

1MA0 Foundation Tier – Practice Paper 1F (Set D)					
Qn		Working	Answer	Mark	Notes
1		$2 + 8 + 2 + 8 = 20$ $20 \div 4 =$	5	4	M2 for $2 + 8 + 2 + 8$ oe or 20 seen or $(2 + 8) \div 2$ oe (M1 for the sum of 3 sides of the rectangle) M1 (dep) for the sum of 3 or 4 sides of the rectangle $\div 4$ or an attempt to evaluate $(2 + 8) \div 2$ oe to get the length of one side A1 cao
2	(c)*	e.g. HL to SC: 11 02 – 11 41 Visit (at least 3 hours) SC to HL: 15 16 – 15 49 [Note : there are 9 possible solutions]	A fully correct plan showing departure times and arrival times of the two bus journeys	4	B1 for a departure time of 08 02 or 09 04 or 10 12 or 11 02 from HL M1 (indep) for a correct arrival time at SC and a correct departure time from SC (or Cartbridge St) which allows for a stay of at least 3 hours in SC (the differencing does not have to be seen) OR for correctly adding 3 hours to a their arrival time at SC B1 for a departure time from SC of 13 20 (13 11 from CS) or 14 24 (14 14 from CS) or 15 16 (15 07 from CS) C1 (dep on M1) for a complete correct plan which includes the departure and arrival times of the two bus journeys [Note: bus departure times may be identified by their starting times. Eg the 15 07 from Cartbridge Street would be acceptable for the identification of the bus which arrives a HL at 15 49]
3		$9.5 - 4.75 =$ OR $9.5 \div 2 =$	4.75	2	M1 for $9.5 - 4.75$ or $9.5 \div 2$ or $4.75 - 9.5$ A1 cao
4		180×1.5 40×1.5 110×1.5 30×1.5	Flour = 270 Ginger = 60 Butter = 165 Sugar = 45	3	M1 for $\times 24 \div 16$ oe or $24/16$ or 1.5 seen or $180 + 90 (=270)$ or $40 + 20 (=60)$ or $110 + 55 (=165)$ or $30 + 15 (=45)$ or sight of any one of the correct answers A2 for all 4 correct answers (A1 for 2 or 3 correct answers)
5	(a)		3f	1	B1 for 3f or f3 or $3 \times f$ or $f \times 3$

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6	<p>e.g. $41 - 21 (=20)$ $49 - 10 - 20 (=19)$ $16 + 19 = 35$</p> <p>OR $(100 - 49) - (16 + 21)$ $(=14)$ $14 + 10 (=24)$ $100 - (41 + 24) = 35$</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td align="center">w</td> <td align="center">b</td> <td></td> </tr> <tr> <td align="center">Boys</td> <td align="center">16</td> <td align="center">21</td> <td align="center">1</td> </tr> <tr> <td align="center">Girls</td> <td align="center">19</td> <td align="center">20</td> <td align="center">1</td> </tr> <tr> <td></td> <td align="center">35</td> <td align="center">41</td> <td align="center">2</td> </tr> </table>		w	b		Boys	16	21	1	Girls	19	20	1		35	41	2	35	4	<p>M1 for $41 - 21 (= 20)$ or M1 for $49 - 10 - '20' (= 19)$ M1 for $16 + '19'$ A1 cao</p> <p>OR M1 for $100 - 49 (=51)$ M1 for $'51' - 21 - 16 (= 14)$ and $'14' + 10 (= 24)$ M1 for $100 - (41 + '24')$ A1 cao</p> <p>NB working may appear in table or diagram</p>
	w	b																		
Boys	16	21	1																	
Girls	19	20	1																	
	35	41	2																	
7		<p>Eg. How many hours do you read each day?</p> <p>0 to 1 h <input type="checkbox"/></p> <p>over 1 h to 2 h <input type="checkbox"/></p> <p>over 2 h <input type="checkbox"/></p>	2	<p>B1 for an appropriate question with reference to a time frame, with a unit of time, or a question with a time frame, with a unit of time, implied by responses</p> <p>B1 for at least 3 non-overlapping boxes (ignore if not exhaustive) or for at least 3 exhaustive boxes (ignore if any overlapping)</p> <p>[Note: labels on response boxes must not be inequalities]</p> <p>Do not accept frequency tables or data collection sheets for award of the second B mark</p>																
8		44	1	B1 cao																

