1 8391 − 1000 =

$$\boxed{}$$

2 Write these numbers in order from highest to lowest.

1003   3010

3001   1030

310

130

1300

103

_____
highest

_____

_____

_____

_____

_____

_____

_____
lowest

3 Complete this two digit number so that it is a multiple of 6.

7	

4 A number **multiplied by itself** gives the answer **49.**

Circle the number.

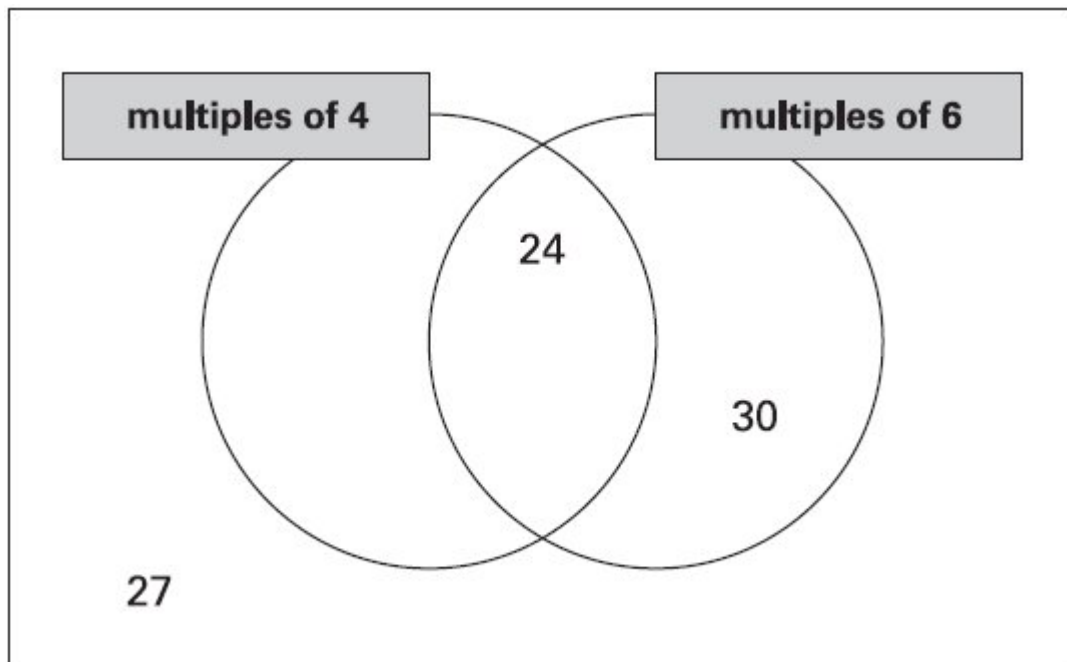2   3   4   5   6   7   8   9

1 mark

5 Write these numbers in the correct places on this sorting diagram.

16   26   36

2 marks

6 Write **one** number which fits **all three** of these statements.

It is a multiple of 4

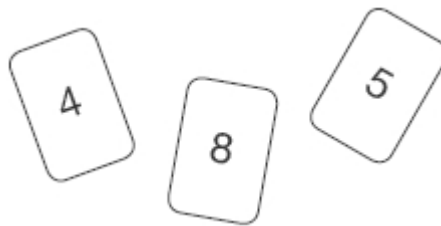It is a multiple of 6

It ends in '8'

1 mark

Explain why a number which ends in '3' **cannot** be a multiple of 4

7 Holly made a number using these digit cards.

4   8   5

The **hundreds** digit is greater than 4

Holly's number is **odd**.

What number did Holly make?

8 Look at these digits.

<div align="center">

5   0   8   2

</div>

Make the **largest number possible** with the digits.

Write your number in **words**.

....

....

