan: 0 marks

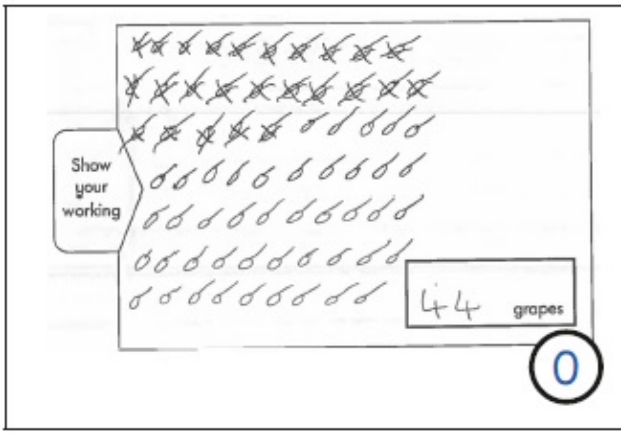


Both Caleb and Aidan have crossed out their work. Caleb recorded a complete, correct method with the correct answer 45 in his working. He then crossed out the 45 and recorded 55 as his final answer. We cannot consider working or answers that have been crossed out. Consequently, Caleb is awarded **one mark** for a complete, correct method only. In comparison, Aidan has only recorded and correctly evaluated one step of the problem. He has not completed the method and has provided the final answer of 70. His final answer is incorrect and he is awarded **no marks**.

Izabella: 1 mark

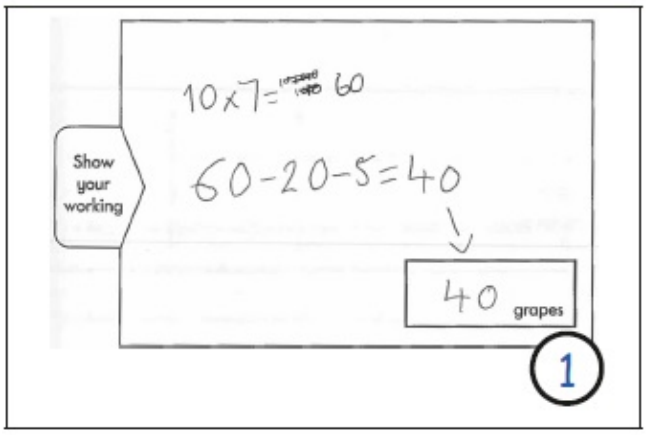


Siobhan: 0 marks

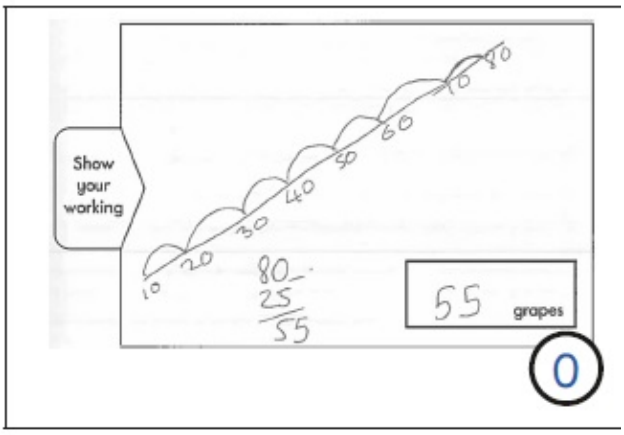


Izabella and Siobhan have both provided an incorrect answer, but have used pictorial methods. Izabella has drawn 7 bags of 10 grapes and has clearly crossed off 25 of these grapes. In her final answer, she has made a counting error, so she is awarded **one mark** for a complete, correct method. In contrast, Siobhan has drawn 69 grapes instead of 70 and although she has correctly crossed off 25 of these, her method is not correct because she did not start with 70. Therefore, she is awarded **no marks**.

Owen: 1 mark



Grace: 0 marks



Owen and Grace have both provided an incorrect final answer, but have included their methods. In Owen's method, he has made two arithmetic errors, but his method is complete and correct; therefore he is awarded **one mark**. Grace has used a number line to calculate, 7 × 10. However, because she started to count from ten, she has erroneously reached the answer of 80. She then successfully subtracts 25 from her answer of 80. As a result of her first step being incorrect, she cannot be awarded any marks for her method.

36. Award **TWO** marks for the correct answer of 16 (cakes)

2

or

If the answer is incorrect or missing, award **ONE** mark for evidence of a complete, correct method, e.g.

