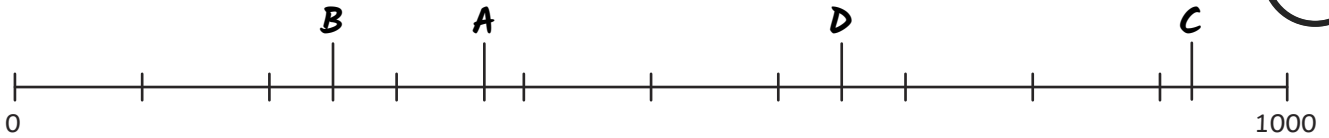


1)



- 2) a) Ali – 750 (accept answers from 735-765)
 Davis – 425 (accept answers from 410-440)
 Horvath – 100 (accept answers from 85-115)
 White – 575 (accept answers from 560-590)
- b) Davis and White's numbers are equally close to 500. (Accept answers of either Davis, White or both.)

1) A, C, D, E, B



2) Jonah is incorrect. Children should show understanding that the bottom number line could have a completely different scale or start and end numbers. For example, the bottom number line might show numbers between 0 and 100, in which case F would be nearer to 10.

- 1) a) Accept any answer that gives the same number on both lines.
 b) Accept any sensible answers that scale correctly with the answer given in question a.
- c) Without the numbers labelled at the start and the end, you can't find the position of any number on the line. For example, if a line goes from 500-1000 then halfway along it would be 750, but a line the same length could go from 0-100 and halfway along it would then be 50.
- 2) a) Children should recognise that, on a 0-5000 number line on a standard size of paper, it will be difficult to see smaller increments such as ones or tens.
 b) Children may choose to show some useful increments on the line, such as intervals of 500 or 1000; or they may make the line itself much larger and longer.