1 mark

9 The numbers in this sequence increase by 75 each time.

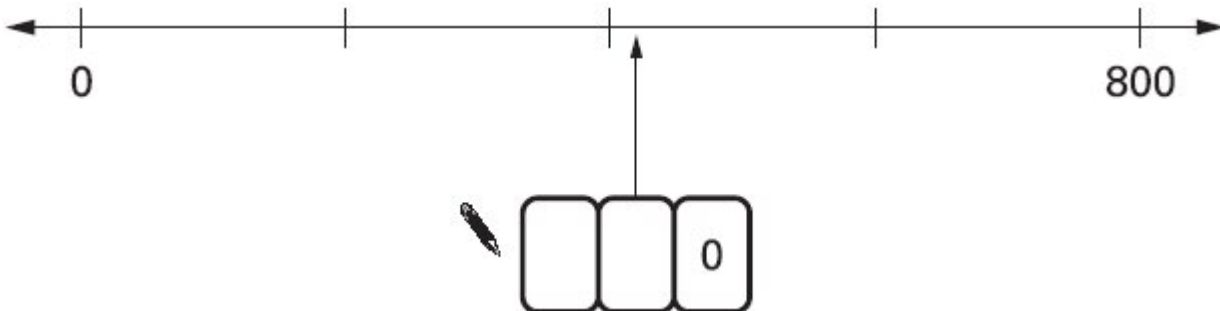Write in the two missing numbers.

	725	800	875	950	

2 marks

10 Here are four digit cards.

<div align="center">

2   9   4   7

</div>

Use **two** of the four cards to make the number on the number line.

0 ———————————————————————— 800

☐ ☐ 0

1 mark

11 Write the missing numbers.

4000	is one thousand **less** than →	

2000	is one hundred **more** than →	

1 mark

12 Draw an arrow (↑) to show the position for 7,500.

0 ————————————————————— 10,000
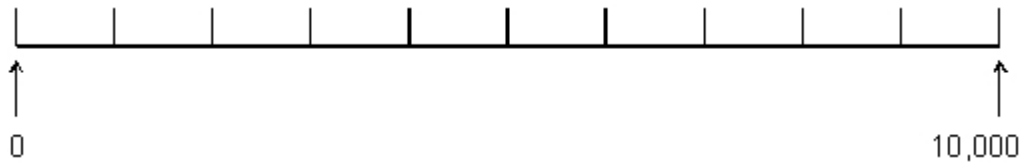
1 mark

Mark schemes

1 7391

[1]

2 All eight numerals in this order:

 3010 (highest)
  3001
    1300
      1030
        1003
          310
            130
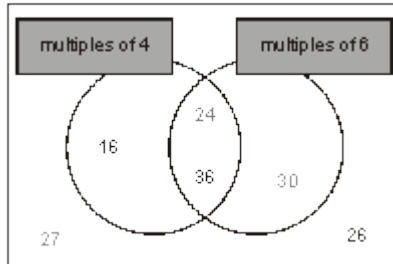   103 (lowest)

Accept also reverse order.

[1]

3 72 or 78

[1]

4 2 3 4 5 6 ⑦ 8 9

[1]

5 Award **TWO** marks for all three numbers correctly placed in the regions as shown:

> *Do not* accept a number repeated in different regions.
>
> *Do not* penalise answers which offer additional numbers (other than 16, 26 and 36) on the diagram, whether correctly placed or not.

If the answer is incorrect, award **ONE** mark for two numbers correctly placed.

Up to 2

[2]

6 (a) A multiple of 12 which ends in '8', eg 48 **OR** 108 **OR** 168 **OR** 228 **OR** 288

1

(b) An explanation which recognises that an odd number cannot be a multiple of 4, eg:

- 'A multiple of 4 cannot be odd'

- 'All multiples of 4 are even'

- 'An odd number cannot be a   multiple of 4'

- 'Multiples of 4 must end in 0, 2, 4,   6 or 8'

- '4, 8, 12, 16, 20, 24 don't end in 3'.

   Do not *accept vague or incomplete explanations, eg:*
   - *'3 is not a multiple of 4'*
   - *'3 is too small'*
   - *'4 is even and 3 is an odd number'*
   - *'13, 23, 33 and 43 are not multiples of 4'*
   - *'A number which ends in 3 cannot be a multiple of 4'*
   - *'3 isn't in the 4 times table'*
   - *'4 doesn't go into any number that ends in 3'.*

U1

[2]

7 845

[1]

8 Eight thousand, five hundred (and) twenty

   Do not accept any answers that include one or more figures.

   Do not accept 'eight five two zero' or similar.

[1]

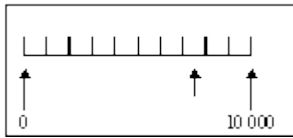**9** (a) 650 in first box.

1

(b) 1025 in second box.

1

[2]

10 | 4 | 2 | 0 |

U1

[1]

11   5000 **and** 1900

*Both correct in correct order for **1 mark.***

[1]

12

The arrow should be approximately half way between the divisions for seven thousand and eight thousand.

[1]