

Tables - Answers

Key Stage 2: 2004 Paper B

1.

4a	2	1m	Accept 100m AND relay.
4b	Blue	1m	Accept B or recognisable misspellings.

Key Stage 2: 2005 Paper B

1.

22	Award TWO marks for all seven boxes completed correctly as shown:	Up to 2m																	
	<table border="1"> <thead> <tr> <th></th> <th>hockey</th> <th>rounders</th> <th>Total</th> </tr> </thead> <tbody> <tr> <th>boys</th> <td>22</td> <td>28</td> <td>50</td> </tr> <tr> <th>girls</th> <td>27</td> <td>26</td> <td>53</td> </tr> <tr> <th>Total</th> <td>49</td> <td>54</td> <td>103</td> </tr> </tbody> </table>		hockey	rounders	Total	boys	22	28	50	girls	27	26	53	Total	49	54	103	U1	
	hockey	rounders	Total																
boys	22	28	50																
girls	27	26	53																
Total	49	54	103																
	If the answer is incorrect, award ONE mark for five or six boxes completed correctly.																		

Key Stage 2: 2006 Paper A

1.

12a	4	1m	Do not accept a list of days of the week.
12b	Monday AND Thursday	1m	Accept unambiguous abbreviations or recognisable misspellings. Accept days written in either order.

Key Stage 2: 2007 Paper B

1.

5a	3	1m	
5b	4	1m	
5c	monkey	1m	Accept unambiguous abbreviations or recognisable misspellings.

Key Stage 2: 2008 Paper A

1.

10a	71	72	73	74	75	76	77	78	79	80
	81	82	83	84	85	86	87	88	89	90
	91	92	93	94	95	96	97	98	99	100
10b	71	72	73	74	75	76	77	78	79	80
	81	82	83	84	85	86	87	88	89	90
	91	92	93	94	95	96	97	98	99	100
1m	<i>Do not award the mark if more than one number is circled.</i>									
1m	<i>Accept alternative unambiguous indications, eg numbers ticked, crossed or underlined.</i>									

Key Stage 2: 2008 Paper A

2.

15a	1 hour 25 minutes	1m	<i>The answer is a time interval (see page 5 for guidance).</i>
15b	12:10pm	1m	<i>The answer is a specific time (see page 5 for guidance).</i>

Key Stage 2: 2009 Paper A

1.

5a	15	1m	
5b	USA	1m	Accept unambiguous abbreviations or recognisable misspellings.

Key Stage 2: 2010 Paper A

1.

3a	Cheetah	1m	Accept unambiguous abbreviations or recognisable misspellings.
3b	Wildcat AND Leopard	1m	Names may be given in either order. Accept unambiguous abbreviations or recognisable misspellings. Do not accept 'L' for Leopard.

Key Stage 2: 2010 Paper B

1.

5a	4 hours	1m	The answer is a time interval (see page 5 for guidance).
5b	Saturday	1m	Accept unambiguous abbreviations or recognisable misspellings. Accept '10am to 5:30pm'. Accept $7\frac{1}{2}$ hours.
5c	35 minutes	1m	The answer is a time interval (see page 5 for guidance).

Key Stage 2: 2010 Paper B

2.

9a	3	1m	Do not accept a list of years.
9b	2004 AND 2007 AND 2008	1m	Years may be given in any order.
		U1	

Key Stage 2: 2011 Paper A

1.

1	2m	Completes all 8 entries of the table correctly, ie																	
		<table border="1"> <thead> <tr> <th></th> <th>... do wear glasses</th> <th>... do not wear glasses</th> <th>Total</th> </tr> </thead> <tbody> <tr> <th>... boys</th> <td>1</td> <td>15</td> <td>16</td> </tr> <tr> <th>... girls</th> <td>3</td> <td>11</td> <td>14</td> </tr> <tr> <th>Total</th> <td>4</td> <td>26</td> <td>30</td> </tr> </tbody> </table>		... do wear glasses	... do not wear glasses	Total	... boys	1	15	16	... girls	3	11	14	Total	4	26	30	
	... do wear glasses	... do not wear glasses	Total																
... boys	1	15	16																
... girls	3	11	14																
Total	4	26	30																
	or 1m	Completes at least four entries correctly																	
	U2																		

Key Stage 2: 2011 Paper B L6

1.

