



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	5	1	<p>Possible incorrect answer 4 (An answer like this may suggest children have lost their place when adding and added 3 and 1 or 2 and 2 together)</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>	
2	5	1	<p>Possible incorrect answer 9 (An answer like this may suggest children have added 7 and 2 together)</p> <p>Children may find it more difficult to count backwards, so they may 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>	<p>Children can count on from one part to the total, to find the missing part. Children recognise that the missing part is the number of jumps (or the difference) between the two parts.</p>
3	9	1	<p>Possible incorrect answer 8 (An answer like this may suggest children have lost their place when adding and added 5 and 4 together)</p> <p>Children may not know when to stop counting, as they may lose track of what the whole or parts are. This topic is covered in Unit 3, Lesson 2.</p>	<p>Children may support their calculation with a number line showing their working. Children may check their working by calculating one of the inverse subtraction calculations linked to this addition.</p>



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4	2	1	Possible incorrect answer 14 (An answer like this may suggest children added the two shown numbers together) This topic is covered in Unit 3, Lessons 3 and 4.	Children can count on from one part to the total, to find the missing part. Children recognise that the missing part is the number of jumps (or the difference) between the two parts.
5	7	1	Possible incorrect answer 13 (An answer like this may suggest children added the two shown numbers together) Possible incorrect answer 6 or 8 (An answer like this may suggest children miscounted) This topic is covered in Unit 3, Lessons 3 and 4.	Children can count on from one part to the total, to find the missing part. Children recognise that the missing part is the number of jumps (or the difference) between the two parts.
6	9	1	Possible incorrect answer 6 or 8 (An answer like this may suggest children miscounted) This topic is covered in Unit 3, Lessons 1, 2 and 5.	Children can count on to 10 and beyond.
7	7 7	1	Possible incorrect answer 6 (An answer like this may suggest children have calculated both additions separately, rather than using the commutative law of addition) Children may not make the link between the two calculations, and may not realise that numbers can be added in any order. Therefore they may treat both parts like two separate calculations. This topic is covered in Unit 3, Lesson 5.	Children can solve both parts of addition pair calculations, without needing to calculate both parts (using the commutative law of addition).
8	4	1	Possible incorrect answer 16 (An answer like this may suggest children have added 6 and 10) Children may not know when to stop counting, as they may lose track of what the whole is. This topic is covered in Unit 3, Lesson 4.	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	4	1	<p>Possible incorrect answer 14 (An answer like this may suggest children have added 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. This topic is covered in Unit 3, Lesson 3.</p>	Children can count on from one part to the total, to find the missing part. Children recognise that the missing part is the number of jumps (or the difference) between the two parts.
10	2	1	<p>Possible incorrect answer 14 (An answer like this may suggest children have added 6 and 8)</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. This topic is covered in Unit 3, Lesson 3.</p>	Children can count on from one part to the total, to find the missing part. Children recognise that the missing part is the number of jumps (or the difference) between the two parts.

Mark range	Level
0 – 2	Below
3 – 4	Towards
5 – 6	Expected
7	Secure
8	Towards greater depth
9 – 10	Greater depth