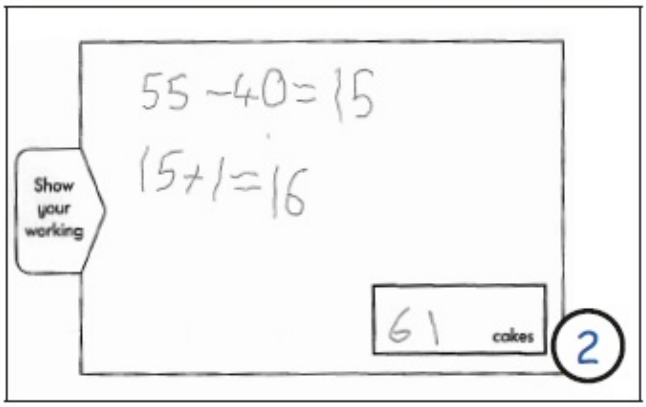
- 55 – 20 – 19 = (incorrect or no answer)
- 20 + 19 = 38 (error)
  55 – 38 =

1

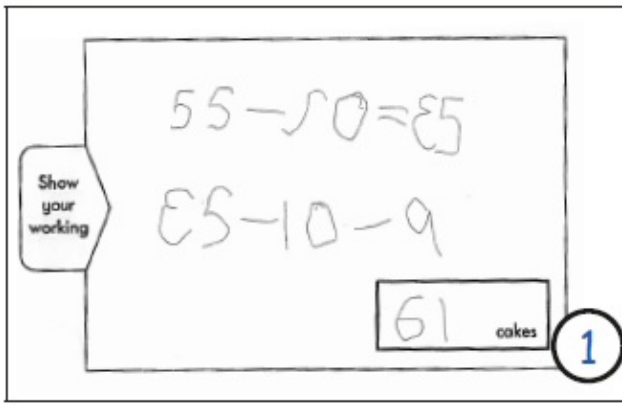
[2]

Example responses

Joel: 2 marks

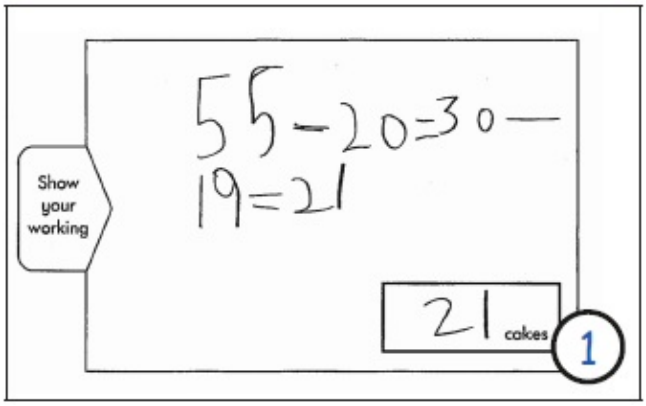


Rabina: 1 mark

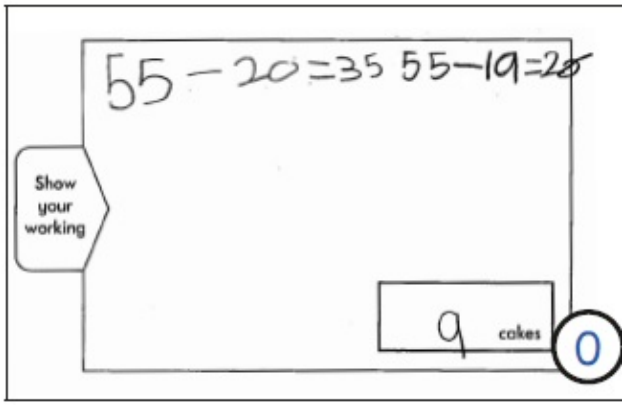


Both Joel and Rabina have given 61 as their final answer. Joel has provided a correct written method for subtracting 39. He shows the correct answer 16 at the end of his working, but he has made a transcription error in the answer box. Since it can be clearly seen that 16 was his intended answer, he is awarded **two marks**. In contrast, although Rabina has a complete, correct method we do not know that 16 was her intended answer. Consequently she can only be awarded **one mark** for a correct method.

