Please read this page, but do not open your booklet until your teacher tells you to start. Write your name and the name of your school in the spaces below.

First name ______________________________________

Last name ______________________________________

School ______________________________________

Remember

- The test is 1 hour long.
- You may use a calculator for any question in this test.
- You will need: pen, pencil, rubber, ruler and a calculator.
- Some formulae you might need are on page 2.
- This test starts with easier questions.
- Try to answer all the questions.
- Write all your answers and working on the test paper – do not use any rough paper. Marks may be awarded for working.
- Check your work carefully.
- Ask your teacher if you are not sure what to do.

For marker's use only

<table>
<thead>
<tr>
<th>Total marks</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Borderline check</td>
<td></td>
</tr>
</tbody>
</table>
Instructions

Answers

This means write down your answer or show your working and write down your answer.

Calculators

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

Formulae

You might need to use these formulae

Trapezium

Area = \( \frac{1}{2} (a + b)h \)

Prism

Volume = area of cross-section \( \times \) length
1. The pie charts show what percentage of household rubbish is recycled in different countries.

(a) In England, about what percentage of rubbish is recycled?

\[ \ldots \ldots \ldots \% \]

(b) England wants to recycle 30% of rubbish by the year 2010. Which countries already recycle more than 30% of their rubbish?

\[ \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots '\]
2. Here is a shaded shape on a centimetre square grid.

(a) What is the area of the shaded shape?

\[ \ldots \ldots \, \text{cm}^2 \]\n
(b) Now draw a rectangle that has the same area as the shaded shape.
3. I have some **5p** coins and some **2p** coins.

I can use some of my coins to make **27p**.

(a) Complete the table to show different ways to make 27p. The first way is done for you.

<table>
<thead>
<tr>
<th>Ways to make 27p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use five 5p coins and one 2p coin.</td>
</tr>
<tr>
<td>Use three 5p coins and ............... 2p coins.</td>
</tr>
<tr>
<td>Use one 5p coin and ............... 2p coins.</td>
</tr>
</tbody>
</table>

(b) I cannot make 27p from 5p coins and 2p coins using an **even** number of **5p coins**. Explain why not.
4. I put square tiles on a large grid so that the tiles touch at the corners. The diagram shows part of my diagonal pattern.

(a) The **bottom right-hand** corner of **tile 2** is marked with a •

Write the coordinates of this point.

( , )  

1 mark

(b) **Tile 4** touches two other tiles.

Write the coordinates of the points where tile 4 touches two other tiles.

( , ) ( , )  

1 mark

(c) Write the coordinates of the points where **tile 17** touches two other tiles.

( , ) ( , )  

1 mark
(d) I have 30 tiles to make a pattern on a grid.

The pattern is a series of squares.

I have used some of the 30 tiles to make my pattern.

Do I have enough tiles left to make the next square, of side length 4?

Show working to explain your answer.
5. Here are the ingredients for a cordial used to make a drink.

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>ginger</td>
<td>50g</td>
</tr>
<tr>
<td>lemon</td>
<td>1</td>
</tr>
<tr>
<td>water</td>
<td>1.5 litres</td>
</tr>
<tr>
<td>sugar</td>
<td>900g</td>
</tr>
</tbody>
</table>

(a) Jenny is going to make this cordial with 25g of ginger.

How much lemon, water and sugar should she use?

- 25g ginger
- ........ lemon
- ........ litres of water
- ........ g sugar

(b) The finished drink should be \( \frac{1}{3} \) cordial and \( \frac{2}{3} \) water.

Jenny puts 100 ml of cordial in a glass.

How much water should she put with it?

- ........ ml
6. Look at this shape made from six cubes.
Four cubes are white.
Two cubes are grey.

(a) Part of the shape is rotated through 90° to make the shape below.
Shade the faces that are grey.

(b) After another rotation of 90°, the shape is a cuboid.
Draw this cuboid on the grid below.
7. (a) For each number in the table, write a **multiple** of that number.

Each multiple **must** be between 100 and 130

The first one is done for you.

<table>
<thead>
<tr>
<th>Number</th>
<th>Multiple between 100 and 130</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>120</td>
</tr>
<tr>
<td>35</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td></td>
</tr>
</tbody>
</table>

(b) Is 7 a **factor** of 140?

Tick (✔) Yes or No.

[ ] Yes   [ ] No

Explain your answer.
There are high mountains in Nepal. At different heights, the temperature is different.

The graph shows information about temperatures in one month.

For example:

At 1000 metres, the maximum temperature is 30°C.

(a) At 3000 metres, what is the minimum temperature?

(b) At 5000 metres, the minimum temperature is –3°C.

The range in temperature is 15°C.

On the graph above, draw a bar to show this information.
9. (a) A pupil measured the angles in a triangle. 

She said: 

\[ \text{The angles are } 30^\circ, 60^\circ \text{ and } 100^\circ \]

Could she be correct? Tick (✓) Yes or No.

[ ] Yes [ ] No

Explain your answer.