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9	$\frac{1}{2} \times 60 = 30, 30 \times 5 = 150$ $\frac{1}{3} \times 60 = 20, 20 \times 4 = \text{£}80$ $3 \times 60 = 180$ $180 + 75 - 150 - 80 = \text{£}25$ 10 bags (i.e. 60 – 30 – 20) sold for 25 $25 \div 10 = 2.50$ OR $\frac{1}{2} \times 60 = 30, 30 \times \text{£}2 = \text{£}60$ profit $\frac{1}{3} \times 60 = 20, 20 \times \text{£}1 = \text{£}20$ profit $60 + 20 = \text{£}80$ $80 - 75 = 5$ loss on 10 bags (i.e. 60 – 30 – 20) $10 \times \text{£}3 = \text{£}30$ $30 - 5 = \text{£}25$ $\text{£}25 \div 10 = \text{£}2.50$	2.50	4	$\frac{1}{2} \times 60 \times 5 (=150)$ or $\frac{1}{3} \times 60 \times 4 (=80)$ M1 (dep on 1st M1) for $3 \times 60 + 75 - '150' - '80'$ oe (=25) M1 (dep on previous M1) for $'25' \div (60 - '30' - '20')$ A1 for 2.50 (accept 2.5) OR $\frac{1}{2} \times 60 \times 2 (=60)$ or $\frac{1}{3} \times 60 \times 1 (=20)$ M1 (dep on 1st M1) for $(60 - '30' - '20') \times 3 - ('60' + '20' - 75)$ oe (=25) M1 (dep on previous M1) for $'25' \div (60 - '30' - '20')$ A1 for 2.50 (accept 2.5)

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Qn	Working	Answer	Mark	Notes
10	(a)	trapezium	1	B1 for trapezium or isosceles trapezium
	(b)		2	B2 for correct tessellation (at least 5 more shapes) (B1 for at least 4 shapes (including initial shape) correctly tessellating)
11		33	2	M1 for 5×5 or 25 seen in the working or $2 \times 2 \times 2$ or 8 seen in the working A1 cao
12*		S: $35 \div 100 \times 40 = 14$ W: $40 \div 8 \times 3 = 15$ OR D: $16 \div 40$ ($\times 100$) = 0.4 (40%) W: $3 \div 8$ ($\times 100$) = 0.375 (37.5%)	4	Compares Marks out of 40 or fractions with denominator of 40 M1 for $35 \div 100 \times 40$ oe or 14 seen (or 14/40 seen) M1 for $40 \div 8 \times 3$ or 15 seen (or 15/40 seen) $\frac{14}{40}$ and $\frac{15}{40}$ A1 for 14 and 15 or $\frac{14}{40}$ and $\frac{15}{40}$ C1 (dep on M1) for correct conclusion for their working QWC with 3 comparable marks: Decision and justification should be clear with working clearly presented and attributable. OR Decimals (or Percentages) M1 for $16 \div 40$ ($\times 100$) oe or 0.4 (or 40) seen M1 for $3 \div 8$ ($\times 100$) oe or 0.375 (or 37.5) seen A1 for 0.4 and 0.375 (or 40 and 37.5) C1 (dep on M1) for correct conclusion for their working QWC: with 3 comparable decimals (or percentages): Decision and justification should be clear with working clearly presented and attributable.