Suzanne: 1 mark

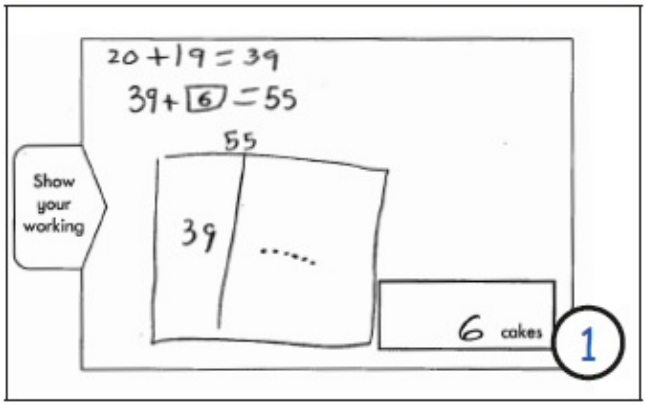


Elijah: 0 marks

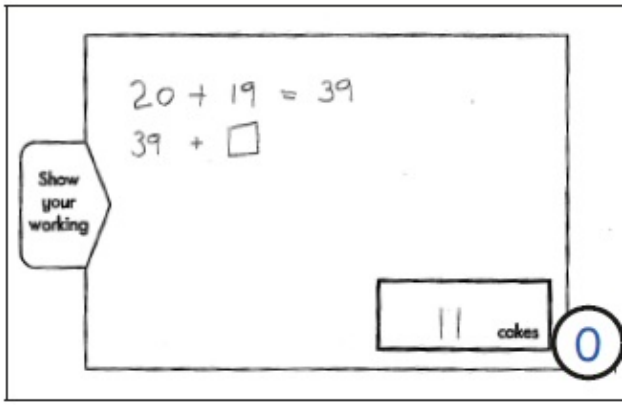


Suzanne and Elijah have used written methods to solve the problem. Although Suzanne has made two arithmetic errors, her method is complete; she subtracted 20 from 55, and subtracted 19 from the result. Therefore she is awarded **one mark** for a complete, correct method. In contrast, Elijah has subtracted both 20 and 19, but he subtracted each of the numbers in turn from 55. Although he has evaluated each of his subtractions correctly, he has not shown a correct method. **No marks** can be awarded.

Max: 1 mark

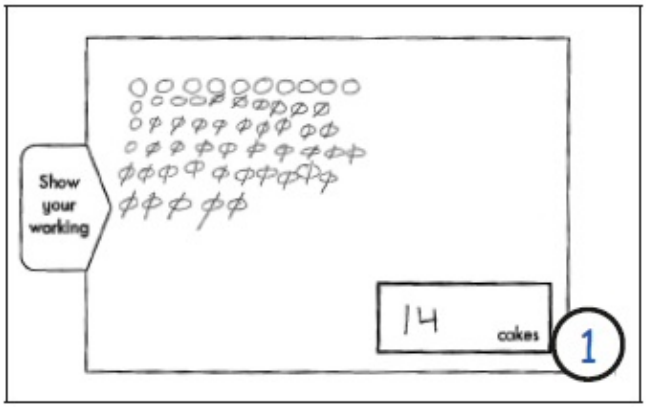


Stacey: 0 marks

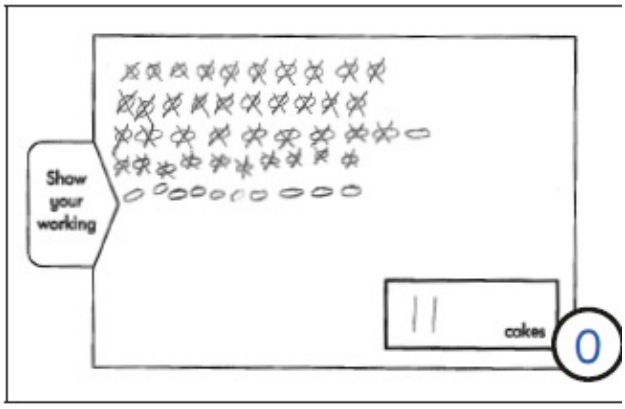


Max and Stacey have both completed their first calculation correctly: 20 + 19 = 39. They have both attempted a 'counting on' method for their second calculation. Max has shown that he intended to count on to 55. However, he has made an arithmetic error by only counting on 6 instead of 16. Therefore he is awarded **one mark** for a complete, correct method. In contrast, whilst completing her second step, Stacey did not specify the number she intended to count on to, so her method is incomplete. As a result she is awarded **no marks**.

