

Paper 1: Arithmetic

1	727	1
2	24	1
3	138	1
4	4,513	1
5	1,173	1
6	8,641	1
7	1,100	1
8	990	1
9	21.173	1
10	6,768	1
11	80	1
12	268	1
13	187	1
14	$\frac{4}{48}$ (or equiv. to $\frac{1}{12}$)	1
15	90	1
16	20,000	1
17	2,671,000	1
18	$\frac{9}{12}$ (or $\frac{3}{4}$ / 0.75)	1
19	$1\frac{7}{15}$ or $\frac{22}{15}$ (or equiv.)	1
20	88,368	2
21	29	1
22	0.155	1
23	83	1
24	57.2	1
25	19,646	2
26	$\frac{7}{21}$ (or equiv. to $\frac{1}{3}$)	1
27	$\frac{7}{20}$ (or 0.35 equiv.)	1
28	$1\frac{3}{4}$ or $\frac{7}{4}$ (or equiv. to 1.75)	1
29	18.2	1
30	29	2
31	594 (don't accept 594%)	1
32	$\frac{1}{6}$ (or equiv.)	1
33	387 (don't accept 387%)	1
34	$1\frac{1}{2}$ or $\frac{3}{2}$ (or equiv. to 1.5)	1
35	$48\frac{3}{4}$ or $\frac{195}{4}$ (or equiv. to 48.75)	1
36	58	2

1		1																
2	banana <input checked="" type="checkbox"/> plum <input type="checkbox"/> apple <input type="checkbox"/> pear <input checked="" type="checkbox"/>	1																
3	<div>Bar in range of 2.5-3.5</div>	1																
4	<div>-11</div> <div>-5</div> <div>1</div> <div>7</div> <div>13</div> <div>19</div>	1																
5	<div>2</div> 5 <div>4</div> <div>x</div> <div>3</div> <div>7</div> <div>6</div> <div>2</div>	1																
6	238	1																
7	1,000	1																
8	<div>Any whole number in the range 3,500 – 4,499 inclusive.</div> <div>Any whole number in the range 815,000 – 824,999 inclusive.</div>	1																
9	0.4	1																
10	15 <div>17</div> <div>19</div> 212325	1																
11	<table><thead><tr><th>Age in years</th><th>Number of children</th><th>Number of adults</th><th>Number of children per adult</th></tr></thead><tbody><tr><td>1 and under</td><td>12</td><td>4</td><td>3</td></tr><tr><td>2 or 3</td><td>25</td><td>5</td><td>4</td></tr><tr><td>4 or 5</td><td>24</td><td>3</td><td>8</td></tr></tbody></table>	Age in years	Number of children	Number of adults	Number of children per adult	1 and under	12	4	3	2 or 3	25	5	4	4 or 5	24	3	8	1
Age in years	Number of children	Number of adults	Number of children per adult															
1 and under	12	4	3															
2 or 3	25	5	4															
4 or 5	24	3	8															
12	<div>Shape W</div> <div>Shape X</div> <div>Shape Y</div> <div>Shape Z</div> <div>cube</div> <div>square-based pyramid</div> <div>triangular-based prism</div> <div>octagonal-based pyramid</div>	1																
13	<div>cube</div> <div>square-based pyramid</div> <div>triangular-based prism</div> <div>octagonal-based pyramid</div> <div>9</div> <div>8</div> <div>6</div> <div>5</div>	1																
14	28	1																
15	32.07	1																
16	<div>The digit 5 represents 50,000</div> <div>The value of the digit 9 is nine hundred thousands.</div> <div>The digit 6 represents 6 millions.</div> <div>The value of the digit 2 is twenty tens.</div> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div>	2																
17	2.50/ £2.50	2																
18		1																
19	330	2																
20	5 hours 25 minutes	2																
21	<div>AB is parallel to CD</div> <div>GH is parallel to AB</div> <div>CD is perpendicular to GH</div> <div>EF is perpendicular to CD</div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div>	1																
22	2.7	2																
23	$\frac{4}{12}$ or $\frac{1}{3}$	2																
24	<div>100</div> <div>64</div> <div>60</div> <div>40</div> <div>is a square number.</div> <div>is a cube number.</div> <div>is a common multiple of 4 and 5</div> <div>is a common factor of 80 and 120</div>	2																
25	<table><thead><tr><th>a</th><th>b</th></tr></thead><tbody><tr><td>4</td><td>2</td></tr><tr><td>13</td><td>5</td></tr></tbody></table> <div>One mark for one box completed</div>	a	b	4	2	13	5	2										
a	b																	
4	2																	
13	5																	
26	<div>from (0, 2) to (4, 2)</div> <div>from (6, 8) to (2, 8)</div> <div>from (−3, 5) to (−7, 5)</div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> <div><input checked="" type="checkbox"/></div>	1																
27	See guidance	1																

