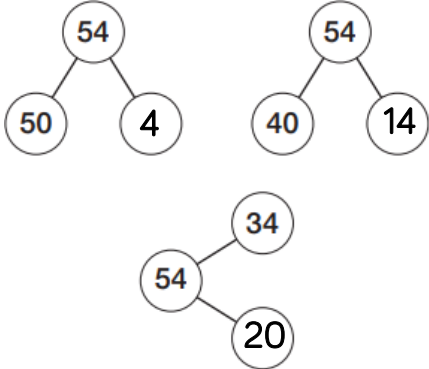
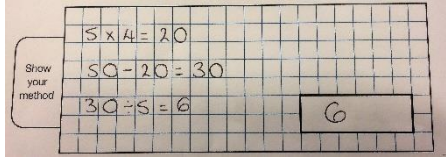
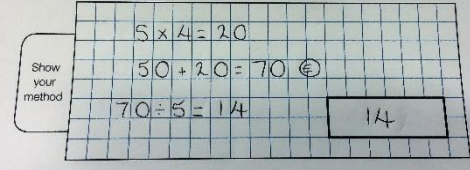
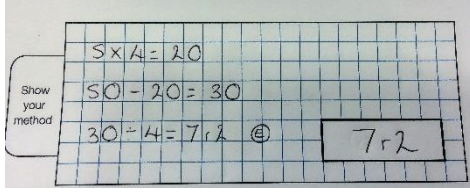
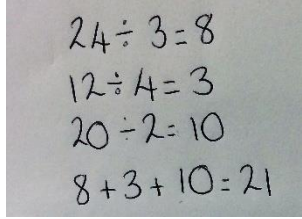
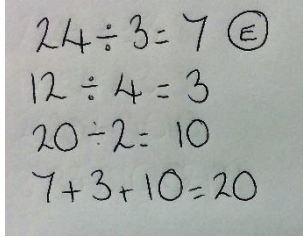
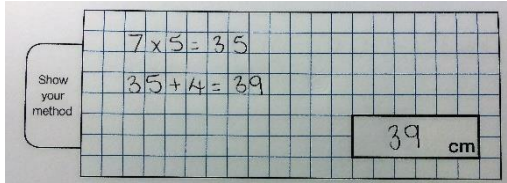
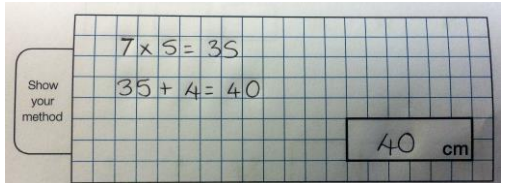


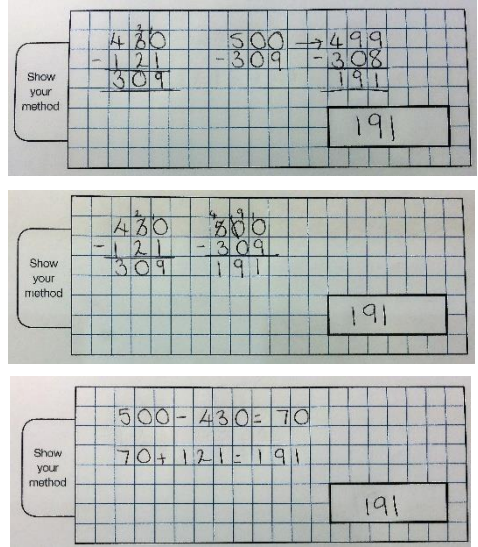
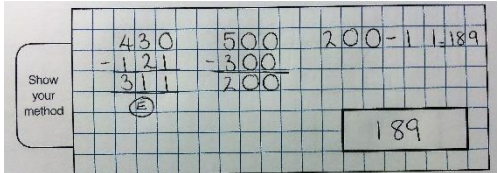
General Marking Principles

- Allow answers given in words unless otherwise instructed. Ignore spelling errors providing intention is clear.
- A reversed digit is acceptable if it is clearly recognisable as the digit intended.

Question	Answer	Marks	Notes and guidance
1	10,30,50,100	1	Award 1 mark for all 4 numbers correctly identified. Accept any other clear way of indicating the correct answers. Do not award the mark if additional numbers are indicated, unless it is clear the correct numbers are the pupil's final choice
2	Eight hundred and nineteen	1	Do not accept 819 Must be written in words.
	820	1	
3		2	Award 2 marks for 3 numbers correctly completed. Award 1 mark for any 2 numbers correctly completed.
4	63 63	1	Award 1 mark for both numbers correctly completed.
5	4	1	
	16	1	
6	43	1	

7	6	2	<p>Award 2 marks for the correct answer of 6 e.g.</p>  <p>If the answer is incorrect, award 1 mark for a full method with no more than one error, e.g.</p>  
8	861 > 681 > 186 > 168	1	Award 1 mark for all four numbers correctly ordered.
9	289	1	
10	<p>1 more than 907 is <input type="text" value="908"/></p> <p><input type="text" value="343"/> is ten more than 333</p> <p>100 less than <input type="text" value="777"/> is 677</p> <p>500 is <input type="text" value="2"/> hundreds less than 700</p>	2	<p>Award 2 marks for all four numbers correctly completed.</p> <p>Award 1 mark for at least 2 numbers correctly completed.</p>
11	$\begin{array}{r} \boxed{3} \ 6 \ 2 \\ - \ 1 \ 5 \ \boxed{3} \\ \hline 2 \ \boxed{0} \ 9 \end{array}$	2	<p>Award 2 marks for all three numbers correctly completed.</p> <p>Award 1 mark for 2 numbers correctly completed.</p>

<p>12</p>	<p>21</p>	<p>2</p>	<p>Award 2 marks for the correct answer of 21 e.g.</p>  <p>If the answer is incorrect, award 1 mark for a full method with no more than one error, e.g.</p> 
<p>13</p>	<p>No, followed by an explanation that the number is 52 e.g. - Beth has mistaken the tens for hundreds, the number is 52 - Beth has made 52</p>	<p>1</p>	<p>Award 1 mark for indicating No and providing a valid reason.</p>
<p>14</p>	<p>39</p>	<p>2</p>	<p>Award 2 marks for the correct answer of 39 e.g.</p>  <p>If the answer is incorrect, award 1 mark for a full method with no more than one error, e.g.</p> 

15	300, 350, 400	2	<p>Award 2 marks for all three numbers correctly completed.</p> <p>Award 1 mark for any 2 numbers correctly completed.</p>
16	$3 \times 8 = 24$ $8 \times 3 = 24$ $24 \div 8 = 3$ $24 \div 3 = 8$	2	<p>Award 2 marks for all four equations correctly completed.</p> <p>Award 1 mark for any two or three equations correctly completed.</p>
17	191	2	<p>Award 2 marks for the correct answer of 191 e.g.</p>  <p>If the answer is incorrect, award 1 mark for a full method with no more than one arithmetical error, e.g.</p> 
18	5	1	
19	470	1	

Total: 30 marks