Elena: 1 mark

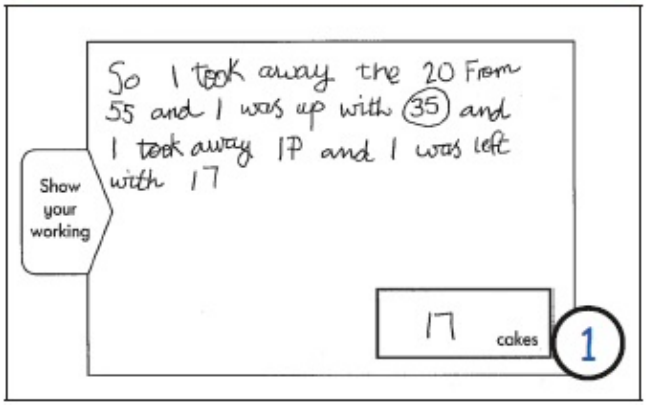


Aidan: 0 marks

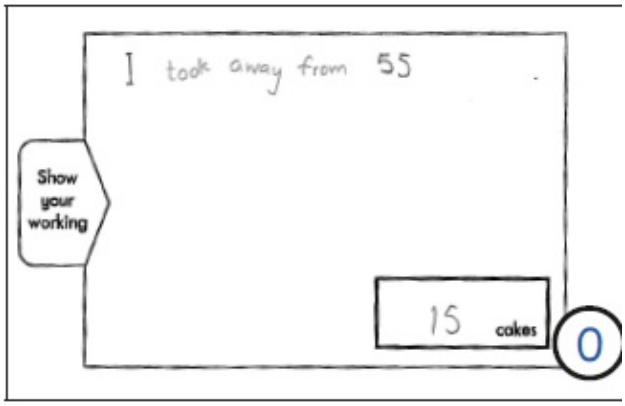


Elena and Aidan used a pictorial method to solve the problem. Elena has correctly drawn 55 circles to represent the total number of cakes, and has proceeded to cross off 20 and 19. When obtaining her final answer she made a counting error. She can be awarded **one mark** for her correct method. Aidan, unlike Elena, has only drawn 50 circles, not 55. He then proceeded to cross off 20 and 19 accurately. However, he cannot be awarded the method mark because he did not use the number 55 as his starting point, so his method is incorrect and **no marks** are awarded.

Marius: 1 mark

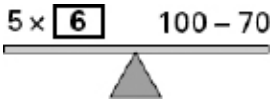


Aisha: 0 marks



Marius has explained his method fully in words; he has subtracted 20 from 55 providing the correct answer of 35. He then explains that he subtracted 19 from 35, but at this stage he has made an arithmetic error providing the incorrect answer of 17. Even though his final answer is incorrect, he has shown a complete, correct method and therefore is awarded **one mark**. Aisha has also explained her method in words but has not explained which numbers she took from 55 to get to her answer of 15. Therefore **no marks** are awarded.

37. Box completed as shown:

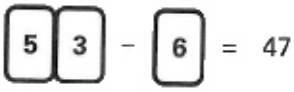


[1]

38. 19

[1]

39. Boxes completed as shown:



***All three** digits must be correct for the award of the mark.*

[1]

40. (a) £16

1

(b) Award **TWO** marks for the correct answer of £8

If the answer is incorrect, award **ONE** mark for evidence of appropriate working, e.g.
12.50 + 19.50 = 32
40 − 32 = wrong answer

*Accept: for **ONE** mark £800 **OR** £800p as evidence of appropriate working. Working must be carried through to reach an answer for the award of **ONE** mark.*

Up to 2

[3]

41. (a) 20p

U1

(b) 6
Accept reference to the correct amount of money left over, eg
- *6 and 10p left over*
- *6 r 10*

***Do not** accept incorrect references, eg*
- *6.(...)*
- *6 and 6p left over*

1

[2]

42. Award **TWO** marks for the correct answer of 90p

If the answer is incorrect award **ONE** mark for evidence of an appropriate method, eg
- £1.70 - £1.30 = 40p
  £1.30 - 40p = (wrong answer)
- £1.70 - £1.30 = 40p
  £1.70 – (2 × 40p) = (wrong answer)

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

Up to 2

[2]

43. (a) 58

1

(b) 35

U1

[2]

44. Gives any three numbers that combine as shown to give 60, eg
- 100 + 20 – 60
- 60 + 1 – 1
- 60 + 60 – 60

1

Gives any three numbers that combine as shown to give 0.6, eg

- 0.5 + 0.5 – 0.4
- 2 + 1 – 2.4
- 0.6 + 1 – 1

Accept fractions, decimals or negatives
Accept zero(s) used

1
U1

[2]