1		1										
2	-30 (don't accept 30-)	1										
3	1.15/ £1.15	2										
4	3,500	1										
5		1										
6		1										
7	8	1										
8		1										
9	<table><tr><td>6</td><td>42</td></tr><tr><td>10</td><td>70</td></tr><tr><td>15</td><td>105</td></tr></table>	6	42	10	70	15	105	1				
6	42											
10	70											
15	105											
10a	202-218 (mm) inclusive	1										
10b	53°-57° inclusive	1										
11	<table><tr><td>5</td><td>7</td><td>3</td></tr><tr><td>3</td><td>0</td><td>5</td></tr><tr><td>2</td><td>6</td><td>8</td></tr></table> One mark for two correct	5	7	3	3	0	5	2	6	8	2	
5	7	3										
3	0	5										
2	6	8										
12	<table><tr><td>15</td><td>34</td><td>810</td><td>78</td></tr></table>	15	34	810	78	1						
15	34	810	78									
13	99 (kg)	2										
14		See guidance										
15	79	2										
16	61-69 inc. (not with %)	1										
17	<table><tr><td>2</td><td><input checked="" type="checkbox"/></td></tr><tr><td>3</td><td><input checked="" type="checkbox"/></td></tr><tr><td>4</td><td><input type="checkbox"/></td></tr><tr><td>6</td><td><input type="checkbox"/></td></tr><tr><td>9</td><td><input checked="" type="checkbox"/></td></tr></table>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	6	<input type="checkbox"/>	9	<input checked="" type="checkbox"/>	1
2	<input checked="" type="checkbox"/>											
3	<input checked="" type="checkbox"/>											
4	<input type="checkbox"/>											
6	<input type="checkbox"/>											
9	<input checked="" type="checkbox"/>											
18	25	2										
19	<table><tr><td>3</td><td>6</td><td>4</td><td>1</td></tr><tr><td>1</td><td>2</td><td>4</td><td>3</td><td>6</td><td>9</td></tr></table> One mark for one correct	3	6	4	1	1	2	4	3	6	9	2
3	6	4	1									
1	2	4	3	6	9							
20	B, C AND D	1										
21	(£)4,655	3										
22a	40	1										
22b	7	1										
23	<table><tr><th>Name of 3-D shape</th><th>Number of faces</th></tr><tr><td>cube</td><td>6</td></tr><tr><td>pentagonal prism</td><td>7</td></tr><tr><td>triangular-based pyramid</td><td>4</td></tr></table>	Name of 3-D shape	Number of faces	cube	6	pentagonal prism	7	triangular-based pyramid	4	1		
Name of 3-D shape	Number of faces											
cube	6											
pentagonal prism	7											
triangular-based pyramid	4											
24	See guidance	1										

Paper 1: Arithmetic (guidance on highlighted questions)

