**2020 consolidation work**

**Q1.**

Two decimal numbers add together to equal 1

One of the numbers is 0.007

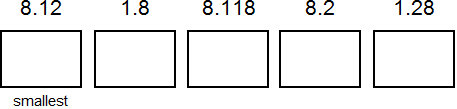
What is the other number?



1 mark

**Q2.**

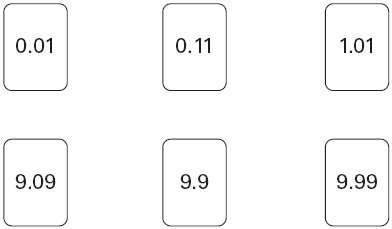
Write these numbers in order, starting with the smallest.



1 mark

**Q3.**

Tick (✔) the **two** numbers which have a total of **10**



1 mark

**Q4.**

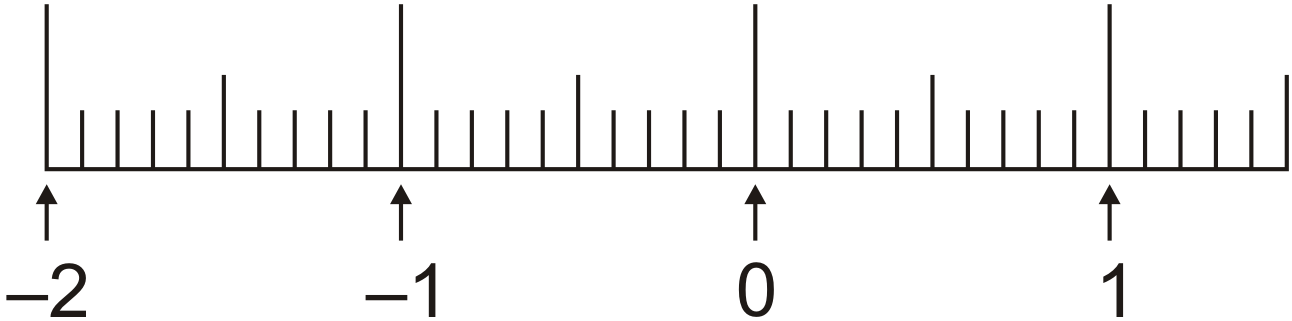
Circle **two numbers** which have a **difference of 2**

–1        –0.5        0        0.5        1        1.5

1 mark

**Q5.**

Mark with arrows the points **–1.5** and **0.45** on the number line.

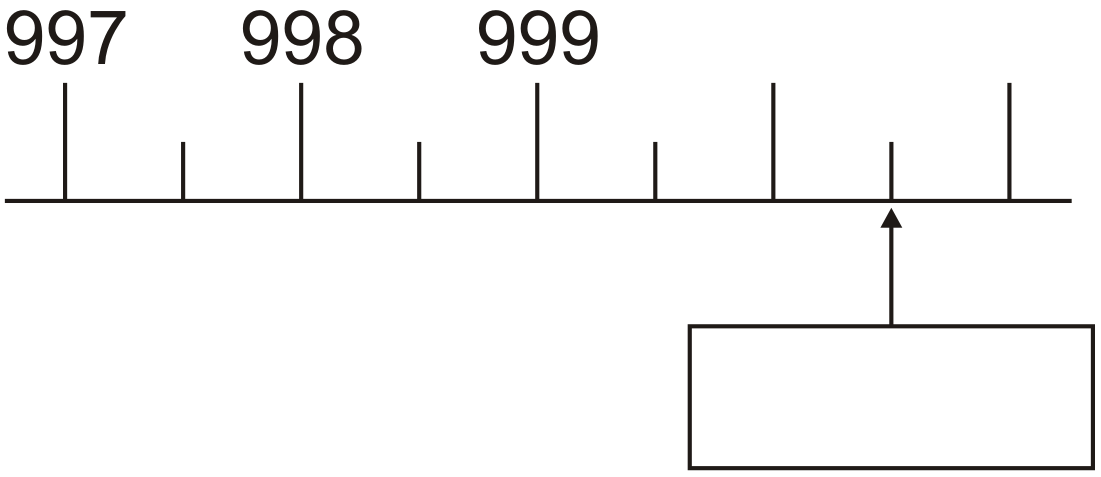


2 marks

**Q6.**

Here is part of a number line.