45. (a) Gives both correct numbers in the correct positions, ie
3 and 35

1

(b) Gives both correct numbers in the correct positions, ie
5 and 95

2

or
Gives one correct number in the correct position

1

[3]

46. (a) 5.3

Accept equivalent fractions or decimals

1

(b) 8.1

! Follow through
Accept follow through as their (a) + 2.8, provided this requires 'bridging the units' eg, from their (a) as 6.4 accept

- *9.2*

U1

[2]

47. –2

1

12

1

[2]

48. (a) 5.2 or equivalent

! Units shown
Ignore

1

(b) Indicates 5.8 on the number line

! ***Indication not accurate***
Accept if nearer to 5.8 than to 5.7 or 5.9

! ***Arrow labelled***
Ignore, even if incorrect

! ***Own number line drawn***
Accept provided each 0.1 is marked and is equally spaced, and both 5 and 6, or both 6 and 7, are labelled

1

(c) 5.9 or equivalent

Do not accept correct answer shown in working but their final answer given as 59

Do not accept their answer shown as negative, eg
− 5.9

1

[3]

49. 988 (pieces)

[1]

50. 50p **or** £0.50

This mark may be awarded for children who have the **wrong answer** but have recorded a complete method which, without arithmetical errors, would give the correct answer.

*Award both marks for the correct answer by entering **1** in each mark box.*
*For **two marks**, accept 50, 0.50, £0.50p, £0-50, £0:50, £0 50 (with a clear space between 0 and 5) or fifty pence written in words.*

A child with a correct answer can be awarded two marks even if they have failed to record a correct method or any method at all, since it can be assumed that they used a correct mental method to reach their answer.

2
U1

OR

*If **one** mark is awarded, enter **1** then **0** in the mark boxes.*

*For **one mark**, accept a correct value with incorrect use of units as evidence of a complete method, eg £50, 0.50p or £50p.*

***Do not** accept £1.50 for one mark.*

*One mark may be awarded to children who have failed to record the correct answer, provided they have demonstrated a complete method for finding six lots of 25p **and** then finding the difference between this value and £2. (This might be numerals, signs, words, diagrams or any mixture of these)*.

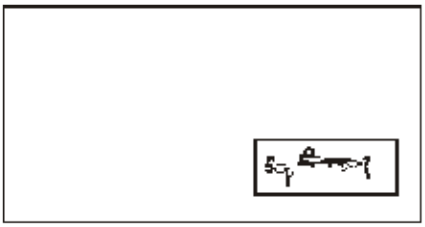
1

[2]

Examples of responses

1 or 2 marks **1 or 0 marks**

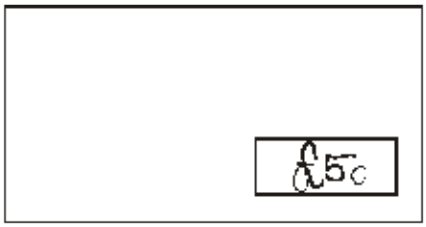
Abbie can be awarded two marks for a correct answer even though she has not recorded a method. Taylor has recorded the same number as Abbie but has used incorrect units of money. Taylor has not recorded a method. However, we can assume that he used an appropriate mental method since he has reached the correct numerical answer even though he has not used money notation correctly. Taylor can be awarded one mark despite the use of incorrect units.



Abbie

1

1

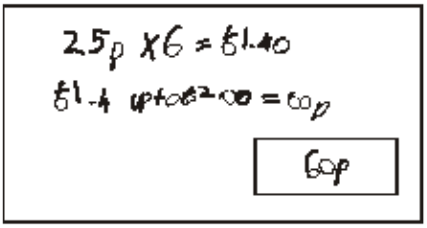


Taylor

1

0

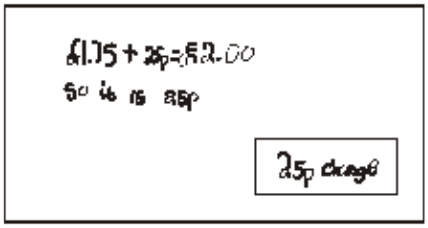
Maisie has attempted to find six lots of 25p, but has recorded an incorrect answer. She has then correctly counted on from her answer up to £2. Despite the arithmetical error in the first stage of her calculation she has recorded a complete method that can be awarded one mark. Aisha has correctly found the difference between £1.75 and £2. However, we do not know how she reached the value £1.75. Therefore her method is not complete and cannot be awarded a mark.



