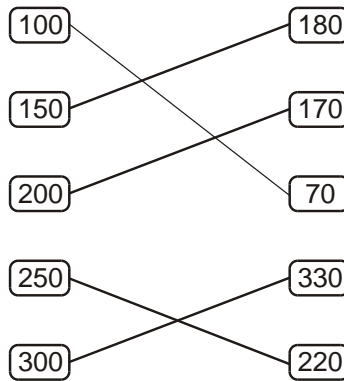


Addition and Subtraction KS2 SATS Standard Worksheet Answers

1. Award **TWO** marks for the four lines drawn as shown: up to 2



Do not award any marks if two or more incorrect lines are drawn.

Lines need not touch the boxes, provided the intention is clear.

If the answer is incorrect, award **ONE** mark for three correct lines drawn **AND** not more than one incorrect line drawn.

[2]

2. Three numbers circled as shown: 1

64 32 16 8 4 2 1

Do not award the mark if additional incorrect numbers are circled.

Accept unambiguous alternatives, eg numbers ticked, crossed or underlined.

[1]

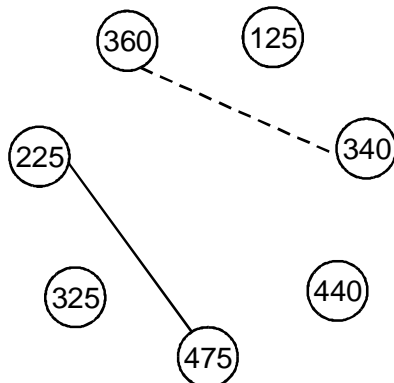
3. (a) 115 1 m
 (b) 30 1 m
 (c) 69 1 m

[3]

4. 184 1

[1]

5. One line drawn as shown. 1



Line does not have to touch circles, provided the intention is clear. Accept alternative, unambiguous ways of indicating the answer, eg $225 + 475 = 700$

[1]

6. 10 (30) 50 (70) (90) 1m
- Do not accept numbers circled twice.*

[1]

7. Award **TWO** marks for the use of five of the given number cards to complete addition appropriately, ie Up to 2m

$$\begin{array}{r} \boxed{4} \boxed{9} \boxed{9} \\ + \quad \boxed{4} \boxed{9} \\ \hline 5 \quad 4 \quad 8 \end{array}$$

OR

$$\begin{array}{r} \boxed{4} \boxed{4} \boxed{9} \\ + \quad \boxed{9} \boxed{9} \\ \hline 5 \quad 4 \quad 8 \end{array}$$

If the answer is incorrect award **ONE** mark for 9 in the units column of both numbers, ie

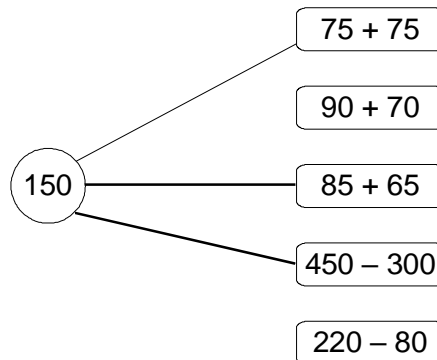
$$\begin{array}{r} \boxed{x} \boxed{x} \boxed{9} \\ + \quad \boxed{x} \boxed{9} \\ \hline 5 \quad 4 \quad 8 \end{array}$$

No mark is awarded if digits other than 4 or 9 are used.

[2]

8. 111 1m [1]

9. Award **TWO** marks for the 2 lines drawn as shown: Up to 2m



If the answer is incorrect, award **ONE** mark for at least one correct line drawn **AND** not more than one incorrect line drawn.

Do not award any marks if two or more incorrect lines are drawn.

[2]

10. 823 1 [1]

11. (a) 90 1m
 (b) 13 1m
[2]

12. All five digits arranged to give a sum of 60, eg 1m
U1

$$\begin{array}{r}
 \boxed{5} \\
 \boxed{1} \boxed{2} \\
 + \boxed{4} \boxed{3} \\
 \hline
 60
 \end{array}
 \quad \text{OR} \quad
 \begin{array}{r}
 \boxed{1} \\
 \boxed{2} \boxed{5} \\
 + \boxed{3} \boxed{4} \\
 \hline
 60
 \end{array}$$

Accept digits in any order provided the sum of 60 is achieved.