20	<p>Award TWO marks for the correct answer of 88,368</p> <p>If the answer is incorrect, award ONE mark for the formal method of long multiplication with no more than ONE arithmetic error, e.g.</p> <ul style="list-style-type: none"> $\begin{array}{r} 6312 \\ \times 14 \\ \hline 25248 \\ 63120 \\ \hline 88358 \text{ (error)} \end{array}$ <p>OR</p> <ul style="list-style-type: none"> $\begin{array}{r} 6312 \\ \times 14 \\ \hline 24248 \text{ (error)} \\ 63120 \\ \hline 87368 \end{array}$ 	<p>Up to 2m</p> <p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens.</p> $\begin{array}{r} 6312 \\ \times 14 \\ \hline 25248 \\ 63120 \\ \hline 31560 \end{array}$ <p style="text-align: right;"><i>(place value error)</i></p>
25	<p>Award TWO marks for the correct answer of 19,646</p> <p>If the answer is incorrect, award ONE mark for the formal method of long multiplication with no more than ONE arithmetic error, e.g.</p> <ul style="list-style-type: none"> $\begin{array}{r} 418 \\ \times 47 \\ \hline 2926 \\ 16720 \\ \hline 19640 \text{ (error)} \end{array}$ <p>OR</p> <ul style="list-style-type: none"> $\begin{array}{r} 418 \\ \times 47 \\ \hline 2924 \text{ (error)} \\ 16720 \\ \hline 19644 \end{array}$ 	<p>Up to 2m</p> <p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens.</p> $\begin{array}{r} 418 \\ \times 47 \\ \hline 2926 \\ 16720 \\ \hline 4598 \end{array}$ <p style="text-align: right;"><i>(place value error)</i></p>
30	<p>Award TWO marks for a correct answer of 29</p> <p>If the answer is incorrect, award ONE mark for the formal methods of division with no more than ONE arithmetic error, e.g.</p> <ul style="list-style-type: none"> long division algorithm, e.g. $\begin{array}{r} 29 \text{ r}6 \\ 34 \overline{) 986} \\ \underline{- 680} \\ 306 \\ \underline{- 300} \text{ (error)} \\ 6 \end{array}$ <p>OR</p> $\begin{array}{r} 28 \text{ (error)} \\ 34 \overline{) 986} \\ \underline{- 680} \\ 306 \\ \underline{- 306} \\ 0 \end{array}$ <p style="text-align: right;">20×34 9×34</p> <ul style="list-style-type: none"> short division algorithm, e.g. $\begin{array}{r} 2 \text{ } 8 \text{ (error)} \\ 34 \overline{) 986} \end{array}$	<p>Up to 2m</p> <p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Short division methods must be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm and be a complete method.</p> <p>The carrying figure must be less than the divisor.</p>
36	<p>Award TWO marks for a correct answer of 58</p> <p>If the answer is incorrect, award ONE mark for the formal methods of division with no more than ONE arithmetic error, e.g.</p> <ul style="list-style-type: none"> long division algorithm, e.g. $\begin{array}{r} 58 \text{ r}2 \\ 73 \overline{) 4234} \\ \underline{- 3650} \\ 584 \\ \underline{- 582} \text{ (error)} \\ 2 \end{array}$ <p>OR</p> $\begin{array}{r} 56 \text{ (error)} \\ 73 \overline{) 4234} \\ \underline{- 3650} \\ 584 \\ \underline{- 584} \\ 0 \end{array}$ <p style="text-align: right;">50×73 8×73</p> <ul style="list-style-type: none"> short division algorithm, e.g. $\begin{array}{r} 5 \text{ } 6 \text{ (error)} \\ 73 \overline{) 4234} \end{array}$	<p>Up to 2m</p> <p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Short division methods must be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm and be a complete method.</p> <p>The carrying figure must be less than the divisor.</p>

Paper 2: Reasoning (guidance on highlighted questions)