Maisie

1

0

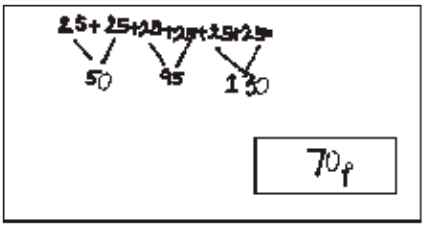


Aisha

0

0

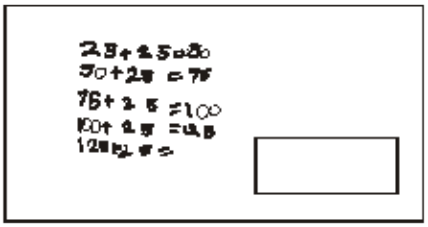
Mohammed has attempted to add six lots of 25p. However, he has made an arithmetical error in his addition. He has then proceeded to correctly find the difference between his answer and £2. Despite the arithmetical error his method is complete and, without arithmetical error, would give the correct answer. He can therefore be awarded one mark. George has also attempted to add six lots of 25p but has failed to recognise the need to complete the second stage of the problem. His method is not complete and cannot be awarded a mark.



Mohammed

1

0

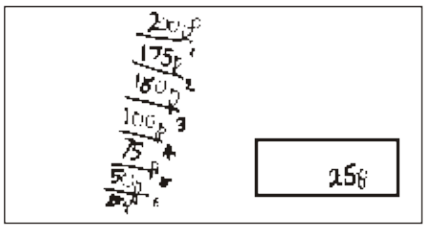


George

0

0

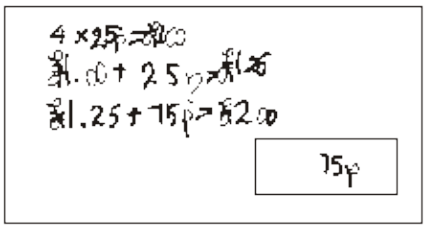
Kieran started with £2 and counted back 25p six times. However, he has made an arithmetical error in one of the steps in his calculation to reach an incorrect final answer. Kieran's method is complete and, without this error, would have led to the correct answer. He can be awarded one mark. Erin has worked out the answer to five lots of 25p instead of six lots of 25p. Even though she has found the difference between her answer and £2, she cannot be awarded a mark since the first stage of her method is incorrect.



Kieran

1

0

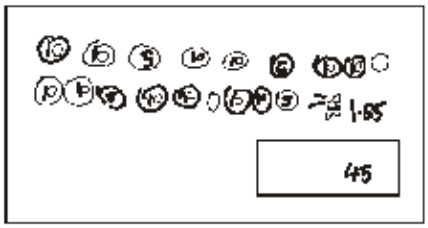


Erin

0

0

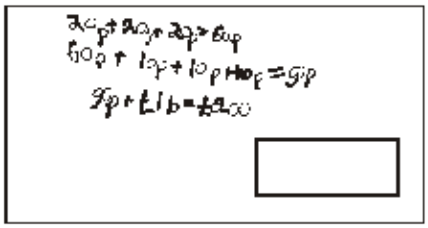
Daria has recorded a pictorial method to show six lots of two 10p coins and a 5p coin. Although she incorrectly totalled these to reach £1.55 she correctly found the difference between £1.55 and £2. Apart from the arithmetical error, her method is complete and can be awarded one mark. Elijah has attempted to partition. However, he has only taken account of three lots of 20p rather than six lots. Even though the additions are completed correctly and he found the difference between his total and £2, his method is not complete. Elijah cannot be awarded the mark.



Daria

1

0

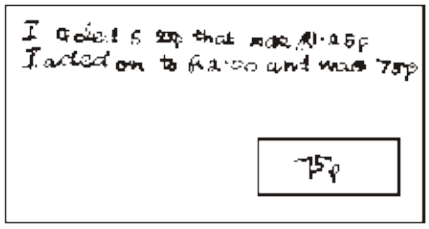


Elijah

0

0

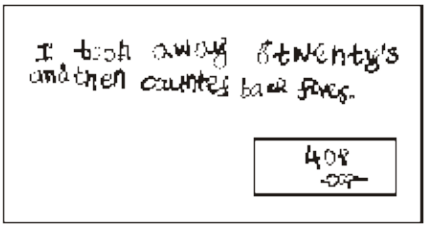
Liam has described a method that involves adding six lots of 25p and finding the difference between his answer and £2. However, he has made an arithmetical error in the first stage of his calculation. Apart from this error his method is complete and can be awarded one mark. Nicole has partitioned 25p into 20 and 5. She has described counting back six lots of 20p and recorded 80p in the answer box. She then realised that she needed to count back in fives but was unclear about the number of fives that she needed to count back. Her method is incorrect so she cannot be awarded a mark.