(b) This diagram is not drawn accurately.

Calculate the size of angle \( m \)

Show your working.
10. The square grid below shows a **quadrilateral** that has **four right angles**.

(a) Draw a quadrilateral that has exactly **two** right angles.

(b) Draw a quadrilateral that has exactly **one** right angle.
11. The diagram shows part of a number grid. The grid has 6 columns. All the **prime numbers** in the grid are **circled**.

(a) 35 is not circled.

Explain why 35 is **not** a prime number.
(b) There are no prime numbers circled in column Y.

Explain how you know there will never be a prime number in column Y.

(c) There is one prime number circled in column X.

Explain how you know there will never be another prime number in column X.

12. A box contains bags of crisps.

Each bag of crisps weighs 25 grams.

Altogether, the bags of crisps inside the box weigh 1 kilogram.

How many bags of crisps are inside the box?
13. Shoe sizes in Britain and Germany are different.

The rule below shows how to change a British shoe size to a German shoe size.

Multiply the British shoe size by 1.25, then add 32, then round the answer to the nearest whole number.

Tom’s British shoe size is 7, Karl’s British shoe size is $7 \frac{1}{2}$

They say:

‘The rule shows that we have the same German shoe size’.

Are they correct? Tick (✓) Yes or No.

☐ Yes ☐ No

Show working to explain your answer.
14. (a) The square and the rectangle below have the same area.

\[ y = \ldots \ldots \ldots \text{cm} \]

(b) The triangle and the rectangle below have the same area.

\[ w = \ldots \ldots \ldots \text{cm} \]
15. (a) In 1976 the average yearly wage was £3275

On average, people spent 17% of £3275 on their family holiday.

How much is 17% of £3275?
Show your working.

(b) In 2001 the average yearly wage was £21842

On average, people spent £1644 on their family holiday.

What percentage of the average yearly wage is that?
Show your working.
16. The graph shows a straight line.

(a) Fill in the table for some of the points on the line.

\[
\begin{array}{|c|c|c|c|c|}
\hline
(x, y) & ( , ) & ( , ) & ( , ) \\
\hline
x + y & & & \\
\hline
\end{array}
\]

1 mark

(b) Write an equation of the straight line.

\[x + y = 6\]

1 mark

(c) On the graph, draw the straight line that has the equation \(x + y = 6\)

1 mark
17. There are **20 questions** in a quiz.

A **correct** answer scores **2 points**. An **incorrect** answer **loses 1 point**. A question not answered scores 0 points. A negative total is possible.

(a) What are the maximum and minimum points you could get on the quiz?

<table>
<thead>
<tr>
<th>maximum</th>
<th>minimum</th>
</tr>
</thead>
</table>

1 mark

(b) A pupil answers **10** of the 20 questions.

**8 are correct**.

How many points does he score?

\[
\text{maximum: } 8 \times 2 = 16 \text{ points; minimum: } 10 - 8 = 2 \text{ points.}
\]

1 mark

(c) Complete the table to show 3 different ways to score **24 points**.

<table>
<thead>
<tr>
<th>Number of answers that are correct</th>
<th>Number of answers that are incorrect</th>
<th>Number of questions that are not answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

2 marks
18. (a) The cross-section of a cylindrical cotton reel is a circle. The diameter of this circle is \(3\text{ cm}\).

What is the circumference of this circle?

\[\text{Circumference} = \pi \times \text{diameter}\]

\[= \pi \times 3\text{ cm}\]

\[= \text{........... cm}\]

1 mark

(b) 91 metres of cotton goes round the cotton reel.

About how many times does the cotton go round the reel?

Show your working, and give your answer to the nearest ten.

\[\text{Times} = \frac{91 \text{ metres}}{3\text{ cm}}\]

\[= \text{...........}\]

2 marks
19. (a) A teacher asked her pupils if they recycled newspapers and glass.

The pie chart shows the results.

- 5 pupils answered ‘Neither’.
- How many pupils answered ‘Newspapers only’?
- Show your working.

\[ \text{pupils} \]

\[ \text{pupils} \]
(b) The teacher asked a **different class** if they recycled newspapers and glass.

There were **24 pupils** in the class.

**9 pupils** answered ‘Newspapers only’.

On a pie chart, what would the angle be for the sector ‘Newspapers only’?

Show your working.
20. Doctors sometimes use this formula to calculate how much medicine to give a child.

\[
c = \frac{ay}{12 + y}
\]

- \( c \) is the correct amount for a child, in ml
- \( a \) is the amount for an adult, in ml
- \( y \) is the age of the child, in years

A child who is **4 years old** needs some medicine.

The amount for an adult is **20ml**.

Use the formula to work out the correct amount for this child.

You **must** show your working.

\[
\text{Correct amount for child} = \frac{20 \times 4}{12 + 4}
\]

\[
= \frac{80}{16}
\]

\[
= 5
\]

**Correct amount for a child is 5 ml.**

**END OF TEST**