16	<p>Award TWO marks for two boxes ticked correctly, and no incorrect boxes ticked, as shown:</p> <p>The digit 5 represents 50,000 <input checked="" type="checkbox"/></p> <p>The value of the digit 9 <input type="checkbox"/></p> <p>The digit 6 represents 6 millions. <input type="checkbox"/></p> <p>The value of the digit 2 is twenty tens. <input checked="" type="checkbox"/></p> <p>If the answer is incorrect, award ONE mark for:</p> <ul style="list-style-type: none">two boxes ticked correctly and one incorrect box ticked <p>OR</p> <ul style="list-style-type: none">only one box ticked correctly and no incorrect boxes ticked.	Up to 2m	Accept alternative unambiguous positive indication of the correct answer.
17	<p>Award TWO marks for the correct answer of £2.50</p> <p>If the answer is incorrect, award ONE mark for evidence of an appropriate complete method which contains no more than ONE arithmetic error, e.g.</p> <ul style="list-style-type: none">£1.50 + £0.70 + £1.45 = £3.65 £10.00 – £3.65 = £6.15 (error) £6.15 – £3.85 = £2.30 <p>OR</p> <ul style="list-style-type: none">£1.50 + £0.70 + £1.45 + £3.85 = £7.50 £10.00 – £7.50 = £3.50 (error) <p>If no final answer is given, all calculations within an appropriate method must be evaluated correctly for the award of ONE mark, e.g.</p> <ul style="list-style-type: none">£1.50 + £0.70 + £1.45 = £3.65 £10.00 – £3.65 = £6.35 £6.35 – £3.85	Up to 2m	<p>Accept for ONE mark an answer of £250, £250p, £2.50 or £2.5 as evidence of an appropriate method.</p> <p>Refer to section 6.1 on pages 14 and 15 for additional guidance on marking answers involving money.</p> <p>Misreads of £3.85 as £3.65 OR miscopies of £3.65 as £3.85 are not allowed.</p>
19	<p>Award TWO marks for the correct answer of 330</p> <p>If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none">1,250 – 40 = 1,210 1,210 – 880 <p>OR</p> <ul style="list-style-type: none">1,250 – 880 = 370 370 – 40 <p>OR</p> <ul style="list-style-type: none">880 + 40 = 920 1,250 – 920	Up to 2m	Answer need not be obtained for the award of ONE mark.
20	<p>Award TWO marks for the correct answer of 5 (hours) 25 (minutes)</p> <p>If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none">10:15 to 10:30 = 15 mins 12:40 to 1:30 = 50 mins 15 + 50 = 65 mins 65 × 5 = 320 mins (error) 320 ÷ 60 <p>OR</p> <ul style="list-style-type: none">10:15 to 10:30 = 15 mins 15 mins × 5 = 75 mins 12:40 to 1:30 = 50 mins 50 mins × 5 = 260 mins (error) 75 mins + 260 mins = 335 mins 335 ÷ 60 = 5 hrs 35 mins <p>Award ONE mark for sight of:</p> <ul style="list-style-type: none">75 AND 250 (as evidence of an appropriate method) <p>OR</p> <ul style="list-style-type: none">325 (minutes)	Up to 2m	<p>Answer need not be obtained for the award of ONE mark.</p> <p>Accept for ONE mark a correct answer given in hours OR minutes only, written either as a mixed number fraction or an exact decimal equivalent, e.g.</p> <ul style="list-style-type: none">5 ²⁵/₆₀ (hours) blank (minutes) <p>OR</p> <ul style="list-style-type: none">5.41⁶ (hours) blank (minutes) <p>OR</p> <ul style="list-style-type: none">blank (hours) 325 (minutes)
22	<p>Award TWO marks for the correct answer of 2.7</p> <p>If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none">1.8 + 2.4 + 3.2 + 1.6 + 4.5 = 13.5 13.5 ÷ 5	Up to 2m	<p>Answer need not be obtained for the award of ONE mark.</p> <p>Any correct rounding or truncating of the answer does not negate an appropriate method.</p> <p>Any answer which does not result from correct rounding or truncating implies an additional step not shown.</p>

