



YEAR GROUP:	1
TYPE OF TEST:	END OF HALF TERM
TERM:	AUTUMN 1
TEST CONTENT:	ARITHMETIC
POWER MATHS TOPIC:	BOOK 1A, UNIT 3

Q	ANSWER	MARK	INCORRECT ANSWERS AND MISCONCEPTIONS	EVIDENCE OF GREATER DEPTH
1	7	1	<p>Possible incorrect answer 6 (children might add 4 and 2 together if lose place when adding up)</p> <p>Children may not know when to stop counting, as they may lose track of what the whole is.</p> <p>This topic is covered in Unit 3, Lesson 1.</p>	Children can correctly identify the different parts of the part-whole model and relate them to different pictorial representations or structures. Children can understand that the same whole can be made up of different parts.
2	6	1	<p>Possible incorrect answer 10 (children might add 8 and 2 together)</p> <p>Children may find counting backwards trickier and mistakenly count forwards instead. Children may also make the mistake of adding the part to the whole.</p> <p>This topic is covered in Unit 3, Lesson 3.</p>	Children can count on from one part to the total, in order to find the missing part. Children can identify that the missing part is the number of jumps (or the difference) between the two parts.
3	4	1	<p>Possible incorrect answer 14 (children might add 9 and 5 together)</p> <p>Children may not know when to stop counting, as they may lose track of what the whole is. Children may also make the mistake of adding the part to the whole.</p> <p>This topic is covered in Unit 3, Lesson 3.</p>	Children can count on from one part to the total, in order to find the missing part. Children can identify that the missing part is the number of jumps (or the difference) between the two parts.



Q	ANSWER	MARK	INCORRECT ANSWERS AND MISCONCEPTIONS	EVIDENCE OF GREATER DEPTH
4	3	1	<p>Possible incorrect answer 9 (children might add 6 and 3 together)</p> <p>Children may find counting backwards trickier and mistakenly count forwards instead. Children may also make the mistake of adding the part to the whole.</p> <p>This topic is covered in Unit 3, Lesson 3.</p>	Children can count on from one part to the total, in order to find the missing part. Children can identify that the missing part is the number of jumps (or the difference) between the two parts.
5	6	1	<p>Possible incorrect answer 2 (children might subtract 2 from 4)</p> <p>Children may not know when to stop counting, as they may lose track of what the whole is. Children may also make the mistake of adding the part to the whole.</p> <p>This topic is covered in Unit 3, Lesson 3.</p>	Children can count on from one part to the total, in order to find the missing part. Children can identify that the missing part is the number of jumps (or the difference) between the two parts.
6	3	1	<p>Possible incorrect answer 7 (children might add 5 and 2)</p> <p>Children may not know when to stop counting, as they may lose track of what the whole is. Children may also make the mistake of adding the part to the whole.</p> <p>This topic is covered in Unit 3, Lesson 3.</p>	Children can count on from one part to the total, in order to find the missing part. Children can identify that the missing part is the number of jumps (or the difference) between the two parts.
7	5	1	<p>Possible incorrect answer 7 (children might add 5 and 2)</p> <p>Possible incorrect answer 9 (children might add all given numbers)</p> <p>Children may not make the link between instant recall of number bonds to 10 and solving missing-number problems. They may revert to counting on, even if they know the answer.</p> <p>This topic is covered in Unit 3, Lesson 5.</p>	Children can solve both parts of addition pair calculations, without needing to calculate both parts (using the commutative law of addition).
8	4	1	<p>Possible incorrect answer 16 (children might add 6 and 10)</p> <p>Children may not know when to stop counting, as they may lose track of what the whole is.</p> <p>This topic is covered in Unit 3, Lesson 4.</p>	Children can use instant recall of number bonds to 10, and represent them in a ten frame and a part-whole model. Children can use this knowledge to answer missing-number problems without having to count on.

Q	ANSWER	MARK	INCORRECT ANSWERS AND MISCONCEPTIONS	EVIDENCE OF GREATER DEPTH
9	15	1	<p>Possible incorrect answer 51 (children may add the 4 to the tens)</p> <p>Children may not know when to stop counting, as they may lose track of what the whole is.</p> <p>This topic is covered in Unit 3, Lesson 3.</p>	Children can count on from one part to the total, in order to find the missing part. Children can identify that the missing part is the number of jumps (or the difference) between the two parts.
10	1	1	<p>Possible incorrect answer 25 (children might add 13 and 12)</p> <p>Children may not know when to stop counting, as they may lose track of what the whole is. Children may also make the mistake of adding the part to the whole.</p> <p>This topic is covered in Unit 3, Lesson 3.</p>	Children can count on from one part to the total, in order to find the missing part. Children can identify that the missing part is the number of jumps (or the difference) between the two parts.

Mark range	Level
0 – 2	Below
3 – 5	Towards
6 – 7	Expected
8	Secure
9	Towards Greater Depth
10	Greater Depth

