

MATHEMATICS

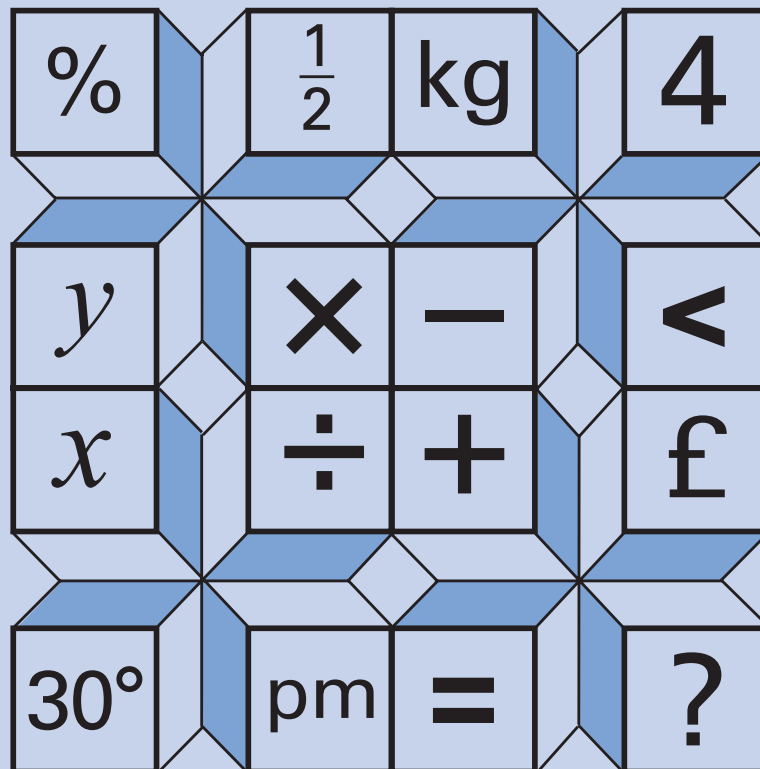
KEY STAGE 2 2000

TEST B

**LEVELS
3-5**

CALCULATOR ALLOWED

PAGE	MARKS
2	
4	
6	
8	
10	
12	
14	
15	
TOTAL	

BORDERLINE
CHECK

First Name

Last Name

School

Instructions

You **may** use a calculator to answer any questions in this test.

Work as quickly and as carefully as you can.

You have **45 minutes** for this test.

If you cannot do one of the questions, **go on to the next one**.
You can come back to it later, if you have time.

If you finish before the end, **go back and check your work**.

Follow the instructions for each question carefully.



This shows where you need to put the answer.

If you need to do working out, you can use any space on a page.

Some questions look like this:



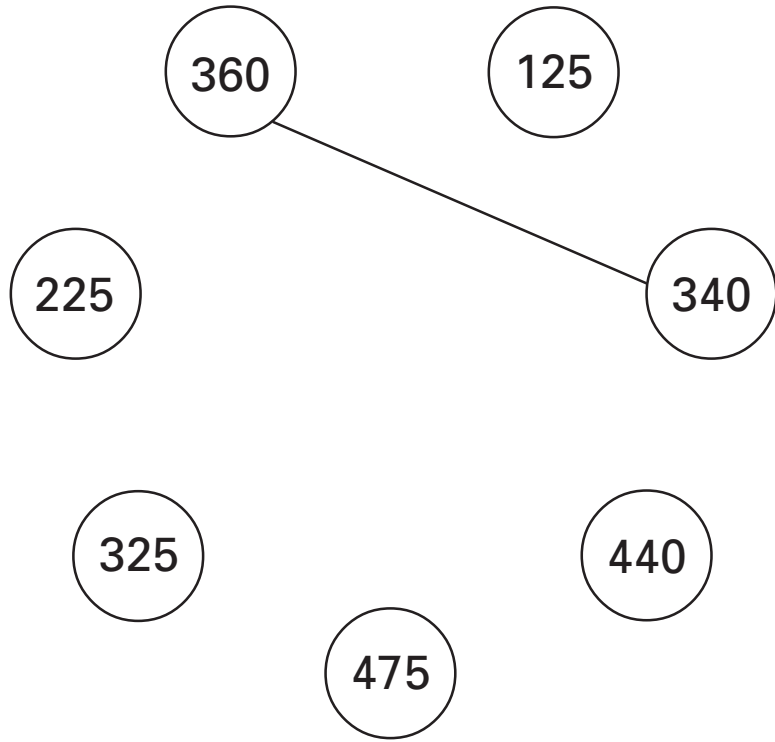
Show
your **method**.
You may get
a mark.

