

M1. 270°

[1]

M2. Award **TWO** marks for three letters in the correct regions of the sorting diagram, as shown:

A		B
D	C	

Award **ONE** mark for two letters in the correct regions of the sorting diagram.

Do not accept letters that are written in more than one region.

Accept alternative indications such as lines drawn from the shapes to the appropriate regions of the sorting diagram.

Up to 2

[2]

M3. Answers in the range 74° to 76° inclusive.

[1]

M4. **B AND C**

Answers may be given in either order.

[1]

M5. (a) C AND D

Letters may be given in either order.

1

(b) A AND D

Letters may be given in either order.

1

[2]

M6. A AND D

Letters may be given in either order.

[1]

E1. This question requires children to make connections between fractions, turns, angles and degrees to work out the number of degrees in a three-quarter turn.

The question was answered correctly by half of the children awarded level 4. More than 85% of children at level 5 gave the correct answer, as did about 15% of those at level 3. Despite the low success rate at level 3, most children were able to give an answer.

The most common error was to give an answer of 90° rather than 270° . This error was made by about 10% of children at level 4; at level 3 this response was given twice as frequently, with over 20% of children making this error. Another, less common, error was the response of 180° ; this was made by about 10% of children at level 3.

E2. This question assesses children's knowledge of the geometrical properties of triangles. Children are required to use a sorting diagram to classify some triangles according to their properties.

Over 20% of children at level 4 sorted all three triangles correctly and were awarded two marks. Nearly 30% of children at level 4 received one mark for positioning two out of the three triangles correctly. About half of those at level 5 were awarded two marks, and about 40% received one. Children at level 3 were much less successful with about 5% gaining two marks and 15% gaining one mark.

Many children did not recognise that triangle B was an isosceles triangle. Over 25% of children at level 4, over 40% at level 5 and nearly 15% of those at level 3 recognised that it had three acute angles but did not recognise that it was isosceles. These children may have been confused by the orientation of the triangle or may not have been familiar with the properties of isosceles triangles. Another common error, made by 20% of children at level 3 and 4, was to think that triangle C was an isosceles.

Two marks awarded for fully correct answer

Resource currently unavailable.