Liam

1

0



Nicole

0

0

51. 58

Children are not required to use the number line for the award of the mark.

[1]

52. £7.65

Accept £7.65p, £7-65, £7:65, £7 65 (with a clear space between the 7 and 6).
Do not *accept £765p* ***or*** *£765*

[1]

53. Rings around:

one 1p coin

and

three £1 coins

Accept any other clear way of indicating the correct coins.
Do not *award the mark if extra coins are ringed unless it is clear that the four correct coins are the child's final choice.*

[1]

54. Award **two** marks for the correct answer of 9
If both marks are awarded, record by entering 1 in each marking space.

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

38 + 7 = 45
45 ÷ 5 = wrong answer

OR

A 'trial and improvement' method, eg

12 × 5 – 7 = 53
7 × 5 – 7 = 28
10 × 5 – 7 = 43

*A 'trial and improvement' method must show evidence or improvement, but a final answer need not be reached for the award of **ONE** mark.*
*Award **ONE** mark by entering 1, 0 in the marking spaces.*

Up to 2m

[2]

55. An example that shows two multiples of 10 totalling a number that is not a multiple of 20, eg:

10 + 20 = 30

OR

60 + 30 = 90

Accept a correct example without a total, eg 10 + 20
***Do not** accept a total without exemplification of how this total was reached, eg 30*

U1

[1]

56. 22

Accept –22

[1]

57. One number circled as shown:

4 (5) 6 7 8

Accept any other clear way of indicating the correct number, such as ticking or underlining.

U1

[1]

58. Digits written in boxes as shown:

4 [8] 2 + 2 8 [6] = 768

[1]

59. Award **ONE** mark for all three correct numbers in the correct order, ie

[7] [11] [15]

U1

[1]

60. Award **TWO** marks for the correct answer of £1.56

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

Shows the digits 156

or

Shows the values 2.78 or 278 and 4.34 or 434

or

Shows the value 3.44 or 344

or

Shows a complete correct method with not more than one computational error, eg

- (5 − 0.66) − (1.99 + 0.79)
- £1.99 + 79p + 66p = *£3.45 (error)*
  £5 – £3.45 = £1.55

! ***Inconsistent units***

Within an otherwise correct method, condone
eg, for 1m accept

- *(5 − 66) − (1.99 + 79)*

Up to 2

(U1)

[2]

61. £1.30, with no evidence of incorrect working

Do not accept incorrect working, eg

- *5 – 1.10 = 4.90*
  4.90 ÷ 3 = 1.30

2

or Shows the value 1.3 or 130, with no evidence of incorrect working

or

Shows the digits 39(0)

or

Shows a complete correct method with not more than one computational error, provided their value is rounded or truncated to the nearest penny, eg

- 5 − 1.10 = 4.90
  4.90 ÷ 3 = 1.63

Do not accept conceptual error, eg

- *5 − 1.10 = 4.10*
  4.10 ÷ 3 = 1.37

1
U1

[2]

62. (a) 8

1

(b) 10

! ***Reference to money left over***

Do not accept fractions of vests, eg

- *10.05*

However, accept reference to a remainder, even if incorrect, eg

- *10 with 10p change*
- *10 r1*

1

(c) £ 11.02

2

or Shows the digits 1102, eg
Shows the digits 898
or
Shows a complete correct method with not more than one error, eg

- 2 × 2.5 + 2 × 1.99 then subtract from 20
- 20 − (5 + 3.98)
- 2 × 2.5 = 5
  2 × 1.99 = 2.99 *(error)*
  20 − (2.99 + 5) = £ 12.01

or

- The only error is to use only one T-shirt and one vest, eg

£ 15.51

! ***For 1m, necessary brackets omitted***

As this is a level 4 mark, condone, eg accept

- *20 − 5 + 3.98*

1

[4]