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Qn		Working	Answer	Mark	Notes
13	(a)	$2 \times 5 \times 2 = 20$ $300 \div 20 =$	15	3	M2 for $300 \div (2 \times 5 \times 2)$ oe (M1 for $2 \times 5 \times 2$ or 20 seen or $300 \div (2 \times 5)$ or 30 seen A1 cao
	(b)	$c = \frac{30 \times 40}{150} =$	8	2	$\frac{30 \times 40}{150}$ M1 for or 1200 seen A1 cao
14		$1000 \div 200 \times 12$	60	2	M1 for $500 \div 50$ or $1000 \div 200$ or $500 \div 10$ or correct scale factor clearly linked with one ingredient eg 10 with sugar or 5 with butter or flour or 50 with milk or an answer of 120 or 600 A1 cao
15	(a)	$360 \div 60 = 6$ $300 \div 60 = 5$ $6 \times 5 =$	Yes and 30	3	M1 for dividing side of patio by side of paving slab eg $360 \div 60$ or $300 \div 60$ or $3.6 \div 0.6$ or $3 \div 0.6$ or 6 and 5 seen or 6 divisions seen on length of diagram or 5 divisions seen on width of diagram M1 for correct method to find number of paving slabs eg $(360 \div 60) \times (300 \div 60)$ oe or 6×5 or 30 squares seen on diagram (units may not be consistent) A1 for Yes and 30 (or 2 extra) with correct calculations
	(b)	$\begin{array}{r} 1726 \\ 25890 \\ \hline 27616 \end{array}$	276.16	3	M1 for complete correct method with relative place value correct. Condone 1 multiplication error, addition not necessary.

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Qn	Working	Answer	Mark	Notes
16	<p>Acton after 24, 48, 72, 96, .. Barton after 20, 40, 60, 80, .. LCM of 20 and 24 is 120 9: 00 am + 120 minutes</p> <p>OR Acton after 24, 48, 1h 12 min... Barton after 20, 40, 1 h LCM is 2 hours 9: 00 am + 2 hours</p>	11: 00 am	3	<p>M1 for listing multiples of 20 and 24 with at least 3 numbers in each list ; multiples could be given in minutes or in hours and minutes (condone one addition error in total in first 3 numbers in lists) A1 identify 120 (mins) or 2 (hours) as LCM A1 for 11: 00 (am) or 11(am) or 11 o'clock</p> <p>OR M1 for listing times after 9am when each bus leaves the bus station, with at least 3 times in each list (condone one addition error in total in first 3 times after 9am in lists) A1 for correct times in each list up to and including 11: 00 A1 for 11: 00 (am) or 11(am) or 11 o'clock</p>
17	<p>e.g. $\\$20 = \pounds 12.50$ $\\$100 = 5 \times \pounds 12.50 = \pounds 62.50$ $\pounds 62.50 - 60 = \pounds 2.50$</p>	£2.50 OR \$4	3	<p>M1 for a correct method to convert \$100 to £, e.g. $5 \times '12.50'$ (= 62.50) ('12.50' is their reading from the graph at \$20) M1 (dep) for '62.50' – 60 A1 for £2.5(0) (units must be stated) OR M1 for correct method to convert £60 to \$, e.g. 3×32 (=96) or fit their answer to part (a) M1 (dep) for 100 – '96' A1 for \$4 (units must be stated)</p>
18*	<p>$360 - 200 - 90 (=70)$ $(180 - '70') \div 2$ angles at a point add to 360o, angles in a triangle add to 180o, base angles of an isosceles triangle are equal</p>	<p>$y = 55$ reasons</p>	4	<p>M1 for $360 - 200 - 90$ oe M1 for $(180 - '70') \div 2$ Reasons: angles at a point add up to 360° angles in a triangle add up to 180° base angles of an isosceles triangle are equal C2 for $y = 55^\circ$ and all correct reasons Note: An answer of 55o alone, is not enough; $y = 55^\circ$ must be explicitly stated or clearly shown on the diagram</p>