A diagram showing a large rectangular box for working out. To the right of the bottom right corner of this box is a smaller, empty rectangular box for the answer. A speech bubble with a pencil icon and text points to the large box.

For these questions you may get a mark for showing your method.

1

Draw a line to join two other numbers which have a **total of 700**



1

1 mark

2

Circle the number which is **nearest in value to 750**



570 699 810 852 1050

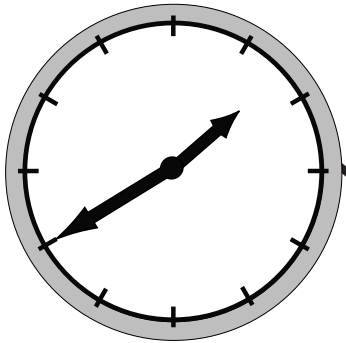
2

1 mark

3

Here are three clock faces.

Match each clock face to the same time on a digital clock.



11:10



2:55

1:40



8:10

6:35

7:35

3a

1 mark

3b

1 mark

4

Write in the missing number.



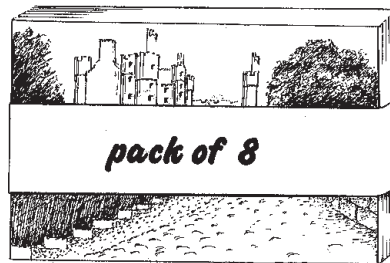
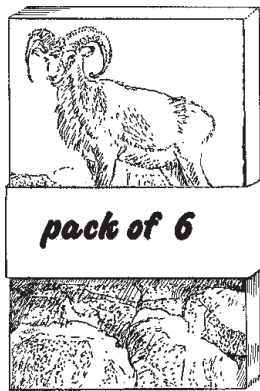
$$60 + 99 + \boxed{} = 340$$



4

1 mark

5

A shop sells postcards in **packs of 6** and **packs of 8**.Alan bought **4 packs of 8 cards**.

How many cards did he get?



5a

1 mark

Shereen bought some **packs of 6 cards**.Altogether she has **30 cards**.How many **packs of 6** did she buy?

5b

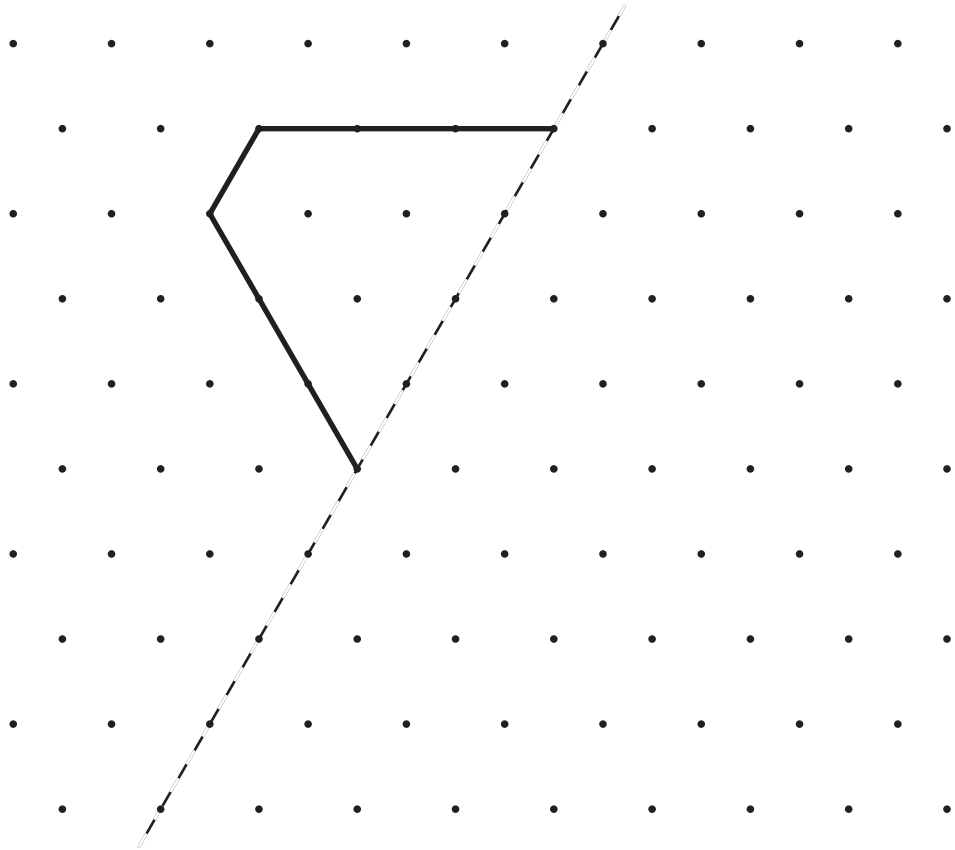
1 mark

6

Draw the **reflection** of the shape in the **mirror line**.

