Q1.

Match each box to the correct number.

One has been done for you.

45

40

$\frac{1}{2}$ of **30**

35

$\frac{1}{3}$ of **75**

30

25

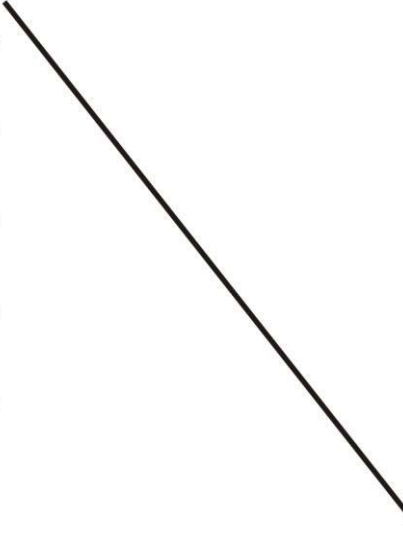$\frac{1}{5}$ of **150**

20

15

1 mark

Q2.

Write these numbers in order starting with the smallest.

$\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{8}$ $\frac{1}{5}$

smallest   largest

1 mark

Q3.

Write the missing numbers.

One is done for you.

Improper fraction	Mixed number
$\dfrac{7}{4}$	$1\dfrac{3}{4}$
$\dfrac{\square}{2}$	$5\dfrac{1}{2}$
$\dfrac{17}{5}$	$3\dfrac{\square}{5}$

2 marks

Q4.

How many quarters are there in $2\dfrac{3}{4}$?

1 mark

Q5.

Place these numbers in order of size, starting with the **smallest.**

0.19	0.9	0.091	0.109
smallest			**largest**

1 mark

Place these fractions in order of size, starting with the **smallest.**

$\dfrac{1}{2}$	$\dfrac{1}{3}$	$\dfrac{5}{12}$	$\dfrac{5}{6}$

Q6.

Here are some number cards.

7   5   9   3   11

Use **two** of the cards to make a fraction which is **less than** $\frac{1}{2}$.

$$\frac{\boxed{}}{\boxed{}}$$

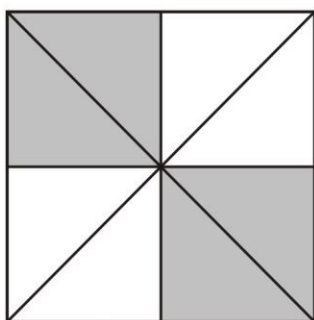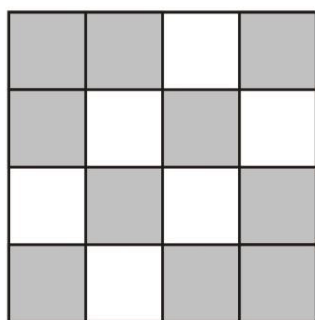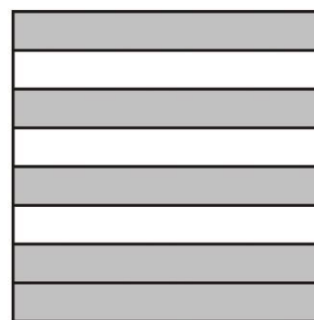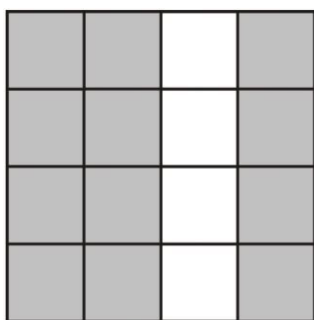How much **less than 1** is your fraction?

_____

Q7.

$\frac{3}{8}$ of a class are boys.

What **fraction** of the class are girls?

Q8.

