

Ma

KEY STAGE

3

TIER

5–7

2008

Mathematics test

Paper 1

Calculator not allowed

First name _____

Last name _____

School _____

Remember

- The test is 1 hour long.
- You **must not** use a calculator for any question in this test.
- You will need: pen, pencil, rubber, ruler and a pair of compasses.
- 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

TOTAL MARKS	
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Instructions

Answers



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

Calculators



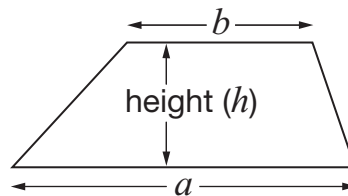
You **must not** use a calculator to answer any question in this test.

Formulae

You might need to use these formulae

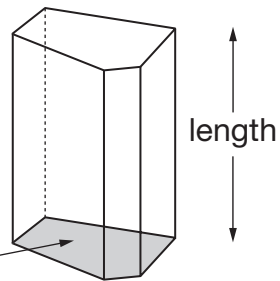
Trapezium

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



Prism

area of cross-section



$$\text{Volume} = \text{area of cross-section} \times \text{length}$$

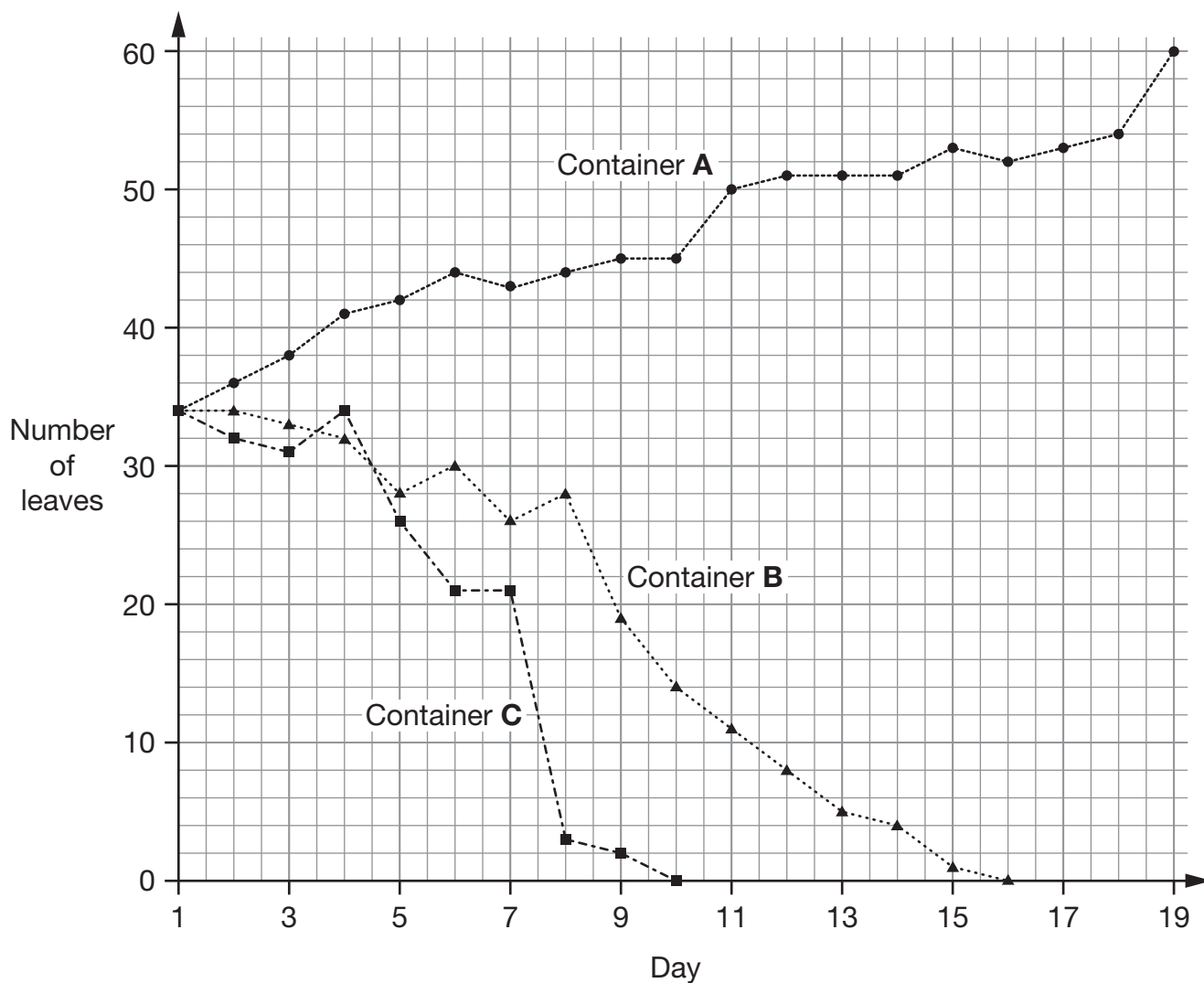
3. Duckweed is a plant that grows in water.

