

Year 6: 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 \$72	19 C • 890
02 D • 6.7 cm	20 B • Cube
03 B • 4×10	21 C • \$14
04 C • 7	22 B • 390 g
05 A • Irregular hexagon	23 C • 30 m
06 B •	24 D • 0.15 m
07 C • \$4 070	25 C • 165 cm
08 C • 3.7	26 B • 1.46 m
09 C • 40 minutes	27 C • D3
10 5 625	28 108
11 D • 235°	29 C • $7/12$
12 17	30 A • 64
13 B • 2 pm to 3 pm	31 C • 14 630
14 D • 6	32 C • 13°C
15 A • 0.58	33 13°C
16 A • 609 remainder 5	34 4 hours
17 6	35 D • 45
18 D • 40%	

01 • Multiply money

\$72

$$4 \times 18 = 72.$$

02 • Read a ruler

D • 6.7 cm

The endpoint is 7 small divisions beyond 6 cm.

03 • Equivalent products

B • 4×10

Both products equal 40.

04 • Read a bar scale

C • 7

Thursday's bar reaches halfway between 6 and 8.

05 • Regular and irregular shapes

A • Irregular hexagon

There are six sides, and they are not all equal.

06 • Read a large number

B • Four hundred and seven thousand and thirty
407 thousands and 30 ones.

07 • Bridge a thousand

C • \$4 070

$$3\,970 + 100 = 4\,070.$$

08 • Divide by ten

C • 3.7

Dividing by 10 makes each digit worth one tenth as much.

09 • Elapsed time

C • 40 minutes

15 minutes to 3:00, then 25 minutes.

10 • Add whole numbers

5 625

$3\,168 + 2\,457 = 5\,625$.

11 • Angles around a point

D • 235°

Angles around a point total 360° . $360 - 125 = 235$.

12 • Missing factor

17

$136 \div 8 = 17$.

13 • Compare decreases on a graph

B • 2 pm to 3 pm

Drops are 10, 25, 10 and 5 degrees. The greatest drop is 25 degrees between 2 and 3 pm.

14 • Vertices of a solid

D • 6

There are 3 vertices on each triangular end.

15 • Compare fractions decimals percentages

A • 0.58

Convert to decimals: $\frac{3}{5} = 0.6$; 0.58; $\frac{5}{8} = 0.625$; 62% = 0.62.

16 • Division with a remainder

A • 609 remainder 5

$6 \times 609 = 3\,654$; 5 remain.

17 • Decimal place value

6

The first digit after the point is tenths; the second is hundredths.

18 • Probability as a percent

D • 40%

$\frac{10}{25} = \frac{40}{100} = 40\%$.

19 • Multi-step points

C • 890

$760 + 480 - 350 = 890$.

20 • Recognise a net

B • Cube

The net has six equal squares arranged to fold into a cube.

21 • Round a money total

C • \$14

$2 \times \$6.79 = \13.58 , which rounds to \$14.

22 • Repeated use of mass

B • 390 g

$45 \times 8 = 360$ g used. $750 - 360 = 390$ g.

23 • Area to perimeter

C • 30 m

Width = $56 \div 8 = 7$ m. Perimeter = $2 \times (8 + 7) = 30$ m.

24 • Decimal difference

D • 0.15 m

$1.64 - 1.49 = 0.15$ m.

25 • Metres to centimetres

C • 165 cm

Multiply metres by 100.

26 • Read decimal positions

B • 1.46 m

Three intervals after 1.40 m: $1.40 + 0.06 = 1.46$ m.

27 • Scale and directions

C • D3

Two squares east reaches D4. Turning clockwise from east faces south; one square south reaches D3.

28 • Two-step sequence rule

108

$52 \times 2 + 4 = 108$.

29 • Combined outcomes

C • $7/12$

There are $4 + 3 = 7$ favourable outcomes out of 12.

30 • Square numbers and multiples

A • 64

$64 = 8 \times 8$ and $64 \div 4 = 16$.

31 • Ten percent of a large number

C • 14 630

Divide by 10.

32 • Temperature difference across zero

C • 13°C

From -4 to 0 is 4 degrees, then 9 more: 13.

33 • Mean

13°C

Sum = 52°C . Divide by 4 to get 13°C .

34 • Fixed fee and hourly rate

4 hours

$135 - 35 = \$100$ for hours. $100 \div 25 = 4$.

35 • Find a whole from a fraction

D • 45

One fifth = $27 \div 3 = 9$; five fifths = 45.

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: _____