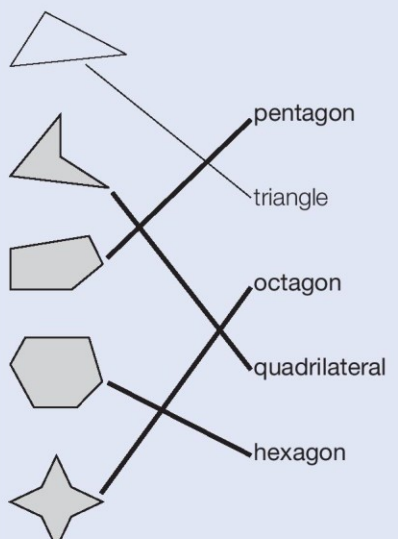
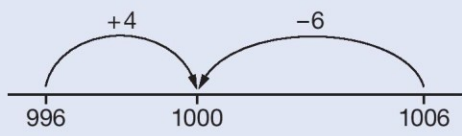
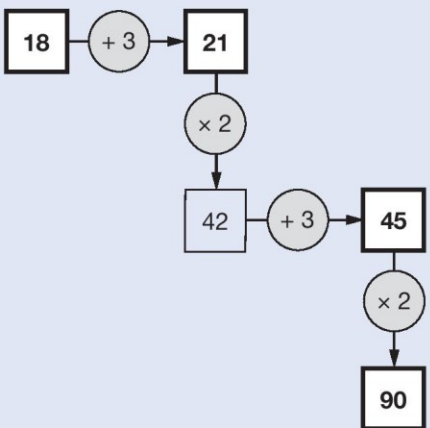
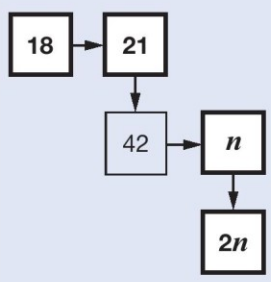
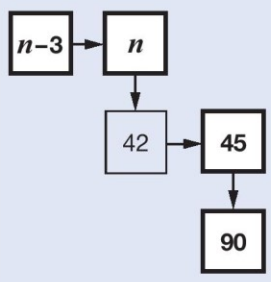


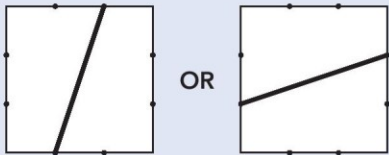
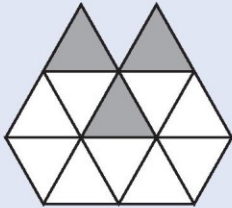
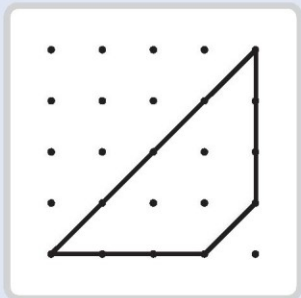
## Test A questions 1–3

Question	Requirement	Mark	Additional guidance
1	<p>Award <b>TWO</b> marks for four shapes correctly matched as shown:</p>  <p>If the answer is incorrect, award <b>ONE</b> mark for at least two shapes correctly matched.</p>	Up to 2m	<p>Lines need not touch shapes or names, provided the intention is clear.</p> <p><b>Do not</b> credit any shape which has been matched to more than one name.</p>
2	<p>Prices in order, as shown:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px; margin: 2px;">£2.50</div> <div style="border: 1px solid black; padding: 2px 5px; margin: 2px;">£20.05</div> <div style="border: 1px solid black; padding: 2px 5px; margin: 2px;">£20.50</div> <div style="border: 1px solid black; padding: 2px 5px; margin: 2px;">£25</div> </div>	1m	<p>Accept use of equivalent units, eg 2050p.</p> <p>Accept answers with missing or incorrect units.</p>
3	<p>996 circled, and an explanation that it is closer in value than 1006 to 1000, eg:</p> <ul style="list-style-type: none"> <li>■ '996 is 4 less than 1000, but 1006 is 6 more'</li> <li>■ '1000 - 996 = 4, 1006 - 1000 = 6'</li> <li>■ 'It's closer by 2'</li> </ul>  <ul style="list-style-type: none"> <li>■ 'Both end in 6 which means to the nearest ten they round up. So 996 rounds up to 1000, but 1006 rounds up to 1010'</li> <li>■ '1006 is nearer 1010, but 996 is nearer 1000'</li> <li>■ '996 is only 4 away'.</li> </ul>	<p>1m</p> <p style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">U1</p>	<p>No mark is awarded for circling 996 alone.</p> <p><b>Do not</b> accept vague or incomplete explanations, eg:</p> <ul style="list-style-type: none"> <li>■ '1006 is further away'</li> <li>■ '996 is less than 1000, but it is still closer than 1006'</li> </ul> <p>If 996 is not circled, but a correct, unambiguous explanation is given, then award the mark.</p>

