

MULTIPLICATION PROBLEMS

KS1 – 2001 Paper

1.

12 apples

KS1 – 2002 Paper

2.

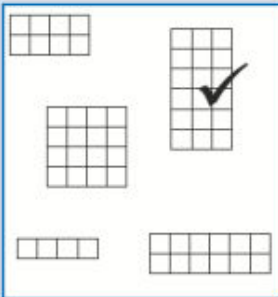
18	18 (counters)	1	
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3.

30	2	1	
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KS1 - 2003 Paper 1

4.

6	Box on top right ticked as shown: 	1	Accept any other clear way of indicating the correct response. Do not award the mark if more than one box is indicated unless it is clear that the correct one is the child's final choice.
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KS1 – 2004 Paper 1

5.

15	Writes: <table border="1"><tr><td>2</td><td>eggs</td></tr><tr><td>8</td><td>spoons of flour</td></tr><tr><td>4</td><td>spoons of sugar</td></tr><tr><td>6</td><td>spoons of milk</td></tr></table>	2	eggs	8	spoons of flour	4	spoons of sugar	6	spoons of milk	1	All numbers must be correct for the award of the mark.
2	eggs										
8	spoons of flour										
4	spoons of sugar										
6	spoons of milk										

6.

28

U1

60 (litres)

This mark may be awarded for children who have the **wrong answer but a complete and correct method** that is communicated clearly.

Use the acceptable and unacceptable responses given on pages 24 and 25 to help make your decision.

2

Award both marks for the correct answer by entering **1** in each mark box.

◆ A child with a correct answer can be awarded two marks even if they have failed to record a correct method or any method at all, since it can be assumed that they used a correct mental method to reach their answer.

OR

1

If mark awarded, enter **1** then **0** in the mark boxes.

One mark may be awarded to children who have failed to record the correct answer, provided they have demonstrated a complete and correct method for identifying 12 lots of five. (This method might be numerals, signs, words or diagrams or any mixture of these.)

KS1 – 2004 Paper 2

7.

17

U1

This mark may be awarded for children who have a method that communicates clearly how 16×5 could have been calculated.

Use the acceptable and unacceptable responses given on pages 46 and 47 to help make your decision.

1

Award the mark if the method they communicate clearly indicates that they have attempted to record 16 lots of five or five lots of 16 using a complete and correct method. (This method might be numerals, signs, words or diagrams or any mixture of these.)

Do not accept $80 \div 5 = 16$ or $80 \div 16 = 5$ since this is not a method for working out $16 \times 5 = 80$

KS1 – 2005 Paper 1

8.

60

KS1 – 2005 Paper 2

9.

96

KS1 – 2007 Paper 2

10.

17	75 (cards)	1	
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11.

<p>U1</p> <p>19</p>	<p>This mark may be awarded for children who have a method that communicates clearly how $50 \times 4 \times 2$ could have been calculated.</p> <p>Use the acceptable and unacceptable responses given on pages 46 and 47 to help you make your decision.</p>	1	<p>Award the mark if the method a child communicates clearly indicates that they have attempted to multiply the three numbers, eg by finding four lots of 50 then doubling the answer, using a complete method. (This method might be numerals, signs, words, diagrams or any mixture of these.)</p> <p>◆ Do not accept only $50 \times 4 \times 2$ or rearrangements of this multiplication, eg $2 \times 4 \times 50$, since this merely restates the question.</p>
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KS1 – 2009 Paper 1

12.

20	5 (packets)	1	
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KS1 – 2009 Paper 2

13.

U1 12	80 and a complete and correct method. This mark may be awarded for: <ul style="list-style-type: none"> ■ 80 without a method, or with an incorrect or incomplete method. or <ul style="list-style-type: none"> ■ a wrong answer with a complete method which, without arithmetical errors, would give the correct answer. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Use the examples of acceptable and unacceptable responses given on pages 50 and 51 to help you make your decision. </div>	2	Award both marks for the correct answer and method by entering 1 in each mark box. ♦ For this question, a child must record a complete and viable method, along with the correct answer, for the award of two marks. This is because the main focus of the question is recording a viable method, rather than reaching the correct answer.
		OR	1

KS1 – 2016 Paper – Reasoning (Second)

14.

14	8 (toy cars)	1m	
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KS1 – 2017 Paper – Arithmetic

15.

18	60	1m	
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KS1 – 2017 Paper – Reasoning

16.

21	12 (conkers)	1m	
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17.

27	<p>A correct number sentence is given, e.g.</p> <ul style="list-style-type: none"> • $6 \times 4 = 24$ • $4 \times 6 = 24$ <p>Accept other multiplication sentences with the product 24, except 1×24, e.g.</p> <ul style="list-style-type: none"> • $2 \times 12 = 24$ • $3 \times 8 = 24$ 	1m	<p>Award the mark even if additional correct or relevant calculations are given along with a correct calculation, e.g.</p> <ul style="list-style-type: none"> • $2 \times 6 = 12$ $2 \times 12 = 24$ <p>Also accept:</p> <ul style="list-style-type: none"> • $4 \times 6 = 1 \times 24$ • $6 + 6 + 6 + 6 = 1 \times 24$ <p>Do not accept 1×24 or 24×1 unless accompanied by an additional correct number sentence.</p> <p>Do not accept an incomplete number sentence e.g.</p> <ul style="list-style-type: none"> • 6×4 • 6×4 24 (missing equals sign) • $6 \times 4 =$ (missing product)
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KS1 – 2018 Paper – Arithmetic

18.

6	30	1m	
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KS1 – 2018 Paper – Reasoning

19.

10	100 (balls)	1m	
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20.

15	<p>Number sentence completed as shown:</p> <div style="text-align: center;"> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="padding: 5px;">5</td></tr> </table> × <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="padding: 5px;">6</td></tr> </table> = <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="padding: 5px;">30</td></tr> </table> children </div> <p>OR</p> <div style="text-align: center;"> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="padding: 5px;">6</td></tr> </table> × <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="padding: 5px;">5</td></tr> </table> = <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="padding: 5px;">30</td></tr> </table> children </div>	5	6	30	6	5	30	1m	<p>All three numbers must be correct for the award of the mark.</p>
5									
6									
30									
6									
5									
30									

KS1 – 2019 Paper – Reasoning

21.

9		1m	<p>All three egg boxes must be correctly matched for the award of the mark.</p> <p>Do not award the mark if an egg box is matched to more than one calculation.</p> <p>Ignore any extra lines drawn from the first egg box.</p>
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22.

23	35 (marbles)	1m	<p>Do not accept 5×7 or 7×5 unless evaluated.</p> <p>(Refer to general marking principles 9, 10 and 11 on pages 7 and 8.)</p>
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KS1 – 2022 Paper – Reasoning

23.

22	30 (bricks)	1m	
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24.

24	16 (plums)	1m	
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