Use a ruler.

You may use a mirror or tracing paper.



mirror line

6

1 mark

7

Write **two numbers**, each **greater than 100**, to complete this subtraction.

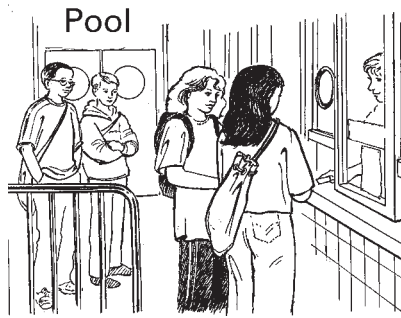


$$\begin{array}{|c|c|c|} \hline & & \\ \hline \end{array} - \begin{array}{|c|c|c|} \hline & & \\ \hline \end{array} = \begin{array}{|c|c|c|} \hline 2 & 0 & 8 \\ \hline \end{array}$$

7

1 mark

8



These are the opening times at a swimming pool.

	opening times	
	am	pm
Monday	Pool closed	
Tuesday		
Wednesday	10:30	to 5:30
Thursday	10:30	to 8:30
Friday	10:30	to 9:00
Saturday	8:00	to 6:00
Sunday	7:00	to 4:00

How many **hours** is the pool open on a **Sunday**?

 **hours**

8a
1 mark

Which **day** has the **latest** closing time?



8b
1 mark

Habib arrives at the pool at **5:20pm** on **Saturday**.

How many **minutes** is it before the pool closes?

 **minutes**

8c
1 mark

9



Chris saves **50p** coins.

He has saved **45** of them.

How much money has Chris saved?



9a

1 mark

Michelle has saved **£8.40** in **20p** coins.

How many **20p coins** does Michelle have?



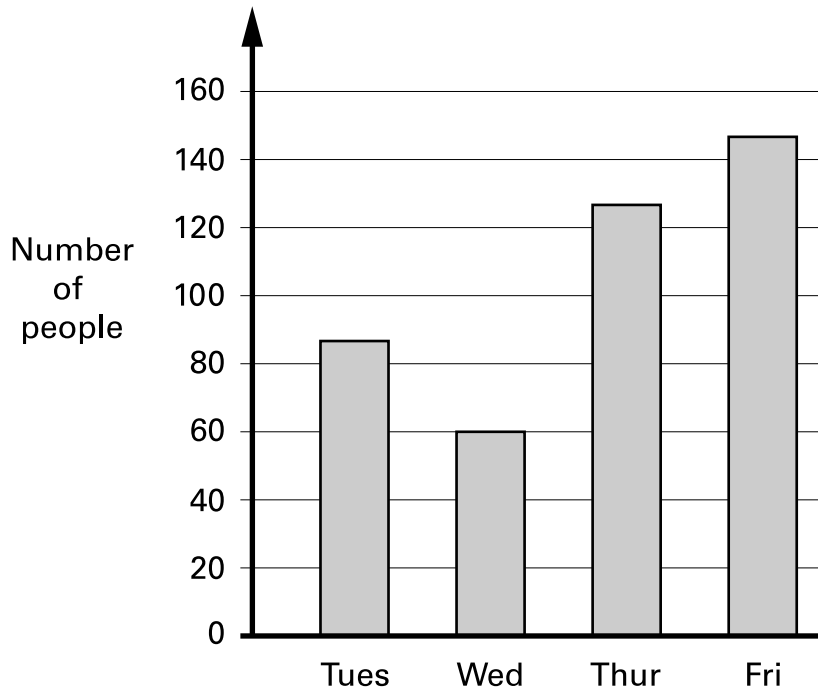
Show your **method**.
You may get a mark.

9b

2 marks

10

This bar chart shows how many people went to a school play.



Estimate the number of people who went there on **Thursday** and **Friday** altogether.



10a

1 mark

Each person paid **£2.25** for a ticket to get in.