63. (a) £ 179.40

1

(b) 5

2

or Shows the digits 3225

or
Shows the value 2.5 or 4.5, or equivalent
or
Shows or implies a complete correct method with not more than one error, even if their final answer is not an integer, or is rounded or truncated, eg

- 12.90 + 12.90 + 6.45 + 6.45 + 6.45 + 6.45 + 6.45 = 58.05
- 12.90 × 2 = 25.80, 58.05 − 25.80 = 23.75 *(error)*
  23.75 ÷ 6.45 = 3.68 so 3

1
U1

[3]

64. (a) 15

1

(b) 11

! ***Units of 50p or 20p given***

Accept only if unambiguous, eg for part (a)

- *15 50p coins*
- *15 50p*

However, if in parts (a) and (b) the only error is that the inclusion of 50 or 20 creates ambiguity, mark as 0;1, eg

- *15 50, 11 20*
- *1550, 1120*

! ***Other units given****, eg for part (a)*

- *15p*

Penalise only the first occurrence

U1

[2]

65. *Award **TWO** marks for the correct answer of £104.75*

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

- *evidence of an appropriate method, eg*
  - *(18.45 + 2.5) × 5*
  - *18.45 + 2.5(0) = 21 (error)*
    21 × 5 =

OR

- *Showing the digits 10475*

Up to 2

[2]

66. *Indicates No and gives a correct explanation*

The most common correct explanations:

Give a counter example, eg

- *2 + 3 = 5 which is odd*
- *5, 6 gives 11*
- *3 + 4 is not even*

Show why the result must be odd, eg

- *You will always add an odd to an even and that gives you an odd number*
- *Even + odd = odd*
- □□□□
  □□□□□

There will always be one left over so it will be odd

Accept minimally acceptable explanation, eg

- *You will always add an odd to an even*
- *Even + odd*
- *The result is always odd*

Do not accept incomplete explanation that does not infer addition, eg

- *It goes odd, even, odd, even ...*

Do not accept incorrect statement accompanying a correct statement, eg

- *You will always add an odd to an even and sometimes that gives you an odd number and sometimes it is even*

U1

[1]

67. *(a) 10*

1

(b) 8

1

(c) £ 3

1

[3]

68. *14*

2

or *Gives the value 0.14 or equivalent*

or

Shows the digits 28

or

Shows a complete correct method with not more than one computational error, eg

- *100 ÷ 2 = 50*
  50 − 36

- *36 + 36 = 74 (error)*
  100 − 74 = 26
  26 ÷ 2 = 13

1

[2]

69. *Shows or implies that there are exactly seven two-digit numbers with digits that add to 12, eg*

- *Answer of 7*
- *39, 48, 57, 66, 75, 84, 93 [any order]*

U2

or *Shows at least four of the seven correct two-digit numbers with not more than two incorrect, even if some correct numbers are repeated*
Do not accept for 2m, numbers repeated

1

[2]

70. *£190*

2

or *Shows the digits 108*

or

Shows the correct method of 18 × 6 + 82
Accept repeated addition for 18 × 6

Shows the digits 190 with the decimal point misplaced, eg

- *1.90*
- *1900*

1

[2]

71. *(a)* *9.4*

! ***Rounded values***
Accept only if a more accurate value or correct method seen

1

(b) *1.85*
Accept equivalent values, eg, for part (a)

- *9.40*

1

(c) *16.8*
Accept follow through
In part (c), follow through as any of the following:
(a) + 7.4, or
[2.35 + (b)] × 4, or
(a) + 4 × (b)

1

[3]

72. *Award **TWO** marks for the correct answer of 8*
If both marks are awarded, record by entering 1 in each marking space.

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

64 - 24 = 40
40 ÷ 5 = wrong answer

*The working must be carried through to reach an answer for the award of **ONE** mark.*
*Award **ONE** mark by entering 1, 0 in the marking spaces.*

Up to 2m

[2]

73. *Gives a pair of numbers with a product of 24*
Accept fractions, decimals or negatives

1

Gives a pair of numbers with a product of 10

1

[2]

74. *Indicates Steve and gives the value 0.15 or equivalent*

2

or *Shows the value 0.15 or equivalent*

or

Indicates Steve and shows the digits 15

or

Indicates Steve and shows either the value 1.25 or equivalent decimal or the value 125

or

Indicates Steve and converts both heights to mixed numbers or fractions, where the fractions have a common denominator, eg

- $1\frac{10}{40}, 1\frac{16}{40}$

1

[2]

75. *− 4*
Do not accept temperature written as 4 −

[1]