Do not accept a digit used more than once, or digits outside the list given.

13. Table completed as shown: 1m [1]

Type of coin	Number of coins
1p	160
10p	16
20p	8

Both numbers must be correct for the award of the mark.

[1]

14. Any two numbers greater than 100 with a difference of 208, eg 1

$$\boxed{4} \boxed{0} \boxed{8} - \boxed{2} \boxed{0} \boxed{0} = \boxed{2} \boxed{0} \boxed{8}$$

Accept numbers with four or more digits.

[1]

15. 1614 1 [1]

16. 0.74 1

Accept also .74

Do not accept 74

[1]

17. Digits written in boxes as shown: 1m

$$4 \boxed{6} 4 + 38 \boxed{7} = 851$$

[1]

18. (a) 4 1m
 (b) 12 1m

[2]

19. 689 1m [1]

20. 10.8 1 m [1]

21. 0.1 0.5 (0.05) 0.7 (0.07) 0.2

Accept alternative indications, eg the numbers crossed or underlined.

[1]

22. Explanation which recognises that the largest two-digit number (99) added to itself only gives a three-digit number (198), eg

- ‘Because if you do $99 + 99$ you only get a three-digit number’;
- ‘If you add any 2 two-digit numbers, you will get a three-digit number or a two-digit number’.

No mark is awarded for circling the ‘Yes’ alone.

Do not accept vague or arbitrary explanations such as

- ‘The numbers aren’t big enough’;
- ‘It doesn’t work’.

If ‘No’ is circled but a correct unambiguous explanation is given then award the mark.

[1]

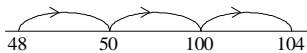
23. (a) 56 (boys)

[1]

(b) Chooses an appropriate sequence of computation which indicates that the difference between 48 and 104 needs to be calculated
or gives a similar verbal explanation

Award the mark even if the answer is incorrect if there is evidence of an appropriate calculation. Any horizontal or vertical method of setting out (or mixture of both is acceptable).

Suitable methods might include:

i) 

ii) $104 - 40 = 64$
 $64 - 8 = 56$

iii)
$$\begin{array}{r} 104 \\ - 48 \\ \hline 56 \end{array}$$

[1]

24.

	4		4		8	or	4		5		2
			5		2				4		8
or	4		5		8	or	4		4		2
			4		2				5		8

[1]

25. 296

1

[1]

26. Any two digits which sum to 6, eg

1

$$\begin{array}{|c|c|c|} \hline 4 & 6 & 2 \\ \hline \end{array} + \begin{array}{|c|c|c|} \hline 2 & 9 & 5 \\ \hline \end{array}$$

Each of the two digits must be shown.

Accept 0 as one of the digits.

[1]

27. Award **TWO** marks for the correct answer of 6.15

up to 2

If the answer is incorrect, award **ONE** mark for an appropriate calculation such as:

- $8.61 + 3.69 = 12.3$
- $18.45 - 12.3 = \text{incorrect answer.}$

[2]

28.

A = 10 B = 0 1m
U1

OR

A = 8 B = 3

OR

A = 4 B = 9

OR

A = 2 B = 12

OR

A = 0 B = 15

Answers must be whole numbers.

Accept negative numbers, eg $A = 12$ and $B = -3$

Do not accept $A = 6$ and $B = 6$

- | | | | |
|-----|---|----|-----|
| 29. | 0.21 | 1m | |
| | <i>Accept .21</i> | | |
| 30. | Any pair of numbers which total 50, eg
30 and 20 | 1m | [1] |
| | <i>Accept fractions and decimals.</i> | | |
| | <i>Accept zero in either box.</i> | | |
| | <i>Do not</i> accept boxes left blank. | | [1] |
| 31. | 4.85 | 1 | [1] |