Pupils added **different amounts of salt** to three identical containers of water.

In each container they put some duckweed plants.

Then they recorded the number of leaves on the plants every day.

Results:



Key:

- A: No salt ·····●·····
- B: Small amount of salt ·····▲·····
- C: Large amount of salt - - -■ - - -

(a) How many leaves were in each container on day **1**?



_____ 1 mark

(b) In container **A**, how many **more** leaves were there on day **19** than on day **1**?



_____ 1 mark

(c) Duckweed plants with no leaves are dead.

On which day did the pupils record that the plants in container **B** were dead?



Day _____

_____ 1 mark

(d) How did the amount of salt affect the **change** in the number of leaves?

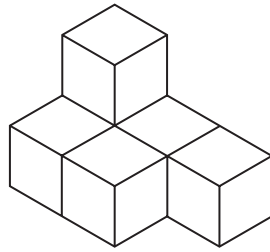


_____ 1 mark



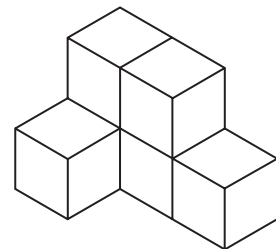
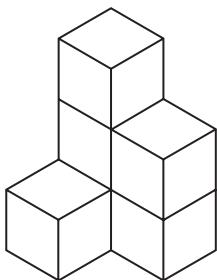
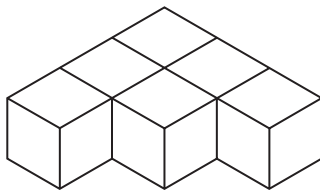
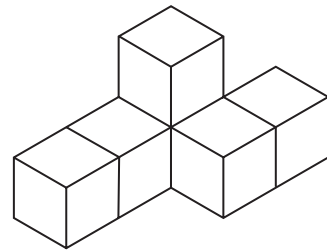
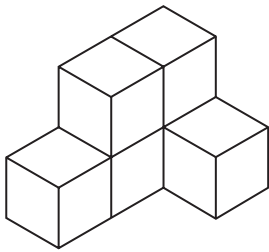
4. Each shape in this question is made from **six cubes**.

Look at this shape.



Which **two** of the diagrams below show the **same** shape?

Tick (✓) them both.



1 mark

7. (a) Write the correct numbers in the gaps below.

