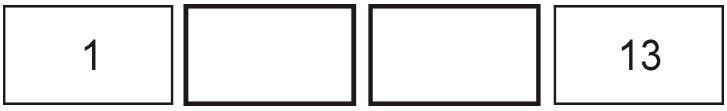
Q1.

The numbers in this sequence increase by the same amount each time.

Write in the missing numbers



1 mark

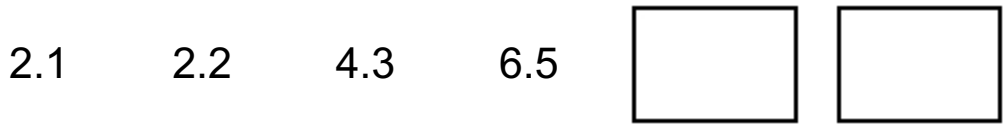
Q2.

The first two numbers in this sequence are 2.1 and 2.2

The sequence then follows the rule

'***to get the next number, add the two previous numbers***'

Write in the next two numbers in the sequence.



2 marks

Q3.

In this sequence each number is double the previous number.

Write in the missing numbers.

2 marks

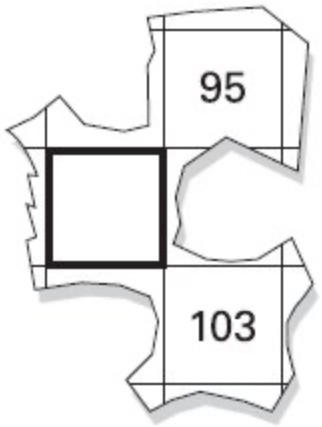
Q4.

Here is part of a number grid.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24

Here is another part of the **same** grid.

Write in the missing number.



1 mark

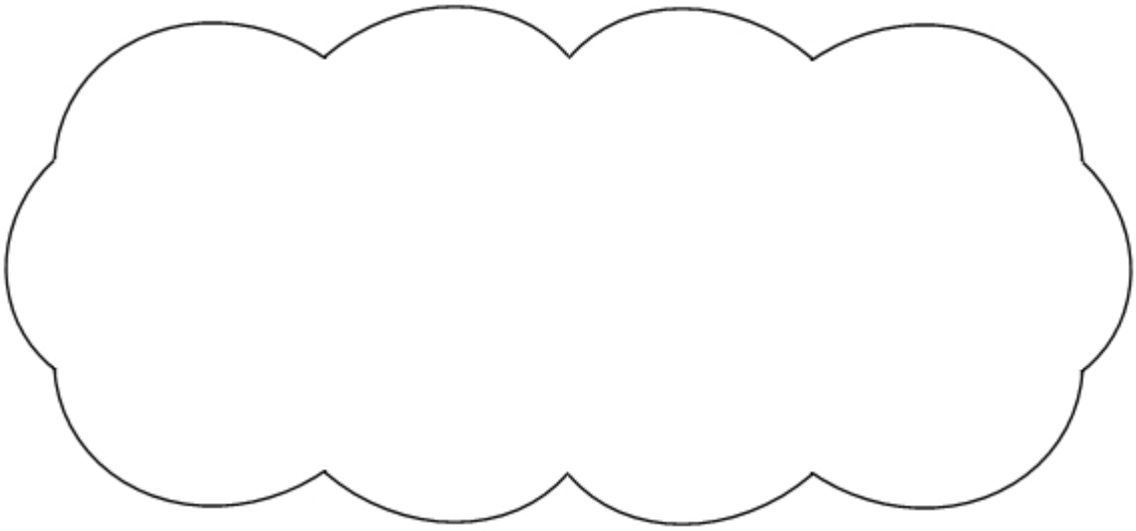
Q5.

Here is part of a number square.

The shaded numbers are part of a sequence.

113	114	115	116
123	124	125	126
133	134	135	136
143	144	145	146

Explain the rule for the sequence.



1 mark

Q1.

1	**5**	**9**	13

[1]

Q2.

Award **TWO** marks for the correct answer of

10.8 AND 17.3

If the answer is incorrect, award **ONE** mark for

either

1 m 0.8 in the first box

or

a number in the second box, which is 6.5 greater than the answer given in the first box.

Numbers must be in the correct order.

Up to 2

[2]

Q3.

Award **TWO** marks for the sequence completed as shown:

0.75 **1.5** 3 6 12 24 48 **96**

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

Accept answers as fractions, eg ,¾, 1½

*Accept for **ONE** mark*

- *the number in the third box is 96*
  AND
- *the number in the first box is half of the number in the second box eg*

0.5 **1** **96**

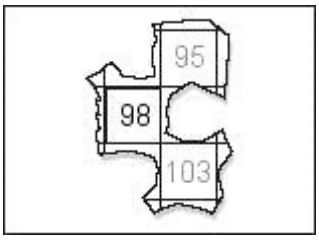
Do not award any marks if all numbers are whole numbers.

Up to 2

[2]

Q4.

Chart completed as shown:



[1]

Q5.

Accept an explanation which recognises that consecutive or adjoining shaded numbers have a difference of 9, eg

- 'You are adding 9 each time';
- 'The numbers are going up by 9 each time';
- 'The numbers go down by 9 each time';
- 'The rule is to add 10 and subtract 1';
- 'It is going down one in the units and up one in the tens'.

***Do not** accept an explanation that is vague or arbitrary, eg*

- *'The numbers get bigger';*
- *'The numbers get smaller';*
- *'The rule is to go down 116, 125, 134, 143';*
- *'The units are going down and tens are going up'.*

***Do not** accept:*

- *'The numbers are multiples of 9'.*

U1

[1]