23	<p>Award TWO marks for the correct answer of $\frac{4}{12}$</p> <p>If the answer is incorrect, award ONE mark for evidence of an appropriate complete method, e.g.</p> <ul style="list-style-type: none">940 ÷ 12 = 78 remainder 5 (error) 5 out of 12 = $\frac{5}{12}$<div>78 r2 (error) 12 940 Final answer = $\frac{2}{12}$</div> <p>Award ONE mark for sight of:</p> <ul style="list-style-type: none">78 r4 <p>OR</p> <ul style="list-style-type: none">78.33 OR 78.3 <p>OR</p> <ul style="list-style-type: none">0.33 OR 0.33 OR $\frac{33}{100}$	Up to 2m	Accept for TWO marks an exact equivalent fraction, e.g. $\frac{1}{3}$
24	<p>Award TWO marks for all boxes completed correctly, as shown:</p> <div><div>100</div>is a square number.</div> <div><div>64</div>is a cube number.</div> <div><div>60</div>is a common multiple of 4 and 5</div> <div><div>40</div>is a common factor of 80 and 120</div> <p>If the answer is incorrect, award ONE mark for any three correct statements, as long as each of the three correct statements has a different number, e.g.</p> <div><div>64</div>is a square number.</div> <div><div>100 (error)</div>is a cube number.</div> <div><div>60</div>is a common multiple of 4 and 5</div> <div><div>40</div>is a common factor of 80 and 120</div> <p>OR</p> <div><div>64</div>is a square number.</div> <div><div>64 (repeat)</div>is a cube number.</div> <div><div>100</div>is a common multiple of 4 and 5</div> <div><div>40</div>is a common factor of 80 and 120</div>	Up to 2m	<p>Do not accept any numbers not given in the question.</p> <p>Do not accept any statement where more than one number is given.</p>
27	<p>Award ONE mark for an explanation that shows that the two quantities are equal, e.g.</p> <ul style="list-style-type: none">If there are 100 beads in Jar A and 50 beads in Jar B, 25% of A is 25 which is the same as 50% of 50 <p>OR</p> <ul style="list-style-type: none">50% is double 25% so 50% of a half is equal to 25% of a whole <p>OR</p> <ul style="list-style-type: none">A quarter equals half of a half. <p>OR</p> <ul style="list-style-type: none">Diagrams as part of an explanation if they show clearly that 50% of the half is equal to 25% of the whole, e.g. <div><div><div></div><div></div><div></div><div></div></div><div><div></div><div></div></div></div>	1m	<p>Do not accept responses that restate the question, e.g.</p> <ul style="list-style-type: none">Because Jar B is half the amount of Jar A. <p>Do not accept vague or incomplete explanations, e.g.</p> <ul style="list-style-type: none">25 + 25 = 50 <p>Do not accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation.</p> <p>Do not accept diagrams alone where the widths are unequal.</p>

64

is a square number.

100 (error)

is a cube number.

60

is a common multiple of 4 and 5

40

is a common factor of 80 and 120

64

is a square number.

64 (repeat)

is a cube number.

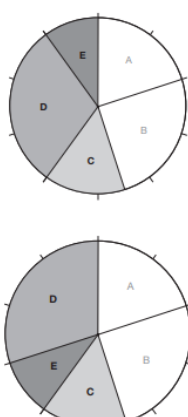
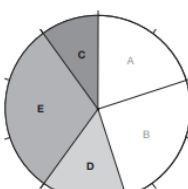
100

is a common multiple of 4 and 5

40

is a common factor of 80 and 120

Paper 3: Reasoning (guidance on highlighted questions)