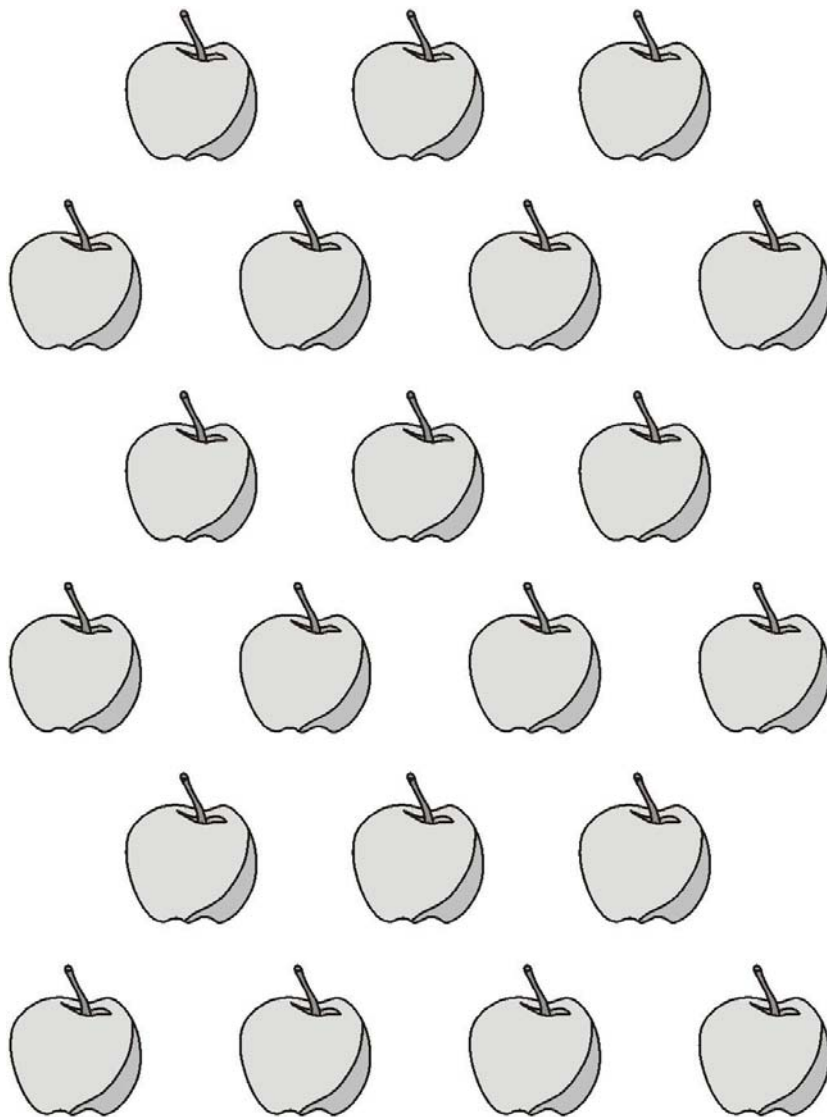Tick (✓) the **two** shapes that have **three-quarters** shaded.
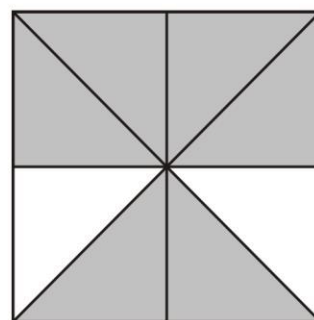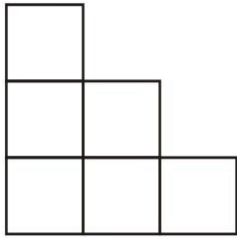
1 mark

Q9.

Here are 21 apples.

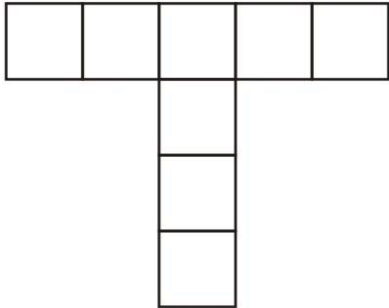Put a ring around **one third** of them.

1 mark

Q10.

Shade **one third** of this shape.

