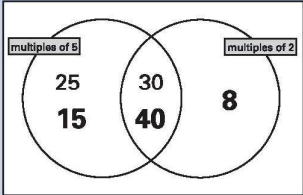
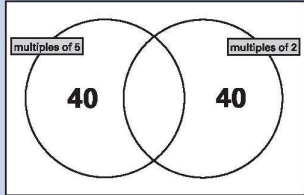


### Test A questions 1–3

Question	Requirement	Mark	Additional Guidance
1	<p>Award <b>TWO</b> marks for the diagram completed correctly as shown.</p> <p>If the answer is incorrect, award <b>ONE</b> mark for at least two lines correctly drawn.</p>	Up to 2m	<p>Lines need not touch the boxes, provided the intention is clear.</p> <p><b>Do not</b> accept two or more lines emanating from the same left-hand box.</p>
2a	350	1m	
2b	112	1m	
3	C	1m	Accept alternative, unambiguous indications of the answer such as a cross on shape C or a line from C to the hole.

### Test A questions 4–8

Question	Requirement	Mark	Additional Guidance
4	<p>Award <b>TWO</b> marks for all three numbers placed in the regions as shown.</p>  <p>If the answer is incorrect, award <b>ONE</b> mark for two numbers correctly placed.</p>	Up to 2m	<p><b>Do not</b> accept a number repeated in different regions, eg</p>  <p><b>Do not</b> penalise answers which offer additional numbers (other than 8, 15 and 40) on the diagram, whether correctly placed or not.</p>
5	620	1m	
6a	<p>Award <b>TWO</b> marks for the correct answer of 74p <b>OR</b> £0.74</p> <p>If the answer is incorrect, award <b>ONE</b> mark for evidence of appropriate working, eg</p> $148 \div 2 = \text{wrong answer}$	Up to 2m	<p>Accept for <b>TWO</b> marks 74 <b>OR</b> 0.74 <b>OR</b> £0.74p <b>OR</b> .74 <b>OR</b> £.74 <b>OR</b> £.74p</p> <p>Accept for <b>ONE</b> mark £74p <b>OR</b> 0.74p as evidence of appropriate working.</p> <p>Calculation must be performed for the award of <b>ONE</b> mark.</p>
6b	<p>Award <b>TWO</b> marks for the correct answer of 22p <b>OR</b> £0.22</p> <p>If the answer is incorrect, award <b>ONE</b> mark for evidence of appropriate working, eg</p> $2 \times 85 - 148 = \text{wrong answer}$	Up to 2m	<p>Accept for <b>TWO</b> marks 22 <b>OR</b> 0.22 <b>OR</b> £0.22 <b>OR</b> .22 <b>OR</b> £.22 <b>OR</b> £.22p</p> <p>Accept for <b>ONE</b> mark £22p <b>OR</b> 0.22p <b>OR</b> £22 as evidence of appropriate working.</p> <p>Calculation must be performed for the award of <b>ONE</b> mark.</p>
7a	107	1m	Answers must be calculated in each case, eg <b>do not</b> accept $15 + 42 + 50$ as the answer to 7a.
7b	53	1m	
8a	5	1m	
8b	- 3 <b>OR</b> minus 3	1m	<p>Accept '3 degrees below zero' or similar <b>OR</b> '-3' written on either thermometer.</p> <p><b>Do not</b> accept '3-' <b>OR</b> a mark on the thermometers such as a cross, unless the numerical answer is written.</p>

### Test A questions 9–14

Question	Requirement	Mark	Additional Guidance
9	Award <b>TWO</b> marks for the correct answer of A, C, E. Accept for <b>ONE</b> mark either three correct letters and one additional letter <b>OR</b> two correct letters and up to one incorrect letter.	<b>Up to 2m</b>	Accept letters in any order. Accept alternative, unambiguous indications, eg ticks or mirror lines drawn on the correct shapes.
10a	5	<b>1m</b>	
10b	18	<b>1m</b>	
11	0.1 0.5 <u>0.05</u> 0.7 <u>0.07</u> 0.2	<b>1m</b>	Accept alternative indications, eg the numbers crossed or underlined.
12	Any two numbers such that Sara's number is thirteen greater than Leon's, eg Leon 10 Sara 23	<b>1m</b>	Accept decimals, fractions, negative numbers and zero.
13	630	<b>1m</b>	
14a	3 <b>AND</b> 4	<b>1m</b>	Accept numbers in either order.
14b	An explanation which recognises that more than half of the spinner sections have 2 in them, eg <ul style="list-style-type: none"> <li>■ 'More than half are twos';</li> <li>■ 'There are five twos out of the nine';</li> <li>■ 'There are more twos than all the other numbers altogether';</li> <li>■ 'Because 2 has a probability of <math>\frac{5}{9}</math>'.</li> </ul>	<b>1m</b>	<b>Do not</b> accept vague or arbitrary explanations, eg <ul style="list-style-type: none"> <li>■ 'There's more twos than any other number';</li> <li>■ 'It's the easiest one to get';</li> <li>■ 'Twos are the most'.</li> </ul>