$$1 \times 3\frac{1}{2} = 3\frac{1}{2}$$

$$2 \times 3\frac{1}{2} = 7$$

$$3 \times 3\frac{1}{2} = 10\frac{1}{2}$$



$$4 \times 3\frac{1}{2} = \underline{\hspace{2cm}}$$

1 mark



$$5 \times 3\frac{1}{2} = \underline{\hspace{2cm}}$$

1 mark

$$6 \times 3\frac{1}{2} = 21$$

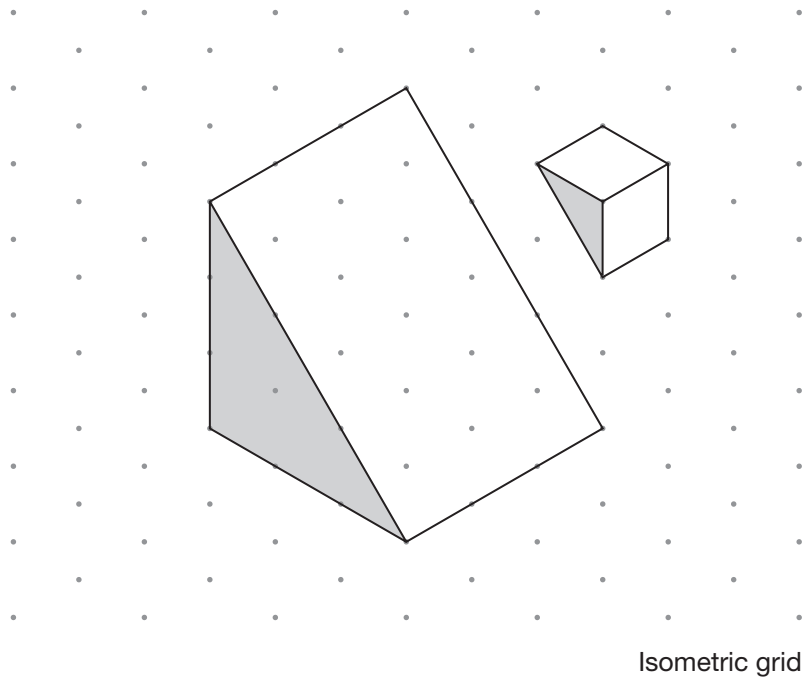
Use the table to help you work out this calculation.



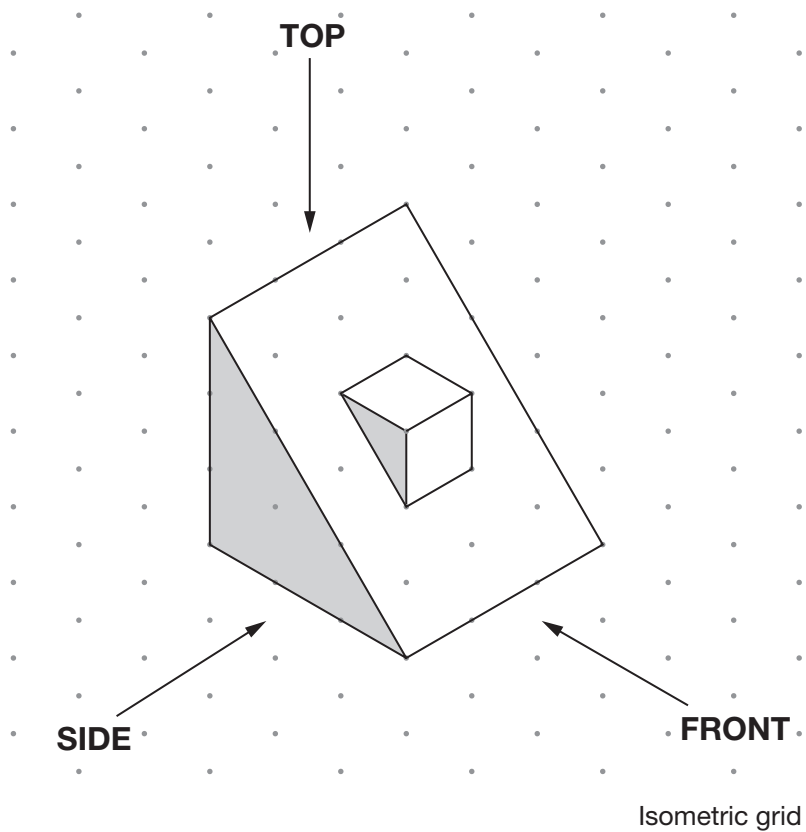
$$60 \times 3\frac{1}{2} = \underline{\hspace{2cm}}$$

1 mark

11. Look at the two triangular prisms.



They are joined to make the new shape below.



Complete the views of the new shape on the grid.

The first one is done for you.

View from
the **TOP**

View from
the **FRONT**

View from
the **SIDE**

Square grid

2 marks

12. I am thinking of a number.

My number is a **multiple of 6**

What **three other numbers** must my number be a multiple of?

_____, _____ and _____

1 mark



15. The table shows whether pupils in a class walk to school.

	Walk to school	Do not walk to school
Boys	2	8
Girls	5	10

- (a) What percentage of the **boys** walk to school?



_____ %

_____ 1 mark

- (b) What percentage of the **pupils** in this class walk to school?



