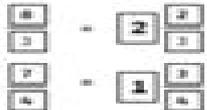


	Answer	Assessment Focus	Possible Misconceptions and Interventions
1	2 marks 1 mark for each question completed correctly 	4F-2 Convert mixed numbers to improper fractions and vice versa (using a model)	Children may not understand the meaning of the terms 'mixed number' and 'improper fraction'. They may struggle to understand how each model can be interpreted to give the matching mixed number and improper fraction.
2	1 mark Henry has labelled both $\frac{1}{2}$ and 1 at different points on the number line when, in fact, they both have the same value. He has repeated the mistake by also labelling $1\frac{1}{2}$ and 2 at different points on the line.	4F-1 Reason about the location of mixed numbers in the linear number system (identifying errors in labelling)	Children may not understand which whole number comes after a mixed number when counting in fractional steps of the same size on a number line. They may not understand that when the numerator and denominator are equal, this is equivalent to a whole number.
3	2 marks 1 mark each for each correct answer a) $3\frac{2}{4}$ b) $3\frac{1}{2}$	4F-3 Add improper fractions with the same denominator, including bridging whole numbers	Children may not understand that they should only add the numerators when adding improper fractions. They may struggle to convert an improper fraction to a mixed number
4	2 marks 1 mark for each correct answer a) $1\frac{2}{3}$ b) $1\frac{1}{3}$	4F-3 Subtract improper fractions with the same denominator, including bridging whole numbers	Children may not understand that they should only subtract the numerators when subtracting improper fractions. They may struggle to convert an improper fraction to a mixed number

	Answer	Assessment Focus	Possible Misconceptions and Interventions
5	1 mark 1 mark for a clear explanation of why the estimate is incorrect	4F-1 Reason about the location of mixed numbers in the linear number system (on a number line)	Children may find it difficult to estimate the position of a mixed number on a partially labelled number line. They may struggle to determine which whole number a given fraction would be closer to on a number line.
6	2 marks 1 mark for two correct answers 2 marks for all three answers correct $3\frac{1}{2} = \frac{7}{2}$ $3\frac{2}{3} = \frac{10}{3}$ $1\frac{1}{3} = \frac{4}{3}$	4F-2 Convert mixed numbers to improper fractions	Children may not understand how to use multiplication facts to find the equivalent improper fraction to a mixed number.
7	1 mark 5 $\frac{2}{3}$ cakes	4F-2 Convert mixed numbers to improper fractions and vice versa (as part of a word problem)	Children may not understand how to use multiplication and division facts (as well as division with remainders) to find the equivalent mixed number to a improper fraction. They may struggle to interpret a real-life problem in words.
8	2 marks 1 mark for two correct answers 2 marks for all three answers correct 	4F-1 Reason about the location of mixed numbers in the linear number system (labelling a number line)	Children may not understand how to find the fractional value of the parts between the whole numbers on a number line. They may count the number of marks, rather than the number of parts, leading to incorrect labelling.

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