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Qn		Working	Answer	Mark	Notes
19		$1.96 \times 2.25 = 4.41$ OR $4.23 \div 9 = 0.47$ $1.96 \div 4 = 0.49$	Pack of 9	3	M2 for a fully correct method to enable a conclusion eg $1.96 \times 2\frac{1}{4}$ OR M1 for $4.23 \div 9$ or $423 \div 9$ or 0.47 seen or 47 seen M1 for $1.96 \div 4$ or $196 \div 4$ or 0.49 seen or 49 seen
20		$5w = 10 + 6$ $w = 16 \div 5$ or $w = \frac{6}{5} = \frac{10}{5}$ oe	$16/5$ oe	2	M1 for $5w - 6 + 6 = 10 + 6$ oe or $w = \frac{6}{5} = \frac{10}{5}$ oe A1 for $\frac{16}{5}, 3\frac{1}{5}, 3.2,$ oe
21*		$180 \div 9 \times 1 : 180 \div 9 \times 3 : 180 \div 9 \times 5$ $= 20 : 60 : 100$ Not enough cement (but enough sand and enough gravel) OR $1 \times 15 : 3 \times 15 : 5 \times 15$ $= 15 : 45 : 75$ $15 + 45 + 75 = 135 (< 180)$ Not enough cement (to make 180kg of concrete)	No + reason	4	M1 for $180 \div (1+3+5) (=20)$ or 3 multiples of 1: 3: 5 M1 for $1 \times '20'$ or $3 \times '20'$ or $5 \times '20'$ or 20 seen or 60 seen or 100 seen A1 for (Cement=) 20, (Sand=) 60, (Gravel=) 100 C1 ft (provided both Ms awarded) for not enough cement oe OR M1 for (1×15) and 3×15 and 5×15 or 9×15 or sight of the numbers 15, 45, 75 together. M1 for $'15' + '45' + '75'$ A1 for 135 (< 180) C1 ft (provided both Ms awarded) for not enough cement oe
22			20	2	M1 $3 \times 3 \times 3$ oe seen or drawn or 27 seen or use of 3 layers A1 cao
23	(a)	$3 + 10$	13	1	B1 cao
	(b)		$7.1 - 7.9$ inc.	1	B1 for answer in the range $7.1 - 7.9$ inc

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Qn		Working	Answer	Mark	Notes
24		Area of cross section $4 \times 7 + 5 \times 2$ or $9 \times 2 + 5 \times 4$ OR $9 \times 7 - 5 \times 5 (= 38)$	380	3	M1 for $4 \times 7 + 5 \times 2 (=38)$ or $9 \times 2 + 5 \times 4 (=38)$ or $7 \times 9 - 5 \times 5 (=38)$ or $4 \times 7 \times 10$ or $5 \times 2 \times 10 (=100)$ or $9 \times 2 \times 10 (=180)$ or $5 \times 4 \times 10 (=200)$ or $9 \times 7 \times 10 (=630)$ or $5 \times 5 \times 10 (=250)$ M1 (dep) for '38' $\times 10$ or 380 or $4 \times 7 \times 10 + 5 \times 2 \times 10$ or $9 \times 2 \times 10 + 5 \times 4 \times 10$ or $(7 \times 9 - 5 \times 5) \times 10$ A1 cao
25	(a)	$3 \times 3 \times 3 \times 3$	81	1	B1 cao
	(b)		4	1	B1 cao
26		$\frac{9}{2} \times (12 + 18) = 135$ $135 \div 20 = 6.75 (=7$ bags) 7×4.99 OR $18 \times 9 - \frac{1}{2}(6 \times 9) = 135$ $135 \div 20 = 6.75 (=7$ bags) 7×4.99	34.93	4	M1 for $\frac{9}{2} \times (12 + 18)$ or $18 \times 9 - \frac{1}{2}(6 \times 9)$ $9 \times 12 + \frac{1}{2} \times (18 - 12) \times 9$ or 135 seen M1 (dep) for '135' $\div 20$ or 6 or 7 seen M1 (dep on previous M1) for '6' $\times 4.99$ or '7' $\times 4.99$ A1 cao [SC: M1 for $(12 \times 9 + 6 \times 9) \div 20 (= 162 \div 20)$ or 8 or 9 seen M1 (dep) for '8' $\times 4.99$ or '9' $\times 4.99$ OR M1 for $(18 \times 9 - 6 \times 9) \div 20 (= 108 \div 20)$ or 5 or 6 seen M1 (dep) for '5' $\times 4.99$ or '6' $\times 4.99$]

