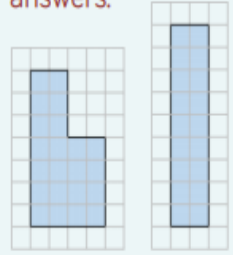


# Day 1 Answers

Task 1	Task 2	Task 3	Task 4
<p><b>Developing Task Answers</b></p> <ol style="list-style-type: none"> <li>15 cm<sup>2</sup>, 16 cm</li> <li>26 cm<sup>2</sup>, 22 cm</li> <li>28 cm<sup>2</sup>, 22 cm</li> <li>24 cm<sup>2</sup>, 22 cm</li> <li>30 cm<sup>2</sup>, 22 cm</li> <li>42 cm<sup>2</sup>, 26 cm</li> <li>24 cm<sup>2</sup>, 22 cm</li> </ol> <p><b>Practice</b></p> <p>5a. 100mm</p> <p>6a. Area = 15 x 24 = 360ft<sup>2</sup></p> <p>7a. A. Area = 108cm<sup>2</sup>, Perimeter = 42cm B. Area = 72cm<sup>2</sup>, Perimeter = 36cm</p> <p>8a. B</p>	<p><b>Arithmetic</b></p> <ol style="list-style-type: none"> <li>893</li> <li>0</li> <li>25</li> <li>369</li> <li>7</li> <li>4</li> <li>61 703</li> </ol>	<p><b>Problem Solving</b></p> <p><b>Task 1</b> Award <b>THREE</b> marks for the correct answer of 14</p> <p>If the answer is incorrect, award <b>TWO</b> marks for: sight of 414 as evidence of 23 × 18 completed correctly</p> <p><b>OR</b> evidence of an appropriate method with no more than one arithmetic error, e.g.</p> $20 \times 20 = 400$ $\begin{array}{r} 23 \\ \times 18 \\ \hline 184 \\ 230 \\ \hline 314 \text{ (error)} \end{array}$ $400 - 314 = 86$ <p><b>Task 2</b> A Accept alternative unambiguous positive indications of the correct triangle, e.g. <math>2\frac{1}{2}</math> or 2.5.</p>	<p><b>Reasoning</b></p> <p><b>Task 1</b> Both are correct.</p> <p>Dexter's shape: 60 cm × 0.5 cm = 30 cm<sup>2</sup></p> <p>Rosie's shape: 2 cm × 10 cm = 20 cm<sup>2</sup> 5 cm × 2 cm = 10 cm<sup>2</sup> 20 cm<sup>2</sup> + 10 cm<sup>2</sup> = 30 cm<sup>2</sup> Could be split differently.</p> <p><b>Task 2</b> Children can use squared paper to explore. Possible answers:</p>  <p><b>Task 3</b> Sometimes - 15 cm<sup>2</sup> could be 5 cm and 3 cm or 60 cm and 0.25 cm</p>

## Day 1 Answers

### **Task 3**

Award **THREE** marks for the correct answer of 3076 square metres.

If the answer is incorrect, award **TWO** marks for:

- sight of 9184 as evidence of the multiplication for the first step completed correctly.

**OR**

- evidence of an appropriate method which contains no more than **ONE** arithmetical error, e.g:

$$\begin{array}{r} 112 \\ \times \underline{82} \\ 8960 \\ \underline{224} \\ 9187 \text{ (error)} \end{array}$$

$$\begin{array}{r} 9187 \\ - \underline{6108} \\ 3079 \end{array}$$

## Day 1 Answers

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