5	1m	<p>Indicates Nik and gives a correct explanation eg</p> <ul style="list-style-type: none"> • 1 sandwich, 2 apples and 1 banana is missing from the graph and that is what Nik had in his lunch box • The graph shows the correct number of fruit bars and Nik is the only one who does not have a fruit bar in his lunch box so his must be the missing one • The totals from the table are 7, 6, 5, 6, and from the graph 6, 4, 4, 6, and the difference is Nik 	<p>✓ Minimally acceptable explanation eg</p> <ul style="list-style-type: none"> • 1 sandwich, 2 apples, 1 banana • Because the number of fruit bars is correct • 1 banana missing • 7, 6, 5, 6 and 6, 4, 4, 6 seen <p>* Incorrect or incomplete explanation eg</p> <ul style="list-style-type: none"> • 1 sandwich, 2 apples • There are 6 fruit bars • 2 apples are missing
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U1

Key Stage 2: 2012 Paper B L6

1.

12	<p>Completes the table for Zhang correctly with frequencies of 7 (for 9 points) and 4 (for 10 points), ie</p> <table border="1" style="margin: 10px auto;"> <tr><td style="text-align: center;">7</td></tr> <tr><td style="text-align: center;">4</td></tr> </table> <p>Shows one of the values 109, 110, 102 or 103</p> <p>OR</p> <p>Shows a correct method for Zhang that scores one more than the total for Park.</p>	7	4	2m	<p style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; display: inline-block;">U1</p>
7					
4					
		or			
		1m	<p>! For 1m, a total that uses less than 12 arrows for Zhang Condone</p> <p>! For 1m, accept a follow through for their incorrect total for Park</p>		

Key Stage 2: 2012 Paper A

1.

6a	2	1m	Accept Seb AND Mina.
6b	Seb AND Kirsty AND Jack	1m	<p>Names may be given in any order.</p> <p>Accept unambiguous abbreviations or recognisable misspellings.</p> <p>Do not accept 3</p>

Key Stage 2: 2012 Paper B

1.

8a	£3.00	1m	
8b	6	1m	
8c	10:20am	1m	

Key Stage 2: 2013 Paper B L6

1.

7	$\frac{3}{10}$ or equivalent Shows or implies a complete correct method and no conceptual errors, eg: <ul style="list-style-type: none"> Shaded fraction is $\frac{1}{5} + \frac{1}{5} = \frac{2}{5}$ Fraction of total white area = $1 - \frac{2}{5} = \frac{3}{5}$ $\frac{3}{5} \div 2$ $\frac{1}{5} + \frac{1}{5} = 20\% + 20\% = 30\%$ (error) White area = 70% Each white area = 35% 	2m	✓ Equivalent fractions, decimals or percentages
		1m	! 30 with no % sign Accept for 1m as evidence of a correct method ! $\frac{1.5}{5}$ or $\frac{1\frac{1}{2}}{5}$ Accept for 1m as evidence of a correct method (incorrect notation for $\frac{3}{5} \div 2$) X Conceptual errors seen, eg: <ul style="list-style-type: none"> $\frac{1}{5} + \frac{1}{5} = \frac{2}{10}$ $\frac{1}{5} + \frac{1}{5} = 5\% + 5\% = 10\%$ $\frac{6}{10} \div 2 = \frac{3}{5}$

Key Stage 2: 2013 Paper B

1.

11a	3	1m	Do not accept a list of names.
11b	Chen	1m	Accept unambiguous abbreviations or recognisable misspellings.
		(U1)	Accept 9

Key Stage 2: 2014 Paper A

1.

11a	6	1m	
11b	8	1m	
		(U1)	

Key Stage 2: 2014 Paper A

2.

12a	Wednesday	1m	Accept unambiguous abbreviations or recognisable misspellings.
12b	6	1m	Do not accept -6

Key Stage 2: 2014 Paper B

1.

16a	109	1m	<p>Do not accept vague or incomplete explanations, eg:</p> <ul style="list-style-type: none"> ■ 'One-third are 9 o'clock or later' ■ '100 got up at 9am' ■ 'Twice as many got up before 9am.' ■ '13 + 28 + 59 = 100'
16b	<p>An explanation that recognises that 100 people get up before 9am which is two-thirds of the total (150).</p> <ul style="list-style-type: none"> ■ '13 + 28 + 59 = 100 which is two-thirds of the total' ■ '$\frac{1}{3}$ of 150 = 50 and $2 \times 50 = 100$' ■ '$\frac{2}{3}$ of 150 is 100' ■ '36 + 14 = 50 which is one-third after 9am' 	<p>1m</p> <p style="text-align: center;">(U1)</p>	

Key Stage 2: 2015 Paper B L6

1.