How much **ticket money** was collected on **Wednesday**?



Show your **method**.
You may get a mark.

£

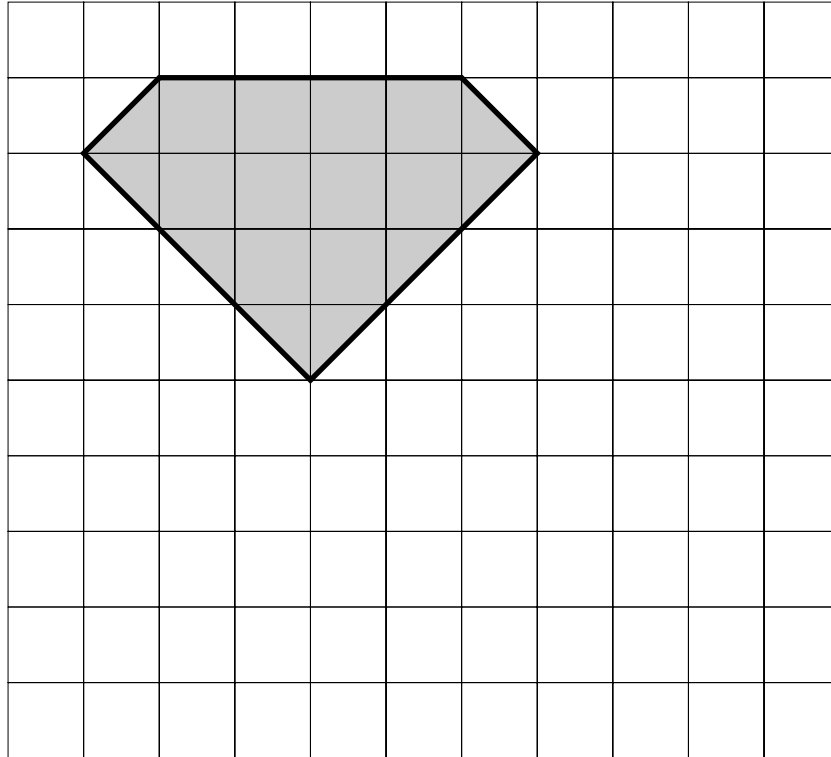
10b

2 marks

11

On the grid, draw a **rectangle** which has the **same area** as this shaded pentagon.

Use a ruler.



11
1 mark

12

Nadia is working with **whole** numbers.

She says,

'If you add a two-digit number to a two-digit number you cannot get a four-digit number'.

Is she correct? Circle Yes or No.



Yes / No

Explain why.



.....

.....

.....

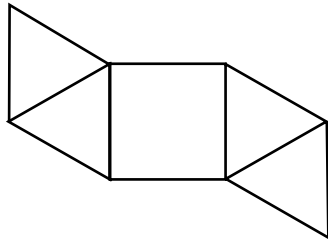
12
1 mark

13

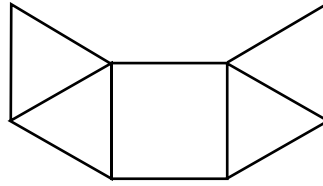
Look at each of these diagrams.

Put a tick (✓) if it is the **net of a square based pyramid**.

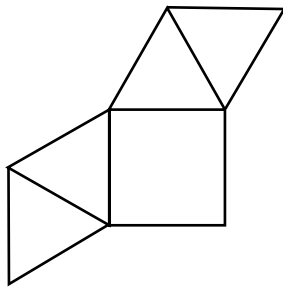
Put a cross (✗) if it is **not**.



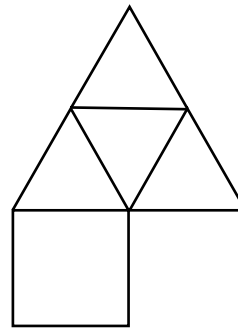
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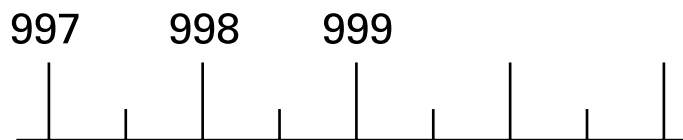
13

2 marks

14

Here is part of a number line.

Write the number shown by the arrow.