1 mark

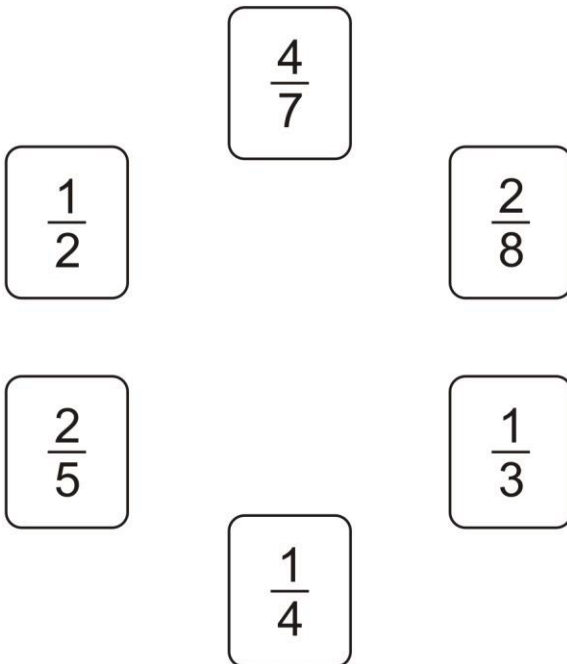Shade **one quarter** of this shape.

1 mark

Q11.

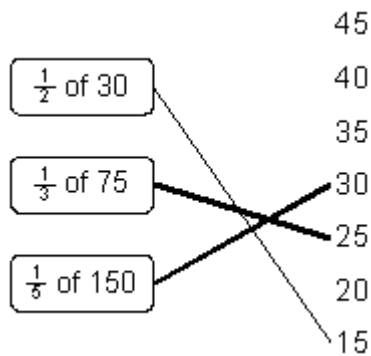Draw **one** line to join **two fractions** which have the **same value**.

$\frac{4}{7}$

$\frac{1}{2}$

$\frac{2}{8}$

$\frac{2}{5}$

$\frac{1}{3}$

$\frac{1}{4}$

1 mark

Mark schemes

Q1.

Diagram completed correctly as shown:

Lines need not touch boxes or numbers exactly, provided the intention is clear.

***Do not** accept two or more lines emanating from the same left-hand box.*

[1]

Q2.

$$\frac{1}{8} \quad \frac{1}{5} \quad \frac{1}{4} \quad \frac{1}{2}$$

[1]

Q3.

$$\frac{\boxed{11}}{2}$$

1

$$3\frac{\boxed{2}}{5}$$

1

[2]

Q4.

11 quarters

[1]

Q5.

(a)   ☐0.091☐ ☐0.109☐ ☐0.19☐ ☐0.9☐

All four numbers in their correct places.

(b) ☐1/3 ☐5/12 ☐1/2 ☐5/6

All four numbers in their correct places.

[2]

Q6.

(a)

$$\frac{\boxed{3}}{\boxed{7}} \text{ OR } \frac{\boxed{3}}{\boxed{9}} \text{ OR } \frac{\boxed{3}}{\boxed{11}} \text{ OR } \frac{\boxed{5}}{\boxed{11}}$$

Accept only fraction formed by the cards given.

(b)

$$\frac{4}{7} \text{ OR } \frac{6}{9} \text{ OR } \frac{8}{11} \text{ OR } \frac{6}{11}$$

consistent with part (a).

If part (a) is incorrect, accept working of 1 – (answer to part (a)) provided the numbers used are on the cards.

Accept decimals.

If answer to part (a) is greater than 1, answer to part (b) must be negative.
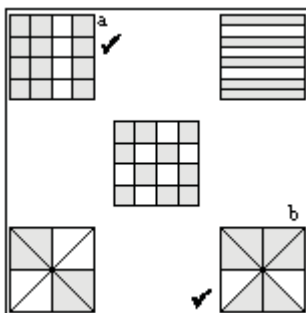
[2]

Q7.

5

8

[1]

Q8.

✔'s on shapes a and b.

If extra shapes are ticked, do not award the mark unless the child clearly indicates which are his or her final selection.
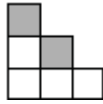
[1]

Q9.

Ring drawn enclosing 7 apples.

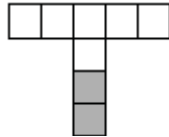> *Accept any other clear way of indicating 7 apples.*

[1]

Q10.

(a) Equivalent of 2 squares shaded, eg

> *Accept part squares shaded as long as the intention is clear.*

1

(b) Equivalent of 2 squares shaded, eg

> *Accept part squares shaded as long as the intention is clear.*
> *Accept inaccuracies in shading providing the intention is clear.*

1

[2]

Q11.

$\boxed{\dfrac{2}{8}}$ joined to $\boxed{\dfrac{1}{4}}$

> *The line need not touch the fractions, provided the intention is clear.*
> ***Do not*** *award the mark if more than one pair of fractions are joined.*

[1]