Q1 These shapes can be used to show fractions that are **equivalent to a quarter**.
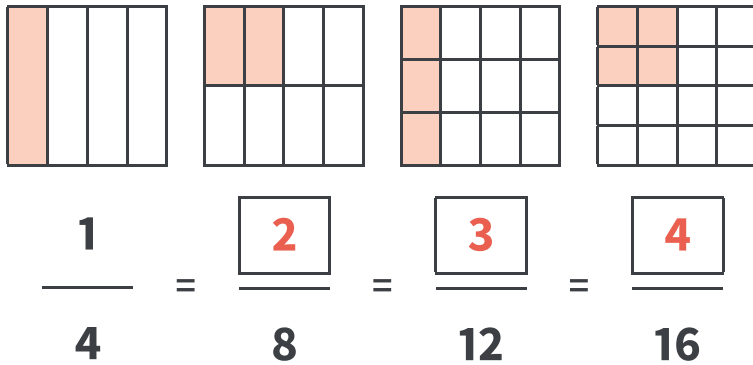
Shade $\frac{1}{4}$ of each of the shapes.

Write the fraction you have shaded.

$$\frac{1}{4} = \frac{2}{8} = \frac{3}{12} = \frac{4}{16}$$

2 marks

Q2 Olivia knows the multiplication fact for 7 × 6.

She says, "I can use this fact to solve other calculations in my head, using doubling to help."

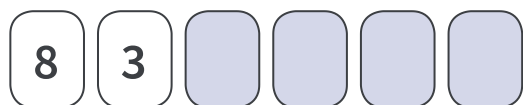Use Olivia's strategy to help complete the missing numbers.

If 7 × 6 = **42** ,

then 14 × 6 = **84**

and 14 × 12 = **168** .

1 mark

Q3 Jamie takes six digit cards and places them in a line, upside-down.

He turns the first two cards over.

| 8 | 3 | | | | |

Jamie says, "This six-digit number will round to 830,000 when rounded to the nearest 10,000."

Is this **always**, **sometimes** or **never** true? Explain your answer.

sometimes

See mark scheme for examples

1 mark

THIRD SPACE LEARNING

	Requirement	Mark	Additional guidance
Q1	Award **ONE** mark for correct shading of $\frac{1}{4}$: Any one part of the first rectangle, any two parts of the second rectangle, any three parts of the third rectangle and any four parts of the fourth rectangle. Award **ONE** mark for correct labelling of all three fractions: $\frac{2}{8}$, $\frac{3}{12}$ and $\frac{4}{16}$.	2	Shaded parts do *not* need to correspond across the shapes (for example, *any* two parts of the second rectangle can be shaded, not just the two that correspond to the initial $\frac{1}{4}$ in the first rectangle).
Q2	42 84 168	1	
Q3	This will be **sometimes** true. Whether the number rounds up or down depends on what the thousands digit will be. If it is four or less, Jamie will be correct. If it is five or more, the number will round up to 840,000.	1	Children should use reasoning to explain how they need to know the value of the thousands digit before they know whether the number will round up or down. So, Jamie's statement is sometimes true.