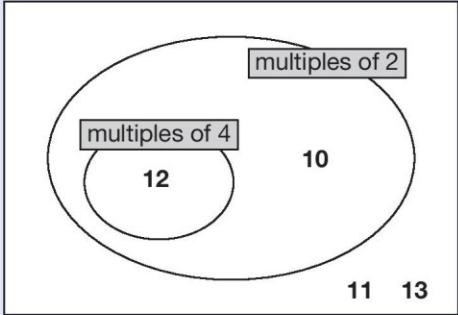
## Test A questions 4–5

Question	Requirement	Mark	Additional guidance
4a	<p>Award <b>TWO</b> marks for the correct answer of 26</p> <p>If the answer is incorrect, award <b>ONE</b> mark for evidence of appropriate working, eg:</p> <ul style="list-style-type: none"> <li>■ <math>12 + 25 + 17 = 54</math></li> <li>■ <math>80 - 54 = \text{wrong answer}</math></li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>■ <math>80 - 12 - 25 - 17 = \text{wrong answer}</math></li> </ul>	Up to 2m	Working must be carried through to reach an answer for the award of <b>ONE</b> mark.
4b	£6	1m	
5	<p>Award <b>TWO</b> marks for all four numbers correct as shown:</p>  <p>If the answer is incorrect, award <b>ONE</b> mark for three numbers correct.</p>	Up to 2m	<p>If the answer is incorrect, award <b>ONE</b> mark for two numbers correct <b>AND</b> two numbers appropriately linked, ie</p>  <p><b>OR</b></p>  <p>where <math>n</math> is any number.</p>

## Test A questions 6–11

Question	Requirement	Mark	Additional guidance										
6a	2	1m	Accept Seb <b>AND</b> Mina.										
6b	Seb <b>AND</b> Kirsty <b>AND</b> Jack	1m	Names may be given in any order. Accept unambiguous abbreviations or recognisable misspellings. <b>Do not</b> accept 3										
7	216	1m											
8	Dots joined to divide square into two congruent parts, eg 	1m U1	Accept slight inaccuracies in drawing (see page 3 for guidance). Accept more than one answer if all are correct.										
9	Diagram completed to show three triangles shaded, or equivalent, eg 	1m	Accept inaccurate shading provided the intention is clear.										
10	Award <b>TWO</b> marks for three numbers correct as shown: <table border="1" data-bbox="240 1317 620 1541"> <thead> <tr> <th></th> <th>rounded to the nearest hundred</th> </tr> </thead> <tbody> <tr> <td>316</td> <td>300</td> </tr> <tr> <td>3162</td> <td><b>3200</b></td> </tr> <tr> <td>31628</td> <td><b>31600</b></td> </tr> <tr> <td>316281</td> <td><b>316300</b></td> </tr> </tbody> </table> <p>If the answer is incorrect, award <b>ONE</b> mark for two numbers correct.</p>		rounded to the nearest hundred	316	300	3162	<b>3200</b>	31628	<b>31600</b>	316281	<b>316300</b>	Up to 2m	
	rounded to the nearest hundred												
316	300												
3162	<b>3200</b>												
31628	<b>31600</b>												
316281	<b>316300</b>												
11	Diagram completed as shown: 	1m	Accept inaccurate drawing provided the intention is clear.										

## Test A questions 12–16

Question	Requirement	Mark	Additional guidance
12a	<p>Award <b>TWO</b> marks for the correct answer of £2.63</p> <p>If the answer is incorrect, award <b>ONE</b> mark for evidence of appropriate working, eg</p> $82\text{p} \times 2 = 164\text{p}$ $66\text{p} + 33\text{p} = 99\text{p}$ $164\text{p} + 99\text{p} = \text{wrong answer}$	Up to 2m	<p>Accept for <b>ONE</b> mark £263 <b>OR</b> £263p as evidence of appropriate working.</p> <p>Working must be carried through to reach an answer for the award of <b>ONE</b> mark.</p>
12b	300	1m	
13a	C	1m	Accept 18
13b	D	1m	
14	24	1m	
15	D B C A	1m	<p>Accept alternative unambiguous indications of the correct order, eg</p> <p>7:30 7:45 7:54 7:56</p>
16	<p>Award <b>TWO</b> marks for all four numbers correctly placed as shown:</p>  <p>If the answer is incorrect, award <b>ONE</b> mark for three numbers correctly placed.</p>	Up to 2m	<p>Accept alternative unambiguous indications, eg lines drawn from the numbers to the appropriate regions of the diagram.</p> <p><b>Do not</b> accept numbers written in more than one region.</p>

