

Questions (and working space)	ANSWER	Please do not write in this space	
<p>(b) Calculate</p> $60 + 7 \times 3 - 31 =$			
<p>(c) Calculate</p> $\frac{(4+24) \div 2}{7} =$			
<p>③ Fill in the blank spaces in the following calculation with a single digit from 1-9. Digits cannot be used more than once, but there may be more than one possible way to fill in the blank spaces.</p>			
<p>(a)</p> $264 \div (\square\square - \square) = 8$			
<p>(b) In how many <b>different</b> ways can the calculation in part (a) be completed correctly?</p>			
		R	
		W	
		(4)	

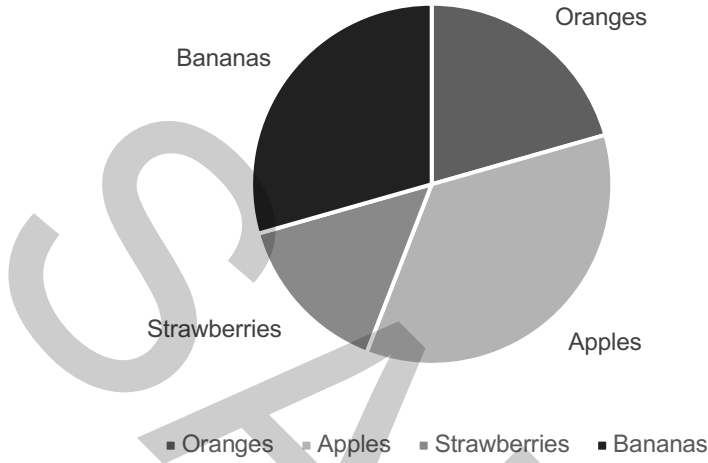
Questions (and working space)

ANSWER

Please do not write in this space

**1 1** The pie chart below shows the favourite fruits of the 30 pupils in Year 6.

Favourite Fruits in Year 6



(a) The pie chart has an angle of  $84^\circ$  for oranges. How many pupils chose oranges?

(b) 5 pupils chose strawberries. How many degrees is the angle of this section on the pie chart?

(c)  $\frac{2}{5}$  of the pupils chose apples. How many degrees is the angle of this section on the pie chart?

(d) How many pupils chose bananas?

		R
		W
		(4)

Please do not write in this space

**5.** 'The bride within the bridal dress had withered' (line 13)

4 marks

(a) What literary device is used to describe Miss Havisham in this phrase?

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(b) What non-human thing is Miss Havisham being portrayed as in this phrase?

.....

(c) Write a sentence to describe the effect created by this image.

.....

.....

**6.** Read lines 11-14. Write down three words or phrases which show that Miss Havisham and her surroundings had a sombre appearance.

3 marks

(i).....

.....

(ii).....

.....

(iii).....

.....

**7.** Find and write down an idiom in paragraph 2 which means 'incredibly thin'.

1 mark

.....

		R
		W
(8)		

c	$3.025 <$ $3.205 <$ $3.25 <$ $3.5002 <$ $3.52$	Step 1: Consider the place value of all the digits.
7a	20	Step 1: add 3 each time
b	41	Step 1: Continue the sequence up to the 13 <sup>th</sup> term. OR realise that each term is the number of the term multiplied by 3, plus 2. $13 \times 3 + 2 = 41$
c	$3n - 2$	Step 1: add 3 each time, so we need $3n$ as for the first sequence. Step 2: work out how to get from $3n$ to the terms in the sequence. 1 <sup>st</sup> term: $3 \times 1 = 3$ . $3 - 2 = 1$ . Step 3: Check for other terms. 2 <sup>nd</sup> term: $3 \times 2 = 6$ . $6 - 2 = 4$ . Step 4: So $3n - 2$
d	$5n - 2$	Step 1: $33 - 13 = 20$ . So difference between 3 <sup>rd</sup> and 7 <sup>th</sup> term, 4 term jump, is 20 Step 2: So difference between 2 terms, 1 term jump, is 5. So we need $5n$ . Step 3: Work out how to get from $5n$ to the terms in the sequence. 3 <sup>rd</sup> term: $5 \times 3 = 15$ . $15 - 2 = 13$ . Step 4: Check for 13 <sup>th</sup> term. 7 <sup>th</sup> term: $5 \times 7 = 35$ . $35 - 2 = 33$ . Step 5: So $5n - 2$ .
8a	125	Step 1: $5 \times 5 \times 5 = 125$
b	6	Step 1: $3 \times 3 \times 3 \times 3 \times 3 \times 3 = 729$
9a	325,000cm ( <i>units not needed</i> )	Step 1: $3.25 \times 1000 = 3,250$ metres Step 2: $3,250 \times 100 = 325,000$ centimetres
b	1.147l ( <i>units not needed</i> )	Step 1: $653\text{ml} \div 1000 = 0.653\text{l}$ Step 2: $1.8 - 0.653 = 1.147$
c	1.95kg ( <i>units not needed</i> )	Step 1: $650\text{g} \times 3 = 1,950\text{g}$ Step 2: $1,950\text{g} \div 1000 = 1.95$
10	2 hrs and 20 mins ( <i>units needed</i> )	Step 1: $24 \times \frac{5}{8} = 15$ , so $24\text{km/h} = 15\text{m/h}$ Step 2: $35 \div 15 = 2 \frac{1}{3}$ Step 3: $2 \frac{1}{3}$ hours = 2 hours and 20 minutes
11a	7	Step 1: $84/360 = 7/30$
b	$60^\circ$	Step 1: $5/30 = 60/360$ (multiply both by 12)
c	$144^\circ$	Step 1: $2/5 = 144/360$ (multiply both by 72) OR Step 1: $1/5$ of 360 = $360 \div 5 = 72$ Step 2: $72 \times 2 = 144$
d	6	Step 1: Oranges + Strawberries = $7 + 5 = 12$ . Step 2: Number who chose apples = $2/5$ of 30 = 12. Step 3: $30 - 12 - 12 = 6$
12	$44^\circ$ ( <i>units needed</i> )	Step 1: Angles in a straight line add up to $180^\circ$ . $180 - 134 = 46^\circ$