

This test is divided into non-calculator and calculator questions.

The following marks are awarded for each question.

B	Unconditional accuracy mark
M	Method mark – the correct method must be shown but there may be an arithmetic error; the sight of the value given in brackets implies the award of the method mark
A	Accuracy mark – unless the question specifies that working must be shown, then the sight of the correct answer implies the award of full marks (unless the answer clearly comes from incorrect working)
C	Communication mark
P	Process mark – to show correct process for problem solving. Any other process of a similar standard to achieve an accurate result is acceptable to achieve this mark
FT	Incorrect values may be followed through from one step to the next, provided that the correct method is seen in each step and the only errors are arithmetic. This is shown in mark schemes by putting a number in inverted commas
OE	Or Equivalent answer mark

Non-Calculator			
Q	Answer	Mark	Comment
1a	12 060	B1	
1b	2000	B1	Accept 1000's-(not 1000)
2a	-5 -3 0 7 11	B1	
2b	$\frac{1}{4}$ $\frac{3}{10}$ 0.34 0.5 75%	B2	B1 smallest and largest identified.
3a	202	B1	
3b	6 000	B1	
3c	10	B1	
3d	560	M1	Complete method. Condone one arithmetic error.
		A1	560

4a	>	B1	Accept \neq
4b	$\frac{8}{10}$, 0.8	B1	Accept tenths
5a	(£)72	P1	350 – 278
		A1	coa
5b	(£)24	M1	ft their '72' \div 3
		A1	24
6	2.5 oe	B1	
7a	0.99 and 0.01, either order	B1	
7b	either 0.67 and 67 or 6.7 and 670	B1	
8	e.g. $3 \times 2 = 6$	B2	B1 at least one correct prime or factor identified.
9	(£)9	M1	10% = £6 found or $\frac{15}{100} \times 60$ oe
		A1	coa
10	$\frac{7}{12}$	B1	
11a	Correct reflection (3,2) (4,2) (3,4)	B1	
11b	Correct coordinate marked (–4,0)	B1	
12	$6e + 2f$	B2	B1 one correct
13a	$c - 2$	B1	
13b	$2c$	B1	
14a	$\frac{3}{5}$	B1	
14b	$\frac{1}{6}$	M1	$\frac{1}{4}$ changed to $\frac{3}{12}$
		M1	$\frac{2}{12}$ seen Award method marks if complete correct method with different denominator.
		A1	cao
15	1.15(m)	P1	3.2 – ('0.7 + 1.35')
		A1	1.15
16	(£)17.30	M1	Complete method. Condone one error.
		A1	Do not accept (£)17.3

17	Either Odd + odd = even odd + even = odd or odd + odd + odd = odd or answer is odd and 20 is even	R1	
18	4	B1	
19	8	M1	$20 \div 5 = 4$
		A1	8



Calculator

Q	Answer	Mark	Comment
20	$-4(^{\circ})$	B1	
21	12	B1	
22	7.55 am	P1	Full method attempted $9.00 - 65$ minutes
		A1	
23	(£)1.47	P1	$10 - 1.18$ attempted (8.82)
		P1	their '8.82' $\div 6$
		A1	cao
24	(£)25.98	P1	Attempt to partition, one correct area
		P1	16 stated as total area, or 32 seen.
		P1	Two tins of paint identified.
		A1	25.98
25	2.5(cm)	M1	$100 \div (5 \times 8)$
		A1	2.5

Question	Description	Step	Marks
1a	Round positive whole numbers to the nearest 10, 100 or 1000	1	1
1b	Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.	2	1
2a	Order positive and negative integers	1	1
2b	Order fractions, decimals and percentages	4	2
3a	Apply four operations in correct order to integers and proper fractions	2	1
3b	Use appropriate strategies to multiply and divide mentally, including by multiples of 10, 100 and 1000, and solve scaling problems and problems involving rate.	3	1
3c	Use knowledge of the order of operations to carry out calculations involving the four operations.	3	1
3d	Multiply multi-digit numbers up to 4 digits by a 1- or 2-digit whole number using the formal written method of long multiplication.	4	2
4a	Use > or < correctly between two positive decimals (decimals should be to 4 or 5 significant figures)	2	1
4b	Know what each digit represents in numbers with up to 2 decimal places	2	1
5a	Use standard column procedures to add and subtract whole numbers	1	2
5b	Calculate and interpret the mean as an average.	3	2
6	Understand that halving is the reverse of doubling	2	1
7a	Choose and use an appropriate method, including counting up, to add and subtract numbers with up to 2 decimal places, including in the context of measures and money and finding change, and use mathematical reasoning to investigate and solve problems.	2	1
7b	Multiply and divide decimals by 10, 100, 1000, and explain the effect	3	1
8	Understand the difference between factors, multiples and prime numbers	3	2
9	Calculate simple percentages	3	2
10	Use fraction notation to describe parts of shapes	3	1
11a	Reflect shapes in the x or y axes	4	1
11b	Use conventions and notation for 2D coordinates in all four quadrants	3	1
12	Simplify algebraic expressions by collecting like terms	4	2
13a	Create basic expressions from worded examples	4	1
13b	Create basic expressions from worded examples	4	1
14a	Begin to add and subtract simple fractions and those with simple common denominators	4	1
14b	Add and subtract simple fractions with denominators of any size	5	3
15	Subtract integers and decimals with up to two decimal places each	4	2
16	Subtract integers and decimals with up to two decimal places each	4	2
17	Recognise rules relating to odd and even numbers	5	1
18	Solve simple one step equations which include fractions	4	1
19	Divide a given quantity into two parts in a given part : part or part : whole ratio	6	2
20	Use negative numbers in context, and calculate intervals across zero and give generalisations to describe what happens when adding and subtracting with positive and negative numbers.	3	1
21	Find non-unit fractions of amounts.	4	1
22	Use units of measurement to estimate and solve problems in everyday contexts involving length, area, volume, mass, time and angle	3	2
23	Solve addition and subtraction multi-step problems in contexts, including money, deciding which operations and methods to use and why.	4	3
24	Calculate the areas of more complex shapes made from rectangles	4	4
25	Calculate the volume of cuboids	6	2

Marks to Steps conversion table

The table below converts marks to a step on the Pearson progression scale. For more information on the progression service please see the [progression website](#).

Mark boundary	Step
0	U
1–10	1st Step
11–19	2nd Step
20–30	3rd Step
31–39	4th Step
40–46	5th Step
47–55	6th Step