

Year 5: marking & next steps

Award one mark per question: 35 marks total. Accept equivalent answers and appropriate units unless a specific form is requested. For a question asking for two values, require both correct values. This is a classroom practice score; it does not convert to SMART scores or curriculum levels.

The paper follows the broad skill coverage and question count of the supplied assessment, with original contexts, values and diagrams. Use the worked solutions to discuss methods after students have attempted it independently.

Use two shorter sittings if appropriate. Confirm calculator use and reading support. Read instructions clearly; avoid explaining a mathematical method during an independent practice check.

Quick answer key

01 A • 26°C	19 A • D2
02 A • 60	20 13
03 B • \$8	21 D • Octagon
04 C	22 C • 18 m
05 C • 5 000 + 200 + 70 + 4	23 B • Triangle
06 56	24 D • -5°C
07 D • Eight minutes to seven	25 B • 36
08 D • 624 320	26 C • Wednesday
09 D • Multiply by 100	27 A • 65 km
10 C • 96 mm	28 17.7 km and 18.2 km
11 A • 3/12	29 C • 4 450
12 B • 15 - 7	30 B • 24 minutes
13 A • 1 1/4 loaves	31 A • Unlikely
14 A • 5 squares right	32 B • \$540
15 C • 9	33 4
16 18	34 \$103
17 10.55	35 C • 7/8
18 550	

01 • Read a temperature scale

A • 26°C

The level is three small intervals above 20°C : $20 + 6 = 26$.

02 • Missing addend

A • 60

$150 - 90 = 60$.

03 • Coin values

B • \$8

Three \$2 coins and two \$1 coins total \$8.

04 • Complete symmetry

C

The unpaired shaded square on the left reflects onto C.

05 • Partition a number

C • $5\,000 + 200 + 70 + 4$

Partition into thousands, hundreds, tens and ones.

06 • Times-table facts

56

8 groups of 7 make 56.

07 • Describe digital time

D • Eight minutes to seven

There are 8 minutes from 6:52 to 7:00.

08 • Place-value sequence

D • 624 320

Subtract 10 000 each time.

09 • Scale a decimal

D • Multiply by 100

$$7.34 \times 100 = 734.$$

10 • Centimetres to millimetres

C • 96 mm

There are 10 mm in each centimetre. $9.6 \times 10 = 96$.

11 • Probability from counts

A • $\frac{3}{12}$

There are 3 favourable counters out of 12 total.

12 • Equivalent calculations

B • $15 - 7$

$$72 \div 9 = 8, \text{ and } 15 - 7 = 8.$$

13 • Add fractions

A • $1 \frac{1}{4}$ loaves

$$\frac{3}{4} + \frac{2}{4} = \frac{5}{4} = 1 \frac{1}{4}.$$

14 • Translation

A • 5 squares right

Every point moves 5 grid squares to the right with no turn or change in height.

15 • Ten percent

C • 9

10% is one tenth. $90 \div 10 = 9$.

16 • Grouped frequencies

18

Add the groups 15-19, 20-24 and 25-29: $8 + 6 + 4 = 18$.

17 • Decimal addition

10.55

Align place values: $6.85 + 3.70 = 10.55$.

18 • Balance two expressions

550

$240 + 130 = 370$. Add 180 to find 550.

19 • Grid reference

A • D2

The tent is in column D, row 2.

20 • Two-way tables

13

There are 27 pasta choices in total; $27 - 14 = 13$ in Room B.

21 • Name polygons

D • Octagon

An octagon has eight sides.

22 • Regular polygon perimeter

C • 18 m

There are six equal sides: $6 \times 3 = 18$ m.

23 • Parallel sides

B • Triangle

Every pair of sides in a triangle meets.

24 • Temperature below zero

D • -5°C

$3 - 8 = -5$.

25 • Equal sharing

B • 36

$144 \div 4 = 36$.

26 • Find a graph error

C • Wednesday

Wednesday should be 15 km, but the graph shows 10 km.

27 • Total data values

A • 65 km

$12 + 18 + 15 + 20 = 65$ km.

28 • Possible rounded values

17.7 km and 18.2 km

Values from 17.5 up to (but not including) 18.5 round to 18. Both values are required for the mark.

29 • Multi-step whole numbers

C • 4 450

$$3\,600 + 1\,800 - 950 = 4\,450.$$

30 • Elapsed time from a clock

B • 24 minutes

The clock shows 9:48. Twelve minutes to 10:00, then 12 more minutes: 24.

31 • Likelihood words

A • Unlikely

One in ten is possible but less than an even chance.

32 • Money multiplication

B • \$540

$$135 \times 4 = 540.$$

33 • Reverse game cost

4

Spent \$16. $\$16 \div \$4 = 4$ turns.

34 • Extend a savings pattern

\$103

Increase is \$15 each week. Week 5: \$88; week 6: \$103.

35 • Fraction inequality

C • $\frac{7}{8}$

$\frac{3}{4} = \frac{6}{8}$, and $\frac{7}{8}$ is greater.

Use the mistakes to plan practice

Number and operations

Check place value before choosing a method. Use counters, equal groups, a number line or a place-value chart. Ask learners to estimate and then check their answer.

Fractions and patterns

Use equal-sized wholes and equal parts. For patterns, say the rule aloud and test it on more than one step.

Measurement and geometry

Trace the outside edge for perimeter; count covering squares for area. Check the starting point and interval on a scale. Fold, turn or build a shape to test a claim.

Statistics and probability

Read the title, labels and key before calculating. Check what one dot, picture or scale interval represents. Relate chance to favourable outcomes out of all outcomes.

A fresh check

Choose two common gaps. Model one example, let students try a similar one, then change the context for an independent check. Use age-appropriate classroom resources; the existing SMART Mastery banks on the site are for Years 7 and 8.

Priority skills: _____

Students to revisit: _____

Next check date: _____