3	<p>Completes all 7 entries in the table correctly, ie:</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>No.</th> <th>Football</th> <th>Netball</th> <th>Hockey</th> </tr> </thead> <tbody> <tr> <td>6M</td> <td>27</td> <td>7</td> <td>7</td> <td>13</td> </tr> <tr> <td>6P</td> <td>33</td> <td>16</td> <td>9</td> <td>8</td> </tr> <tr> <td>6T</td> <td>30</td> <td>5</td> <td>10</td> <td>15</td> </tr> </tbody> </table> <p>Completes the first two rows (6M & 6P) correctly</p> <p>OR</p> <p>Completes the third row (6T) correctly</p>		No.	Football	Netball	Hockey	6M	27	7	7	13	6P	33	16	9	8	6T	30	5	10	15	<p>2m</p> <p><i>or</i></p> <p>1m</p>
	No.	Football	Netball	Hockey																		
6M	27	7	7	13																		
6P	33	16	9	8																		
6T	30	5	10	15																		

Key Stage 2: 2015 Paper A

1.

1	<p>Award TWO marks for four names correctly placed on the diagram as shown:</p> <div style="text-align: center; border: 1px solid black; width: 150px; margin: 10px auto;"> <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="padding: 5px; text-align: center;">Alfie</td> <td style="padding: 5px; text-align: center;">Donna</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Megan</td> <td style="padding: 5px; text-align: center;">Chen</td> </tr> </table> </div> <p>If the answer is incorrect, award ONE mark for three names correctly placed.</p>	Alfie	Donna	Megan	Chen	Up to 2m	<p>Accept unambiguous abbreviations or recognisable misspellings.</p> <p>Do not accept names written in more than one section.</p>
Alfie	Donna						
Megan	Chen						

Key Stage 2: 2016 Paper 2 Reasoning - Sample

1.

17	<p>Award TWO marks for the correct answer of 145</p> <p>If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none"> • 144 136 142 143 152 148 <li style="padding-left: 20px;">+ 150 <li style="border-top: 1px solid black; padding-left: 20px;">1015 <p>1015 ÷ 7</p>	Up to 2m	<p>Answer need not be obtained for the award of ONE mark.</p>
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Key Stage 2: 2016 Paper 2 Reasoning

1.

4a	191,118	1m	
4b	48,361	1m	

Key Stage 2: 2016 Paper 3 Reasoning

1.

2a	9	1m	Do not accept -9 or 9-
2b	-6	1m	Do not accept 6-

Key Stage 2: 2017 Paper 2 Reasoning

1.

4	Award TWO marks for the correct answer of 1,609 If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g. <ul style="list-style-type: none">• $5,895 + 1,344 = 7,239$ $8,848 - 7,239$	Up to 2m	Answer need not be obtained for the award of ONE mark.
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Key Stage 2: 2018 Paper 2 Reasoning

1.

5a	7	1m	Do not accept -7 or 7-
5b	Oslo	1m	Accept unambiguous abbreviations or recognisable misspellings.

Key Stage 2: 2018 Paper 3 Reasoning

1.

12	24	1m	
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Key Stage 2: 2019 Paper 2 Reasoning

1.

15	25	1m	
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Key Stage 2: 2019 Paper 3 Reasoning

1.

7a	155	1m											
7b	Table completed with three correct numbers, as shown: <table border="1" data-bbox="277 501 760 873"><thead><tr><th>Mass in g</th><th>Number of kittens</th></tr></thead><tbody><tr><td>250–299</td><td>2</td></tr><tr><td>300–349</td><td>3</td></tr><tr><td>350–399</td><td>2</td></tr><tr><td>400–449</td><td>1</td></tr></tbody></table>	Mass in g	Number of kittens	250–299	2	300–349	3	350–399	2	400–449	1	1m	All three numbers must be correct for the award of the mark. Do not accept tally marks on their own.
Mass in g	Number of kittens												
250–299	2												
300–349	3												
350–399	2												
400–449	1												