14

1 mark

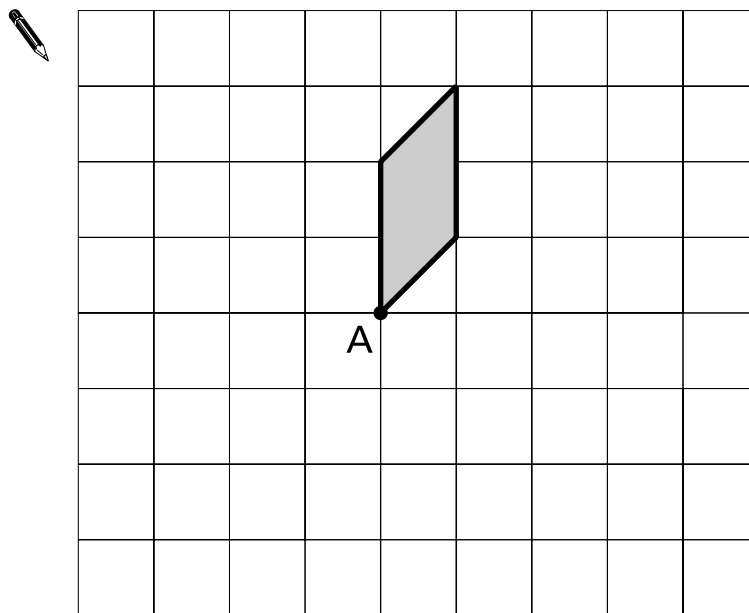
15

Here is a shaded shape on a grid.

The shape is **rotated 90° clockwise** about point **A**.

Draw the shape in its **new position** on the grid.

You may use tracing paper.



15
2 marks

16

Calculate **60%** of **765**



16
1 mark

17

Put a tick (✓) in the correct box for each calculation.

Use a calculator.

The first one has been done for you.

	less than 1000	equal to 1000	more than 1000
$8.9 \times 9.9 \times 11.9$			✓
$(786 - 387) \div 0.41$			
$95.4 + (91 \times 9.95)$			
$12.5 \times (21.1 + 58.9)$			

17

2 marks

18 n stands for a number.

Complete this table of values.

n	$5n - 2$
20	<input type="text"/>
<input type="text"/>	38

18a

1 mark

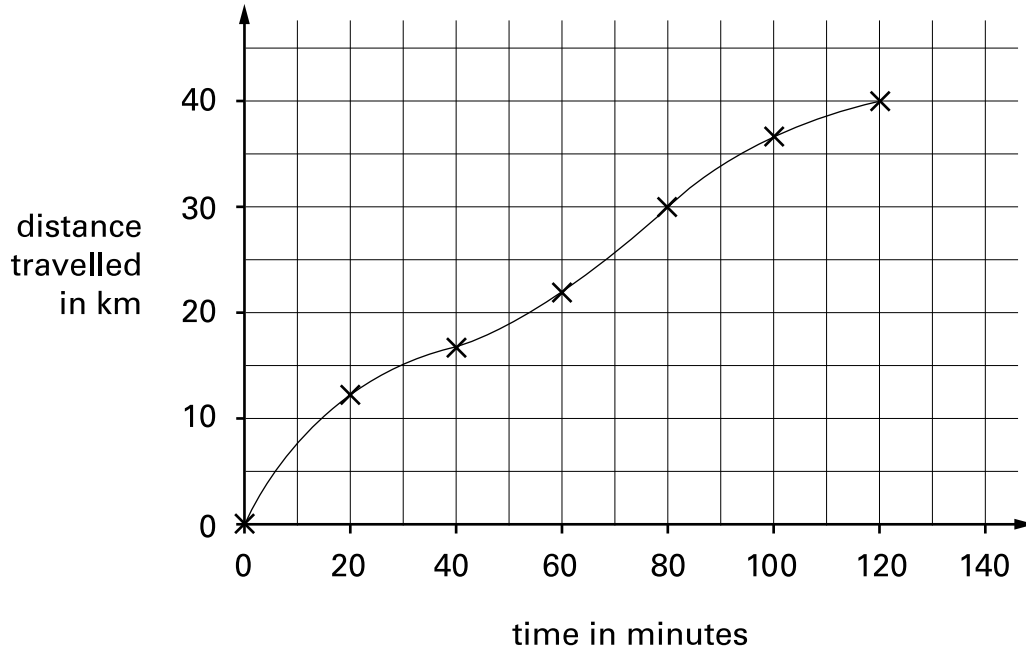
18b

1 mark

19

Carol went on a **40-kilometre** cycle ride.

This is a graph of how far she had gone at different times.