### Test A questions 15–19

Question	Requirement	Mark	Additional Guidance
<b>15a</b>	Award <b>TWO</b> marks for the correct answer of £2.10 <b>OR</b> 210p If the answer is incorrect, award <b>ONE</b> mark for evidence of appropriate working, eg $350 \div 100 = 3.5$ $3.5 \times 60 =$ wrong answer	<b>Up to 2m</b>	Accept for <b>TWO</b> marks £2.10p <b>OR</b> 210 <b>OR</b> 2.10 Accept for <b>ONE</b> mark £2.1 <b>OR</b> £210 <b>OR</b> 2.10p as evidence of appropriate working. Calculation must be performed for the award of <b>ONE</b> mark.
<b>15b</b>	Award <b>TWO</b> marks for the correct answer of 250 If the answer is incorrect, award <b>ONE</b> mark for evidence of appropriate working, eg $200 \div 80 = 2.5$ $100 \times 2.5 =$ wrong answer.	<b>Up to 2m</b>	Calculation must be performed for the award of <b>ONE</b> mark.
<b>16a</b>	width = 22	<b>1m</b>	
<b>16b</b>	height = 17	<b>1m</b>	If the correct answers are transposed, award the mark for 16b only.
<b>17a</b>	An answer in the range 21 to 26 inclusive.	<b>1m</b>	<b>No mark</b> is awarded for an answer which is not a whole number.
<b>17b</b>	An explanation which recognises that Tony's snails are a quarter of 80 and that Gemma's snails are half of 36, so that Tony found more, eg <ul style="list-style-type: none"> <li>■ 'Tony found 20 and Gemma found only 18';</li> <li>■ 'Quarter of 80 is more than half of 36'.</li> </ul>	<b>1m</b>	No mark is awarded for circling the correct answer of 'Tony'. <b>Do not</b> accept vague or arbitrary explanations, eg <ul style="list-style-type: none"> <li>■ 'Tony found loads more';</li> <li>■ 'Gemma found more but Tony's amount is bigger'.</li> </ul> Accept a correct, unambiguous explanation even if the wrong name is circled.
<b>18</b>	10 (100) 1000 (10 000) 100 000 <b>OR</b> (10) 100 1000 10 000 (100 000)	<b>1m</b>	Accept alternative indications such as the numbers crossed or underlined. <b>Do not</b> accept 1000 circled twice.
<b>19</b>	54	<b>1m</b>	Accept figures written on the diagram, provided a total is given.

### Test A questions 20–23

Question	Requirement	Mark	Additional Guidance
20	<p>Explanation which recognises that the numbers in the sequence are multiples of 40 and that 2140 is not <b>OR</b> that only the even hundreds in the sequence have the numbers ending in 40, eg</p> <ul style="list-style-type: none"> <li>■ 'it doesn't divide by 40';</li> <li>■ '140 isn't in it so 2140 won't be';</li> <li>■ 'it will go 2000, 2040, 2080, 2120, 2160 . . . so there's no 2140'.</li> </ul>	1m	<p><b>No mark</b> is awarded for circling 'No' alone.</p> <p>Do not accept vague or arbitrary explanations, eg</p> <ul style="list-style-type: none"> <li>■ 'It's odd, so it won't be there';</li> <li>■ 'It's not part of the sequence'.</li> </ul>
21	4.85	1m	
22a	(11,9)	1m	Accept answers written on the diagram with or without brackets and commas. Co-ordinates must be in the correct order.
22b	(15,3)	1m	
23	<p>Explanation which indicates that 300 can be added to 195, eg</p> <ul style="list-style-type: none"> <li>■ 'It's 3 x 100 more';</li> <li>■ 'You add another 300 on';</li> <li>■ '3 x 65 = 195, 3 x 100 = 300 so it's 495';</li> <li>■ '100 has been added to 65, so multiply 100 by 3 and add it to 195'.</li> </ul>	1m	<p>An answer to the multiplication is not required and <b>no mark</b> is awarded for it.</p> <p><b>Do not</b> accept vague answers such as:</p> <ul style="list-style-type: none"> <li>■ 'You work it out';</li> <li>■ 'Do a sum';</li> <li>■ 'It's nearly the same except it has 100 in front of it'.</li> </ul>