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Qn	Working	Answer	Mark	Notes
27*	Angle DBC = $(180 - 50) \div 2$ Base angles of isosceles triangle are equal Angle ABD = $180 - 65$ Angles on a straight line add up to 180 $x = 180 - 20 - 115$ Angles in a triangle add up to 180	45 with reasons	4	M1 for $(180 - 50) \div 2$ oe or 65 seen M1 for $180 - 20 - (180 - "65")$ or $"65" - 20$ or $180 - 50 - 20 - "65"$ oe C2 for x identified as 45 with full reasons QWC: Reasons clearly laid out with correct geometrical language used (C1 (dep on M1) for one reason QWC: Reasons clearly laid out with correct geometrical language used) NOTE: x = 45 with no working or without any correct angles marked on the diagram cannot score.
28		4×6 rectangle	2	B2 for a single 4×6 rectangle drawn anywhere on the grid (B1 for a single 4×n rectangle or a single m×6 rectangle drawn anywhere on the grid) Note: All nets and 3-D sketches get NO marks
29		Region shaded	3	B1 for circle arc of radius 3cm (± 2 mm) centre Burford B1 for circle arc of radius 5 cm (± 2 mm) centre Hightown B1 for overlapping regions of circle arcs shaded

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30*	(a)		10	1	B1 cao																				
	(b)	<table border="1" style="margin-top: 10px;"> <thead> <tr> <th>Miles</th> <th>0</th> <th>10</th> <th>20</th> <th>30</th> <th>40</th> <th>50</th> </tr> </thead> <tbody> <tr> <td>Ed</td> <td>0</td> <td>15</td> <td>30</td> <td>45</td> <td>60</td> <td>75</td> </tr> <tr> <td>Bill</td> <td>10</td> <td>20</td> <td>30</td> <td>40</td> <td>50</td> <td>60</td> </tr> </tbody> </table>	Miles	0	10	20	30	40	50	Ed	0	15	30	45	60	75	Bill	10	20	30	40	50	60	<p>Ed is cheaper up to 20 miles,</p> <p>Bill is cheaper for more than 20 miles</p>	3
Miles	0	10	20	30	40	50																			
Ed	0	15	30	45	60	75																			
Bill	10	20	30	40	50	60																			
31	(a)		$6y - 15$	1	B1 cao																				
	(b)		$4x(2x + y)$	2	<p>B2 cao</p> <p>(B1 for $x(8x + 4y)$ or $2x(4x + 2y)$ or $4(2x^2 + xy)$ or $4x(ax + by)$ where a, b are positive integers or $ax(2x + y)$ where a is a positive integer or $4x(2x - y)$)</p>																				

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Qn	Working	Answer	Mark	Notes
(c)	$10t = gh$ $\frac{10t}{g}$ $h = g$	$\frac{10t}{g}$	2	M1 for clear intention to multiply both sides of the equation by 10 (eg. $\times 10$ seen on both sides of equation) or clear intention to divide both sides of the equation by g (e.g. $\div g$ seen on both sides of equation) or $10t = gh$ $\frac{t}{g} = \frac{h}{10}$ or $\frac{t}{g} = \frac{h}{10}$ or fully correct reverse flow diagram eg. $\leftarrow \times 10 \leftarrow \div g \leftarrow$ $\frac{10t}{g}$ A1 for $\frac{10t}{g}$ oe
32	$3x - 15 = 2x + 24$ $x = 39$ OR $2x + 3x - 15 + 2x + 2x + 24 = 360$ $9x + 9 = 360$ $9x = 351$ $x = 39$ OR $2x + 2x + 24 = 180$ $4x + 24 = 180$ $4x = 156$ $x = 39$	39	3	M1 for forming an appropriate equation eg $3x - 15 = 2x + 24$ or $2x + 3x - 15 + 2x + 2x + 24 = 360$ oe or $2x + 2x + 24 = 180$ oe or $2x + 3x - 15 = 180$ oe or $2x + 3x - 15 = 2x + 2x + 24$ M1 (dep) for correct operation(s) to isolate x and non-x terms in an equation to get $ax = b$ A1 cao OR $\frac{351}{9} \quad \text{or} \quad \frac{195}{5} \quad \text{or} \quad \frac{156}{4} \quad \text{oe}$ M2 for A1 cao