Write the number shown by the arrow.



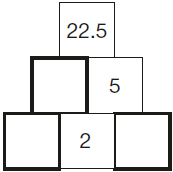
1 mark

**Q7.**

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

**Q8.**

Forest School sells badges for charity.



For each badge sold, **£1.20** is given to a charity.

How much does the charity get when **12** badges are sold?



1 mark

If the charity got **£24**, how many badges were sold?



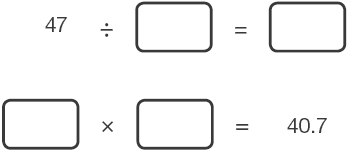
1 mark

**Q9.**

Here are five number cards.



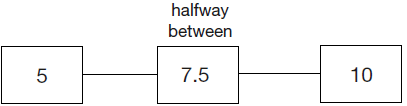
Use **four** of the cards to complete these calculations.



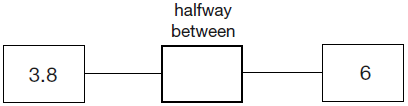
1 mark

**Q10.**

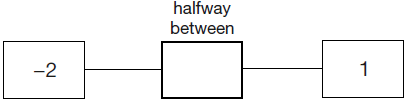
The number 7.5 is halfway between 5 and 10



Write in the missing numbers.



1 mark



1 mark

**Q11.**

The numbers in this sequence increase by equal amounts each time.

Write in the three missing numbers.



2 marks

**M1.**0.993

**[1]**

**M2.**Numbers in order, as shown:

1.28       1.8         8.118          8.12          8.2

**[1]**

**M3.**          Two cards ticked as shown:



*Accept alternative unambiguous indications such as circling or a line joining the correct pair of cards.*

**[1]**

**M4.**          

**OR**

****

*Accept alternative indications, eg the numbers crossed or underlined.*

**[1]**

**M5.**          The gradation corresponding to –1.5 correctly indicated on the number line

**1**

*It is not necessary for the point to be labelled –1.5*

*It is not necessary for the point to be marked with an arrow.*

          A point corresponding to 0.45 correctly indicated on the number line

**1**

*It is not necessary for the point to be labelled 0.45*

*Accept any point marked that is clearly* ***between*** *the gradations for 0.4 and 0.5*

*It is not necessary for the point to be marked with an arrow.*

**[2]**

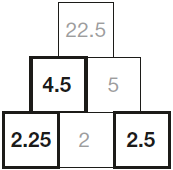
**M6.**          1000 ½ **OR** 1000.5

*Accept the answer in words, eg*

*•    ‘1000 and a half’.*

**[1]**

**M7.**Award **TWO** marks for three numbers correctly placed.



If the answer is incorrect award **ONE** mark for two numbers correctly placed.

**Commentary:** This question involves multiplying and dividing decimals where the answer has up to two decimal places (6F9).

**Up to 2**

**[2]**

**M8.**          (a)     £14.40

***Do not*** *accept £14.4*

**1**

(b)     20

***Do not*** *accept £20*

**1**

**[2]**

**M9.**

|  |  |  |  |
| --- | --- | --- | --- |
| 47 ÷ | **100** | = | **0.47** |

**AND**

|  |  |  |  |
| --- | --- | --- | --- |
| 4.07 | × | **10** | = **40.7** |

*Numbers within calculations may be given in either order.*

**[1]**

**M10.**(a)     4.9

*Accept equivalent fractions and decimals*

**1**

(b)     −0.5

*Accept *

**1**

**[2]**

**M11.**Award **TWO** marks for the sequence completed correctly as shown:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 |  |  |  | **4** |  |  |  | 7 |

If the answer is incorrect, award **ONE** mark for two numbers correct.

**Up to 2**

**[2]**