_____ %

_____ 2 marks

17. (a) For each sequence below, tick (✓) the correct box to show if it is **increasing**, **decreasing** or **neither**.



				increasing	decreasing	neither
$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{4}$	$\frac{1}{5}$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
$\frac{6}{13}$	$\frac{7}{12}$	$\frac{8}{11}$	$\frac{9}{10}$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
$\frac{1}{2}$	$\frac{2}{4}$	$\frac{3}{6}$	$\frac{4}{8}$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
$\frac{3}{2}$	$\frac{4}{3}$	$\frac{5}{4}$	$\frac{6}{5}$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 marks

- (b) A different sequence has this expression for the n th term:

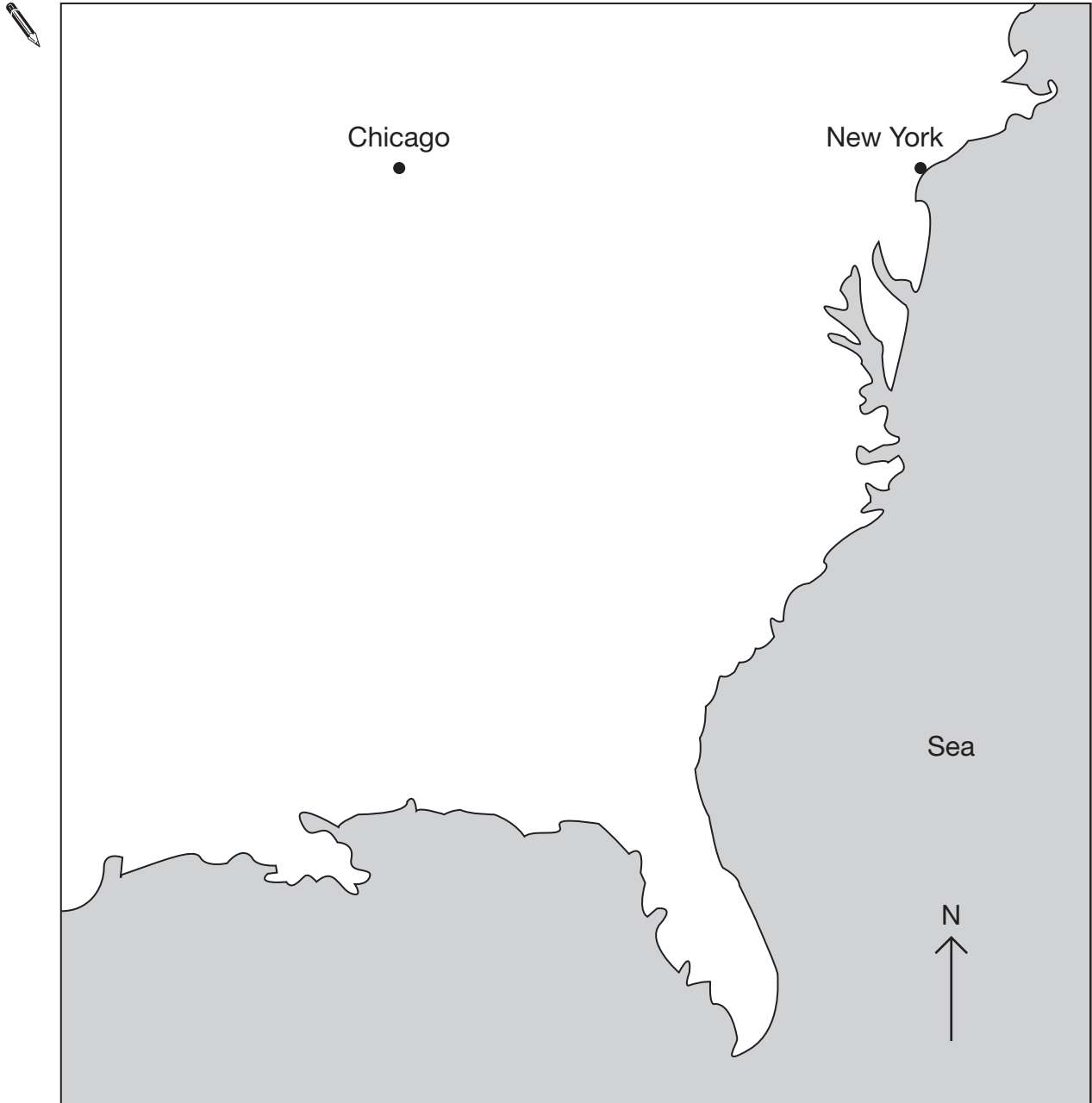
$$\frac{1}{(n + 1)^2}$$

Work out the first four terms in the sequence.