How many minutes did Carol take to travel the **last 10 kilometres** of the ride?



19a

1 mark

Use the graph to estimate the distance travelled in the **first 20 minutes** of the ride.



19b

1 mark

Carol says,

'I travelled further in the first hour than in the second hour.'

Explain how the graph shows this.



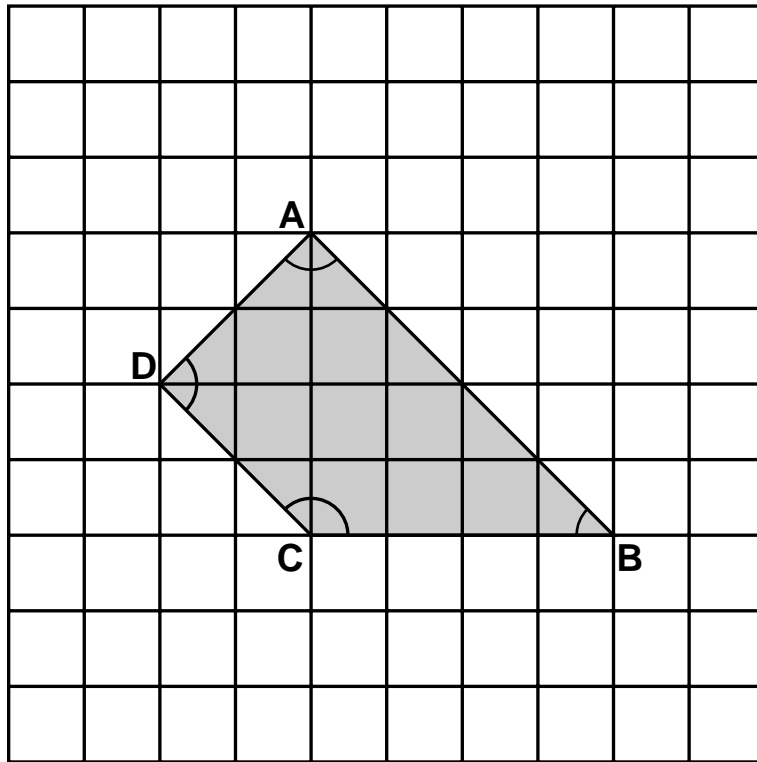
.....
.....
.....

19c

1 mark

20

Here is a shape on a square grid.



For each sentence, put a tick (✓) if it is true.

Put a cross (✗) if it is not true.

Angle **C** is an **obtuse** angle.
Angle **D** is an **acute** angle.
Line **AD** is **parallel** to line **BC**.
Line **AB** is **perpendicular** to line **AD**.

20

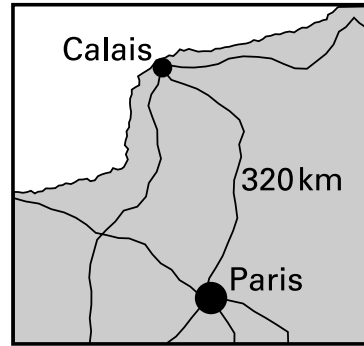
2 marks

21

Here is a map of part of France.

The map shows that the distance from Calais to Paris is **320 kilometres**.

5 miles is approximately **8 kilometres**.



Use these facts to calculate the approximate distance in **miles** from Calais to Paris.



Show your **method**.
You may get a mark.

miles

21a
2 marks

Samira bought this present in France.

She paid **44.85 French Francs** for it.

9.75 French Francs equal **£1**



44.85 FF

What was the cost of the present in **pounds and pence**?



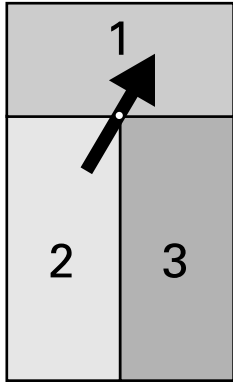
Show your **method**.
You may get a mark.

£

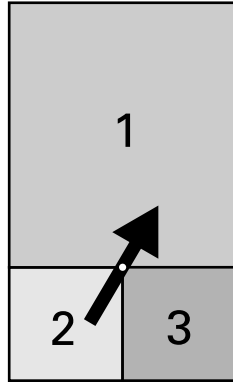
21b
2 marks

22

Katie made two spinners, **A** and **B**.



spinner A



spinner B

She says,

'Scoring a 1 on spinner A is just as likely as scoring a 1 on spinner B'.

Explain why Katie is correct.



.....

.....

.....

22

1 mark

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