## Test A questions 17–19

Question	Requirement	Mark	Additional guidance
17	160	1m U1	
18	<p>Award <b>TWO</b> marks for the correct answer of 15680</p> <p>If the answer is incorrect, award <b>ONE</b> mark for evidence of appropriate working which contains no more than <b>ONE</b> arithmetical error, eg:</p> <ul style="list-style-type: none"> <li>long multiplication algorithm, eg           <math display="block">\begin{array}{r} 560 \\ \times 28 \\ \hline 11200 \\ 4480 \\ \hline \end{array}</math>           wrong answer         </li> <li>grid method, eg           <math display="block">\begin{array}{r rr} &amp; 500 &amp; 60 \\ 20 &amp; 10000 &amp; 1200 \\ 8 &amp; 4000 &amp; 480 \\ \hline &amp; &amp; = \text{wrong answer} \end{array}</math> </li> <li>partitioning method, eg           <math display="block">\begin{array}{l} 560 \times 10 = 5600 \\ 560 \times 10 = 5600 \\ 560 \times 8 = 4480 \\ \hline \end{array}</math>           wrong answer         </li> <li>factorisation method, eg           <math display="block">\begin{array}{l} 560 \times 7 = 3920 \\ 3920 \times 4 = \text{wrong answer} \end{array}</math> </li> </ul>	Up to 2m	<p>In all cases accept follow through of <b>ONE</b> error in working.</p> <p><b>Do not</b> award any marks if:</p> <ul style="list-style-type: none"> <li>the error is in the place value, eg the omission of the zero when multiplying by two tens, eg           <math display="block">\begin{array}{r} 560 \\ \times 28 \\ \hline 1120 \\ 4480 \\ \hline \end{array}</math>           wrong answer         </li> <li>the final (answer) line of digits is missing.</li> </ul> <p>Variations on algorithms are acceptable, provided they represent viable and complete methods.</p> <p>Working must be carried through to reach an answer for the award of <b>ONE</b> mark.</p>
19	<p>Award <b>TWO</b> marks for all five letters in the correct order as shown:</p> <p><b>B</b> <b>E</b> <b>C</b> <b>D</b> <b>A</b></p> <p>If the answer is incorrect, award <b>ONE</b> mark for at least three letters correct.</p>	Up to 2m	<p>Accept alternative unambiguous indications, eg</p>

## Test A questions 20–21

Question	Requirement	Mark	Additional guidance
20a	8	1m	If the answer to 20a is 14 <b>AND</b> the answer to 20b is 8, then award <b>ONE</b> mark for 20b.
20b	14	1m U1	
21	<p>Award <b>TWO</b> marks for the correct answer of</p> <p>Mina <b>14</b>   Kirsty <b>9</b>   Seb <b>7</b></p> <p>If the answer is incorrect, award <b>ONE</b> mark for:</p> <ul style="list-style-type: none"> <li>■ two numbers correct</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>■ 14 <b>AND</b> 9 <b>AND</b> 7 with some or all attributed to the wrong child</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>■ evidence of appropriate working, eg  <math>30 - 5 + 2 = 27</math>            Kirsty = <math>27 \div 3 =</math> wrong answer            Mina = wrong answer + 5            Seb = wrong answer – 2</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>■ a 'trial and improvement' method, eg  <math>10 + 5 + 3 = 18</math>  <math>20 + 15 + 13 = 48</math>  <math>15 + 10 + 8 = 33</math></li> </ul>	<p>Up to 2m</p> <p>U1</p>	<p>Working must be carried through to reach an answer for the award of <b>ONE</b> mark.</p> <p>A 'trial and improvement' method must show evidence of improvement, but a final answer need not be reached for the award of <b>ONE</b> mark.</p>

## Test A questions 22–24

Question	Requirement	Mark	Additional guidance
22a	Answer in the range 15% inclusive to 25% exclusive	1m	<b>Do not</b> accept 25%
22b	Answer in the range 200g to 400g exclusive	1m	<b>Do not</b> accept 200g <b>OR</b> 400g.
23	Numbers in order as shown: <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px;">0.34</div> <div style="border: 1px solid black; padding: 2px 5px;">43%</div> <div style="border: 1px solid black; padding: 2px 5px;">0.7</div> <div style="border: 1px solid black; padding: 2px 5px;"><math>\frac{3}{4}</math></div> </div>	1m	Accept use of equivalent fractions, decimals or percentages, eg 0.34, 0.43, 0.7, 0.75
24	Award <b>TWO</b> marks for the correct answer of 24 If the answer is incorrect, award <b>ONE</b> mark for evidence of appropriate working, eg: <ul style="list-style-type: none"> <li>■ <math>18 \div 3 \times 4 =</math> wrong answer</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>■ <math>18 \div 3 = 6</math>  <math>6 + 18 =</math> wrong answer</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>■ a 'trial and improvement' method, eg  <math>18 \text{ girls} + 14 \text{ boys} = 32</math>    <math>32 \div 4 = 8</math>  <math>18 \text{ girls} + 10 \text{ boys} = 28</math>    <math>28 \div 4 = 7</math>  <math>18 \text{ girls} + 4 \text{ boys} = 22</math>    <math>22 \div 4 =</math></li> </ul>	Up to 2m  <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">U1</div>	Working must be carried through to reach an answer for the award of <b>ONE</b> mark.          A 'trial and improvement' method must show evidence of improvement, but a final answer need not be reached for the award of <b>ONE</b> mark.