

# Day 1 Answers

Task 1	Task 2	Task 3	Task 4
<p><b>Developing Task</b> <b>Answers</b></p> <p>1. 157, 317 2. 126, 369</p> <p>3. 15, 17, 19, 21, 23, 25, 27, 29, 31, 33.</p> <p>4. 12, 15, 18, 21, 24, 27, 30, 33, 36, 39.</p> <p>5. 0, 6, 12, 18, 24, 30, 36, 42, 48, 54.</p> <p><b>Practice</b> Complete the number sequences.</p> <p>1. 20, 31, 42, 53, 64, 75, 86. 2. 26, 23, 20, 17, 14, 11, 8. 3. 11, 17, 23, 29, 35, 41, 47. 4. -16, -9, -2, 5, 12, 19, 26. 5. 133, 130, 127, 124, 121, 118. 6. -25, -20, -15, -10, -5, 0, 5.</p>	<p><b>Arithmetic</b></p> <p>1. 496 2. 355 3. 82 4. 4 5. 0 6. 7172 7. 29</p>	<p><b>Problem Solving</b></p> <p><b>Q1.</b> (a) 11 written in the first box, as shown:  <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 2px;"> <span style="border: 1px solid black; padding: 2px 10px;">11</span> <span style="border: 1px solid black; padding: 2px 10px;">25</span> <span style="border: 1px solid black; padding: 2px 10px;">53</span> <span style="border: 1px solid black; padding: 2px 10px;"> </span> </div> </p> <p>(b) 109 written in the last box, as shown:  <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 2px;"> <span style="border: 1px solid black; padding: 2px 10px;"> </span> <span style="border: 1px solid black; padding: 2px 10px;">25</span> <span style="border: 1px solid black; padding: 2px 10px;">53</span> <span style="border: 1px solid black; padding: 2px 10px;">109</span> </div> </p> <p><b>Q2.</b> (a) <math>\frac{3}{8}</math> Written in the first box <i>Accept equivalent fractions or an exact decimal equivalent, e.g. 0.375</i></p> <p>(b) <math>2\frac{7}{8}</math> OR <math>\frac{23}{8}</math> written in the last box <i>Accept equivalent fractions or an exact decimal equivalent, e.g. 2.875</i></p> <p><b>Q3.</b> 299,804</p>	<p><b>Reasoning</b></p> <p><b>Q4.</b> Two numbers circled as shown: 255 (650) 735 (900) 995 <i>Accept alternative unambiguous indications, eg numbers ticked, crossed or underlined.</i></p> <p><b>Q5.</b> Explanation that recognises that the sequence does not always increase by four, with clear reference to the data, e.g.</p> <ul style="list-style-type: none"> <li>The difference between 1996 and 1999 is three years, not four so it is not always every four years</li> <li>It would be 2000 if it was every 4 years</li> <li>It should have ended in 2016</li> </ul> <p>OR</p> <p>Explanation that demonstrates that the sequence does not always increase by 4, but does not reference specific years from the data, e.g.</p> <ul style="list-style-type: none"> <li>The cricket world cup was sometimes 3 years apart instead of 4 years apart</li> <li>Not all of the years have 4 years difference between.</li> </ul> <p><i>Do not accept vague or incomplete explanations, e.g.</i></p> <ul style="list-style-type: none"> <li>It does not always increase by four</li> <li>It should be 2000</li> <li>The difference can be 3, 4 or 5 years at different times.</li> </ul> <p><i>Do not accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g.</i></p> <ul style="list-style-type: none"> <li><math>1992 + 4 = 1996 + 3 = 1999</math></li> </ul>