

**Cambridge International Examinations**  
Cambridge Primary Checkpoint

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**MATHEMATICS**

**0845/01**

Paper 1

**October 2015**

MARK SCHEME

Maximum Mark: 40

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**IMPORTANT NOTICE**

Mark Schemes have been issued on the basis of **one** copy per Assistant examiner and two copies per Team Leader.

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This document consists of **10** printed pages.



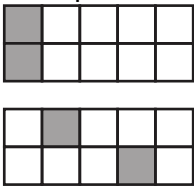
## 2

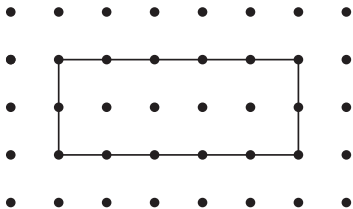
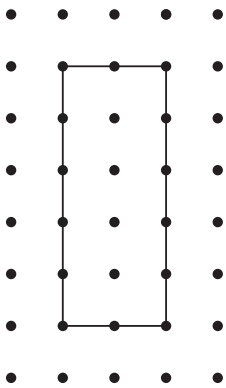
<b>Question number</b>	<b>1</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
(a)	1	33	
(b)	1	350	
<b>Total</b>	<b>2</b>		

<b>Question number</b>	<b>2</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	1	152	
<b>Total</b>	<b>1</b>		

<b>Question number</b>	<b>3</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
(a)	1	3760	
(b)	1	480	
<b>Total</b>	<b>2</b>		

<b>Question number</b>	<b>4</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	1	Saturday	Allow clear abbreviations.
<b>Total</b>	<b>1</b>		

Question number	5		
Part	Mark	Answer	Further Information
	1	Accept any 2 squares shaded, for example: 	Accept shading equivalent to 2 whole squares if part squares are used.
<b>Total</b>	<b>1</b>		

Question number	6		
Part	Mark	Answer	Further Information
(a)	1	Draws a rectangle 5 cm by 2 cm, e.g.  or 	Do not accept rectangles whose vertices are not dots on the grid.  Do not accept diagonal lines.
(b)	1	14 (cm)	Follow through from (a) provided the sides of the rectangle are horizontal and vertical, no diagonals.
<b>Total</b>	<b>2</b>		

<b>Question number</b>	<b>7</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	1	1.62 (m)	
<b>Total</b>	<b>1</b>		

<b>Question number</b>	<b>8</b>			
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>	
<b>(a)</b>	1	Shoe colour	Tally	Frequency
		Black	### II	7
		Blue	###	5
		Brown	IIII	4
		White	II	2
<b>(b)</b>	1	Black		
<b>Total</b>	<b>2</b>			

<b>Question number</b>	<b>9</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	1	210	
<b>Total</b>	<b>1</b>		

## 5

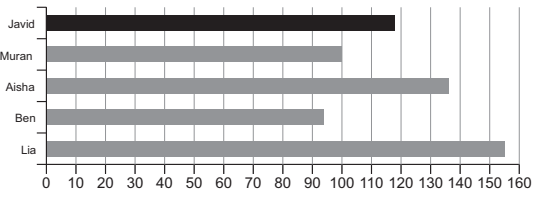
<b>Question number</b>	<b>10</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
(a)	1	4 (blocks)	
(b)	1	65 (cm)	
<b>Total</b>	<b>2</b>		

<b>Question number</b>	<b>11</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	1	$2 \times 12$ $3 \times 8$ $4 \times 6$	
<b>Total</b>	<b>1</b>		

<b>Question number</b>	<b>12</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
(a)	1	2600	
(b)	1	3570	
<b>Total</b>	<b>2</b>		

<b>Question number</b>	<b>13</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	1	3981	
<b>Total</b>	<b>1</b>		

<b>Question number</b>	<b>14</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	1	-3	
<b>Total</b>	<b>1</b>		

