

Progress in Maths 9 Digital

PIM 9 Digital mapping to APP Levels 2 to 4

Blue: very similar to written question (n) Red: unique to digital test only

Question	A	N	C	U	S	H	Level	Assessment Focuses
1(1)	1						3	recognise a wider range of sequences
2 (2a)						1	3	extract and interpret information presented in simple ... pictograms
3 (2b)						1	3	extract and interpret information presented in simple ... pictograms
4 (3)					1		2	distinguish between straight and turning movements, recognise right angles in turns and understand angle as a measurement of turn
5 (4)					1		3	use a wider range of measures including ... standard metric units of ... mass in a range of contexts
6 (5)						1	2	sort objects and classify them using more than one criterion
7 (6)		1					3	understand place value in numbers to 1000
8 (11)				1			2	predict what comes next in a simple ... shape or spatial pattern or sequence
9 (8)			1				3	solve whole number problems including those involving multiplication
10 (9a)			1				2	use mental recall of addition and subtraction facts to 10
11 (9b)			1				3	multiply ... two digit numbers by 2, 3, 4 or 5 as well as 10
12 (10)					1		3	use standard units of time
13 (7)					1		3	classify ... 2-D shapes in various ways using mathematical properties such as reflective symmetry
14					1		4	begin to rotate a simple shape or object about its centre
15					1		4	begin to rotate a simple shape or object about its centre
16 (12i)		1					2	begin to understand the place value of each digit
17 (12ii)		1					2	begin to understand the place value of each digit
18 (13)			1				3	solve whole number problems including those involving ... division that may give rise to remainders
19			1				4	solve simple problems involving ordering, adding, subtracting negative numbers in context (level 5, extrapolated down to level 4)
20 (15)			1				3	use efficient written methods of ... subtraction (level 4, extrapolated down to level 3)
21					1		4	use the properties of ... 3-D shapes
22		1					2	begin to understand the place value of each digit; use this to order numbers up to 100
23 (18a)					1		4	use their own strategies within mathematics and in applying mathematics to practical contexts
24 (18b)					1		4	use their own strategies within mathematics and in applying mathematics to practical contexts
25 (19)			1				3	solve whole number problems including those involving multiplication
26 (20a)		1					2	begin to use halves and quarters and relate the concept of half of a small quantity to the concept of half of a shape
27 (20b)		1					2	begin to use halves and quarters and relate the concept of half of a small quantity to the concept of half of a shape
28 (21)						2	3	use ... Carroll diagrams to record their sorting and classifying of information
29 (22)				1			4	develop own strategies for solving problems
30 (23)					1		2	make 3-D models by linking given faces or edges (level 4, extrapolated down to level 2)
31 (24)			1				3	solve whole number problems including those involving division that may give rise to remainders
32 (25a)		1					3	understand place value in numbers to 1000
33 (25b)		1					4	recognise and describe number relationships

Continued...

Progress in Maths 9 Digital ... continued

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Question	A	N	C	U	S	H	Level	Assessment Focuses
34 (26)		1					4	recognise approximate proportions of a whole and use simple fractions ... to describe these
35 (27a)						1	4	interpret ... simple line graphs
36 (27b)						1	4	interpret ... simple line graphs
37						2	4	construct bar charts (<i>level 3, extrapolated up to level 4</i>)
38 (28)			1				4	use a range of mental methods of computation with all operations
39 (29)		1					4	recognise and describe number patterns
40 (30)			1				4	solve problems with or without a calculator
41i (31a)	1						3	begin to understand the role of '=' (the 'equals' sign)
41ii (31b)		1					4	recognise ... number relationships
41iii (31c)		1					4	recognise ... number relationships

A: Algebra
N: Numbers and the number system
C: Calculating
U: Using and applying mathematics
S: Shape, space and measures
H: Handling data