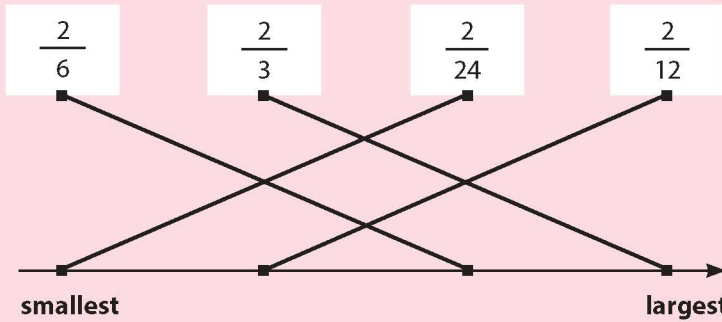


12

**PoS F** Compare and order fractions whose denominators are all multiples of the same number

1m Award 1 mark for:

► all four fractions ordered as shown:



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

**Accept:**

► any other clear way of indicating the correct order, such as writing the fractions in order along the arrow

**Do not accept:**

► two or more lines drawn from the same fraction

13

**PoS C** Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)

1m Award 1 mark for:

► 58 062

Diagnostic commentary	
<b>Correct</b>	<b>68%</b>
<b>Overview of performance</b>	Pupils, in general, performed well on this question.
<b>Common error</b>	<b>62 142</b>
	6 per cent of pupils made this error.
	One possible explanation for this error is that pupils subtracted the smaller digit from the larger in each column without considering the fact that the lower digit must always be subtracted from that above, eg. in the tens column they performed $7 - 3 = 4$ rather than subtracting 7. Some may have made this error because they do not know how to exchange when completing columnar subtraction. This common error indicates an opportunity to focus on exchanging and build on pupils' ability to complete columnar subtraction when the digits in the larger number are greater than the digits in the smaller number.