New Qn	Question Number	Paper Date	Skill tested	Maximum score	Mean Score	Mean Percentage	Percentage scoring full marks
1	Q14	1F 1206	Find the perimeter of rectangles and triangles	4	2.02	51	47.1
2	Q14c	1F 1211	Work out time intervals	4	1.92	48	32.9
3	Q15b	1F 1206	Extract data from lists and tables	2	0.89	45	32.0
4	Q23	1F 1211	Solve a ratio problem in context	3	1.34	45	37.5
5	Q13a	1F 1211	Manipulate algebraic expressions by collecting like terms	1	0.42	42	41.8
6	Q21	1F 1211	Design and use two-way tables for discrete and grouped data	4	1.67	42	30.9
7	Q26	1F 1211	Design a question for a questionnaire	2	0.82	41	27.5
8	Q20b	1F 1206	Calculate median	1	0.40	40	39.6
9	Q20	1F 1211	Find a fraction of a quantity	4	1.51	38	19.8
10a	Q16a	1F 1206	Recall the properties and definitions of special types of quadrilaterals	1	0.36	36	35.8
10b	Q16b	1F 1206	Understand tessellations of regular and irregular polygons	2	0.66	33	32.0
11	Q11b	1F 1206	Find the value of calculations using indices	2	0.70	35	28.4
12	Q17	1F 1206	Interpret fractions, decimals and percentages as operators	4	1.41	35	24.2
13a	Q26a	1F 1206	Add, subtract, multiply and divide any number	3	1.05	35	17.3
13b	Q26b	1F 1206	Substitute numbers into a formula	2	0.32	16	3.0
14	Q23b	1F 1206	Solve a ratio problem in context	2	0.67	34	14.1
15a	Q22a	1F 1206	Calculate perimeters and areas of shapes made from triangles and rectangles	3	0.39	13	16.7
15b	Q22b	1F 1206	Add, subtract, multiply and divide any number	3	0.94	31	2.1
16	Q24	1F 1206	Find the Lowest common multiple (LCM) and Highest common factor (HCF) of two numbers	3	0.93	31	23.4
17	Q15b	1F 1211	Interpret straight-line graphs for real-life situations ready reckoner graphs	3	0.89	30	19.8
18	Q19	1F 1211	Use the side/angle properties of isosceles and equilateral triangles	4	1.14	28	1.9
19	Q19	1F 1206	Add, subtract, multiply and divide any number	3	0.81	27	14.1
20	Q17c	1F 1211	Solve linear equations, with integer coefficients, in which the unknown appears on either side or on both sides of the equation	2	0.50	25	18.6
21	Q29	1F 1211	Solve a ratio problem in context	4	0.74	19	8.7
22	Q12a	1F 1206	Use 2-D representations of 3-D shapes	2	0.33	17	46.0
23a	Q03b	1F 1211	Use brackets and the hierarchy of operations	1	0.36	36	36.2
23b	Q03c	1F 1211	Find square roots and cube roots	1	0.17	17	16.7
24	Q27	1F 1211	Find the volume of a prism, including a triangular prism, cube and cuboid	3	0.51	17	12.4
25a	Q16a	1F 1211	Find the value of calculations using indices	1	0.43	43	43.0
25b	Q16b	1F 1211	Find square roots and cube roots	1	0.16	16	16.5

New Qn	Question Number	Paper Date	Skill tested	Maximum score	Mean Score	Mean Percentage	Percentage scoring full marks
26	Q25	1F 1211	Find the area of a trapezium	4	0.65	16	9.4
27	Q21	1F 1206	Use the side/angle properties of isosceles and equilateral triangles	4	0.60	15	0.7
28	Q22	1F 1211	Understand and draw front and side elevations and plans	2	0.29	14	7.5
29	Q28	1F 1211	Find and describe regions satisfying a combination of loci	3	0.41	14	10.9
30a	Q18a	1F 1206	Interpret straight-line graphs for real-life situations	1	0.45	45	44.7
30b	Q18b	1F 1206	Interpret straight-line graphs for real-life situations	3	0.32	11	0.8
31a	Q25a	1F 1206	Multiply a single algebraic term over a bracket	1	0.37	37	37.2
31b	Q25b	1F 1206	Factorise algebraic expressions by taking out common factors	2	0.17	9	4.3
31c	Q25c	1F 1206	Change the subject of a formula	2	0.06	3	2.3
32	Q27	1F 1206	Understand and use the angle properties of quadrilaterals	3	0.14	5	3.6
				100	27.92	27.9	