3	<p>Award TWO marks for the correct answer of (£)1.15</p> <p>If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none">£1.45 + £2.40 = £3.85£5.00 – £3.85 <p>OR</p> <ul style="list-style-type: none">£5.00 – £1.45 = £3.55£3.55 – £2.40	<p>Up to 2m</p> <p>Answer need not be obtained for the award of ONE mark.</p> <p>Accept for ONE mark an answer of £115, £115p or £1,15 as evidence of an appropriate method.</p> <p>Refer to section 6.1 on pages 14 and 15 for additional guidance on marking answers involving money.</p>
12	<p>Award ONE mark for the correct order, as shown:</p> <div><div>15</div><div>34</div><div>810</div><div>78</div></div> <p>least</p>	<p>1m</p> <p>Accept equivalent fractions or exact equivalent decimals.</p> <p>Accept fractions in reverse order AND the label 'least' changed to follow suit.</p>
13	<p>Award TWO marks for the correct answer of 99(kg)</p> <p>If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none">8 × 4 = 322 × 13 = 264 × 6.5 = 266 × 2.5 = 1532 + 26 + 26 + 15	<p>Up to 2m</p> <p>Accept for TWO marks, 99,000g as the final answer in working and the answer box blank OR 99,000 in the answer box where the kg has been replaced with grams (g).</p> <p>Accept for ONE mark 99,000 kilograms (kg) in the answer box OR as the final answer in working and the answer box blank.</p> <p>Answer need not be obtained for the award of ONE mark.</p>
14	<p>Award TWO marks for three sectors drawn AND labelled correctly, e.g.</p> <div></div> <p>OR</p> <p>If the answer is incorrect, award ONE mark for one sector drawn AND labelled correctly.</p> <p>OR</p> <p>Three sectors drawn correctly but either unlabelled OR labelled incorrectly, e.g.</p> <div></div>	<p>Up to 2m</p> <p>Accept slight inaccuracies in the drawing of the sectors as long as the intention is clear.</p> <p>Accept sectors C, D and E drawn in any order as long as each sector is drawn correctly.</p>
15	<p>Award TWO marks for the correct answer of 79</p> <p>If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none">680 ÷ 10 = 6868 × 3 = 20468 ÷ 2 = 34204 + 34 = 238238 – 159 <p>OR</p> <ul style="list-style-type: none">680 ÷ 100 × 35 = 238238 – 159 <p>Award ONE mark for sight of 238 (as evidence of 35% of 680 calculated correctly)</p>	<p>Up to 2m</p> <p>Answer need not be obtained for the award of ONE mark.</p>
18	<p>Award TWO marks for the correct answer of 25</p> <p>If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none">10 × £2 = £20£65 – £20 = £45£45 ÷ £3 = 15 weeks15 + 10	<p>Up to 2m</p> <p>Answer need not be obtained for the award of ONE mark.</p> <p>Award ONE mark for an answer of 15</p>
21	<p>Award THREE marks for the correct answer of (£)4,655</p> <p>Award TWO marks for:</p> <ul style="list-style-type: none">an incorrect answer with evidence of an appropriate complete method with no more than one arithmetic error, e.g. 635 × £27 = £17,045 (error)£17,045 – £3,180 = £13,865£13,865 ÷ 3 = £4,621.66 <p>OR</p> <ul style="list-style-type: none">for sight of (£)13,965 (as evidence of two steps completed correctly) <p>Award ONE mark for:</p> <ul style="list-style-type: none">evidence of an appropriate method with more than one error <p>OR</p> <ul style="list-style-type: none">sight of (£)17,145 (as evidence of the multiplication step completed correctly).	<p>Up to 3m</p> <p>A misread of a number may affect the award of marks. No marks are awarded if there is more than one misread or if the mathematics is simplified.</p> <p>Any appropriate rounding or truncating of the answer does not negate an appropriate method.</p> <p>Any answer which does not result from correct rounding or truncating implies an additional step not shown.</p> <p>TWO marks will be awarded for an appropriate method with the misread number followed through correctly.</p> <p>ONE mark will be awarded for evidence of an appropriate method using the misread number followed through correctly with no more than one error.</p> <p>Answer need not be obtained for the award of ONE mark.</p>
24	<p>Award ONE mark for an explanation that compares the calculations or relative size of the fractions to indicate relative size of the products, e.g.</p> <ul style="list-style-type: none">$\frac{1}{2} \times \frac{5}{6} = \frac{5}{12}$$\frac{5}{12} = \frac{10}{24}$$\frac{1}{3} \times \frac{7}{8} = \frac{7}{24}$ <p>OR</p> <ul style="list-style-type: none">$\frac{10}{24} > \frac{7}{24}$	<p>1m</p> <p>Do not accept responses that restate the question.</p> <p>Do not accept vague, incomplete or incorrect explanations, e.g.</p> <ul style="list-style-type: none">the result is bigger because it's a halfshows the products without supporting calculations or further proof, e.g.$\frac{5}{12}$ is bigger than $\frac{7}{24}$ <p>Do not accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation.</p>