1 mark

20. This map of part of America shows Chicago and New York.
The scale is **1cm to 100 miles**.



Atlanta is further south than both Chicago and New York.
It is **710 miles** from Chicago and **850 miles** from New York.

Use accurate construction to show Atlanta on the map.

You **must** leave in your construction lines.

2 marks

22. In this question, consider only positive values of x

Look at this function.

$$p = 3x$$

As x increases, p increases.

For each function below, tick (✓) the correct box.



$$q = x - 2$$

As x increases, q increases q decreases

$$r = \frac{1}{2}x$$

As x increases, r increases r decreases

$$s = 2 - x$$

As x increases, s increases s decreases

$$t = \frac{1}{x}$$

As x increases, t increases t decreases

2 marks

24. (a) A straight line goes through the points (0, 1), (2, 5) and (4, 9)

The equation of the straight line is $y = 2x + 1$

Is the point (7, 12) on this straight line?



Yes

No

Explain your answer.



1 mark

(b) A **different** straight line goes through the points (0, 1), (2, 7) and (4, 13)

Write the equation of this straight line.



1 mark

25. (a) Explain why $\sqrt{89}$ must be between 9 and 10



_____ 1 mark

(b) $\sqrt{389}$ is also between two consecutive whole numbers.

What are the two numbers?



_____ and _____

_____ 1 mark

26. Here are the rules of a game.

Each person chooses heads or tails at random, then a coin is thrown.
People who choose the side shown by the coin are left in the game.
The rest are out of the game.

If a group of **1000 people** are going to play this game, how many people might you expect to be left in the game after **5 throws**?

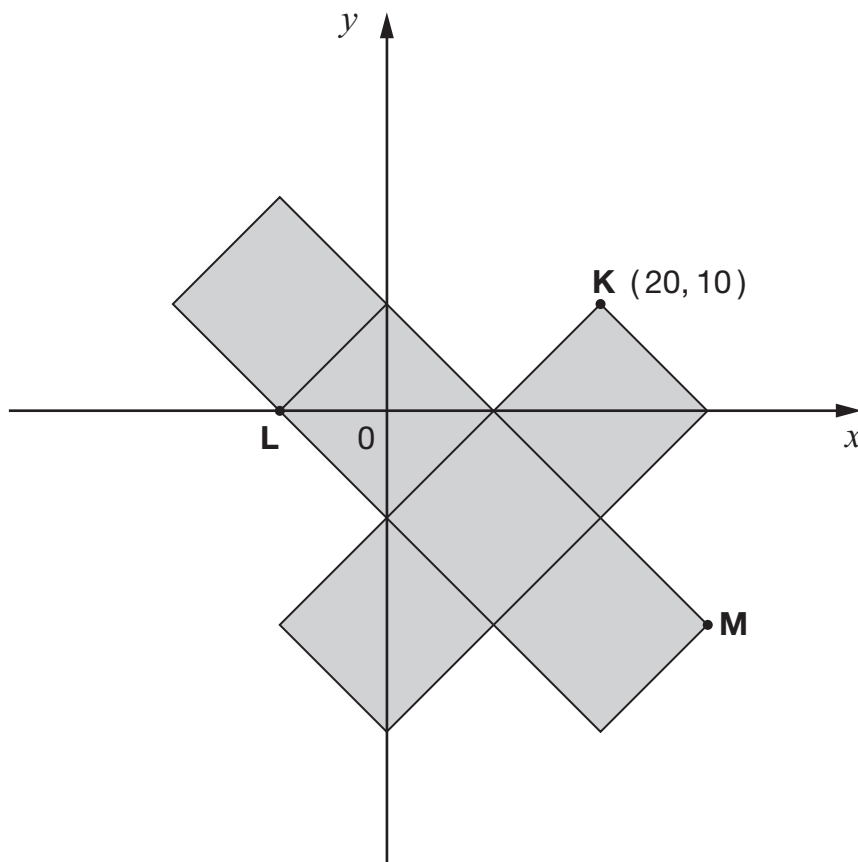


_____ people

_____ 2 marks



27. The diagram shows the net of a cube made of 6 squares.



Not drawn
accurately

K is the point **(20, 10)**

What are the coordinates of the points **L** and **M**?



L is (_____ , _____)

1 mark



M is (_____ , _____)

1 mark