<b>Question number</b>	<b>15</b>														
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>												
(a)	1	 <table border="1"> <caption>Horizontal Bar Chart Data</caption> <thead> <tr> <th>Student</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Javid</td> <td>115</td> </tr> <tr> <td>Muran</td> <td>100</td> </tr> <tr> <td>Aisha</td> <td>135</td> </tr> <tr> <td>Ben</td> <td>90</td> </tr> <tr> <td>Lia</td> <td>155</td> </tr> </tbody> </table>	Student	Score	Javid	115	Muran	100	Aisha	135	Ben	90	Lia	155	
Student	Score														
Javid	115														
Muran	100														
Aisha	135														
Ben	90														
Lia	155														
(b)	1	118													
<b>Total</b>	<b>2</b>														

<b>Question number</b>	<b>16</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
(a)	1	60°	
(b)	1	isosceles	
<b>Total</b>	<b>2</b>		

<b>Question number</b>	<b>17</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	1	1477	
<b>Total</b>	<b>1</b>		

<b>Question number</b>	<b>18</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
(a)	1	38.4	
(b)	1	768	
<b>Total</b>	<b>2</b>		

<b>Question number</b>	<b>19</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
(a)	1	18 000	
(b)	1	1.8	
<b>Total</b>	<b>2</b>		

<b>Question number</b>	<b>20</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
(a)	1	2 hundreds    2 tens    2 units    2 tenths    2 hundredths	
(b)	1	5 thousands	
<b>Total</b>	<b>2</b>		

<b>Question number</b>	<b>21</b>		
<b>Part</b>	<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
	1	5 + 10 (cm) 6 + 9 (cm) 7 + 8 (cm)	in any order
<b>Total</b>	<b>1</b>		

## 8

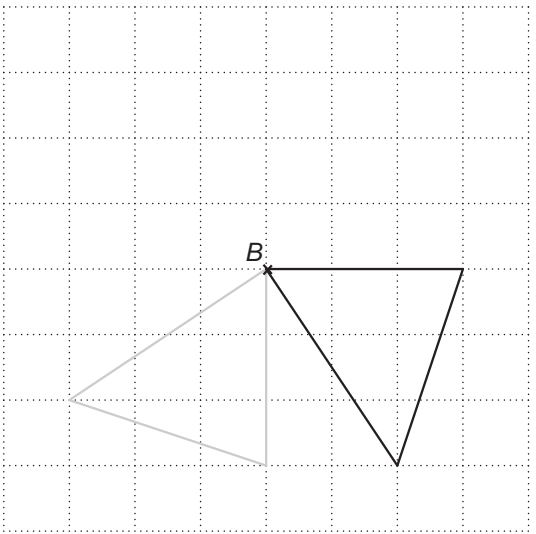
Question number	22		
Part	Mark	Answer	Further Information
	1	5.40 or 05.4	
<b>Total</b>	<b>1</b>		

Question number	23		
Part	Mark	Answer	Further Information
(a)	1	3	
(b)	1	<p>An explanation that compares the frequency of a 2 occurring with the frequency of each of the other numbers occurring, for example:</p> <ul style="list-style-type: none"> <li>• There is only one 2 and there are more ones and threes</li> <li>• 2 is the least common number</li> <li>• There are more ones and threes than twos.</li> </ul> <p><b>or</b></p> <p>An explanation that refers to the probability of 2 occurring, for example:</p> <ul style="list-style-type: none"> <li>• probability of 2 is only <math>\frac{1}{8}</math></li> </ul>	
<b>Total</b>	<b>2</b>		

Question number	24		
Part	Mark	Answer	Further Information
	1	15(°C)	
<b>Total</b>	<b>1</b>		

Question number	25		
Part	Mark	Answer	Further Information
	2	14 (beads)	<p>Award 1 mark for:</p> <p>Showing 35 split into groups of 5 (3 large and 2 small beads).</p> <p><b>or</b></p> <p>Gives the answer 21 (number of large beads required).</p>
<b>Total</b>	<b>2</b>		

Question number	26		
Part	Mark	Answer	Further Information
	1	<p>An example of 2 square numbers with an even total. The square numbers must both be odd or both be even, for example</p> $1 + 1 = 2$ $4 + 16 = 20$	The correct calculation must be shown for the award of the mark.
<b>Total</b>	<b>1</b>		

Question number	27		
Part	Mark	Answer	Further Information
	1		
<b>Total</b>	<b>1</b>		