



# **OCR 01 Number Operations and Integers (Higher)**

- 1. Find the cube root of 729.
- 2. List the prime numbers that are also factors of 28.
- 3. Calculate the product of 6, 8 and -10.
- 4. Calculate  $15 \sqrt[3]{8} \times 5 + 3$ .
- 5. Calculate  $\sqrt[3]{32} \times \sqrt[3]{32} \times \sqrt[3]{32}$ .

6. Calculate 
$$\sqrt{\frac{5^2 \times (6-3)^2}{-1+2 \times 5}}$$

- 7. What number can be expressed as  $2^4 \times 3^2 \times 5^3$ ?
- 8. Express 1352 as a product of its prime factors.
- 9. Find the Highest Common Factor and the Lowest Common Multiple of 324 and 729.
- 10. Put one or more pairs of brackets in the following statement to make it true.

 $48 \div 3^2 - 5 - 2 + 6 = 30$ 

- 11. Explain why it is impossible for a prime number to be a square number.
- 12. Shamina tries to find the Lowest Common Multiple (LCM) of 36, 80 and 150 and writes down the following.

$$36 = 2^{2} \times 3^{3}$$
  

$$80 = 2^{4} \times 5$$
  

$$150 = 2 \times 3 \times 5^{2}$$
  
LCM = 2<sup>2</sup> × 3<sup>3</sup> × 5<sup>2</sup> = 2700.

Explain what she has done wrong and find the correct LCM.

- 13. Alex says that the cube of any integer is always bigger than the square of the same integer. Is he correct? Explain your answer.
- 14. Eamonn thinks of an integer. He squares it and then subtracts the starting integer and he gets an answer of 12. John says the original number can only be 4. Is he correct? Explain your answer.
- 15. Show that the difference between any two consecutive square numbers is always an odd number.

# GCSE (9-1) MATHEMATICS Section Check In

16. Alexander writes 355 765 500 as the product of its prime factors, as shown below.

$$2^2\times3^2\times5^3\times19\times57\times73$$

State, with a reason, whether he is correct or not.

- 17. Teams in a competition are awarded 6 points for each game they win, 3 points for a draw and -2 points for a loss. One team has played seven games and has 17 points. They have won two games. How many games has this team drawn and lost?
- 18. Lucia wants to fill party bags each with 1 balloon and 1 pen. She has £12.50 to spend on balloons and pens. Balloons are sold in packs of 15 that cost £1.25. Pens are sold in packs of 6 that cost £1.75. She does not want any balloons or pens left over. How many packs of balloons and how many packs of pens should she buy?
- 19. A carpenter has two pieces of wood, one is 144 cm long and the other is 252 cm long. He wants to cut each piece into shelves, using all of the wood. All shelves must be the same length and made from a single piece of wood. What is the maximum shelf length, and how many shelves will this give?
- 20. Two consecutive square numbers have a product of 900. Which two square numbers are they?



#### Answers

- 1. 9
- 2. 2 and 7
- 3. -480
- 4. 2
- 5. 32

6. 
$$\sqrt{\frac{5^2 \times 3^2}{-1+2 \times 5}} = \sqrt{\frac{225}{9}} = \sqrt{25} = (\pm)5$$

- 7.  $16 \times 9 \times 125 = 18000$
- 8.  $2^3 \times 13^2$
- 9.  $324 = 2^2 \times 3^4$  and  $729 = 3^6$ Highest Common Factor  $= 3^4 = 81$ Lowest Common Multiple  $= 2^2 \times 3^6 = 2916$
- 10.  $48 \div (3^2 5 2) + 6 = 30$
- 11. The definition of a prime number is that it only has one and itself as factors. A square number is an integer squared, so it has the integer as an additional factor and therefore cannot be a prime number.
- 12. The prime factors of 36 should be  $2^2 \times 3^2$ . She has not selected the highest power of each factor when calculating the LCM. She should have written LCM =  $2^4 \times 3^2 \times 5^2 = 3600$  as her answer.
- 13. No, Alex is not correct as  $1^3 = 1$  and  $1^2 = 1$  which are equal or  $(-1)^3 = -1$  which is smaller than  $(-1)^2 = 1$ .
- 14. Using inverse operations the original value could be 4 or -3, so John is not correct.
- 15. Two consecutive square numbers are  $(n)^2$  and  $(n+1)^2$ . The difference between them would be  $(n+1)^2 n^2$ . This gives  $n^2 + 2n + 1 n^2 = 2n + 1$ . The value of 2n is always even and so 2n + 1 is always odd.
- 16. No, he is not right, as 57 is not a prime number. It should be  $2^2 \times 3^3 \times 5^3 \times 19^2 \times 73$ .

## GCSE (9-1) MATHEMATICS Section Check In

17.  $17 - (6 \times 2) = 5$ 

Pos	Total				
3	3	3	3	3	15
3	3	3	3	-2	10
3	3	3	-2	-2	5
3	3	-2	-2	-2	0
3	-2	-2	-2	-2	-5
-2	-2	-2	-2	-2	-10

They have drawn 3 games and lost 2.

- 18. To ensure no balloons or pens are left over, find the LCM of 6 and 15:
  - Prime factors of 6 are 2 and 3. Prime factors of 15 are 3 and 5.
    - LCM is  $2 \times 3 \times 5 = 30$ .
  - Number of packs of balloons  $= 30 \div 15 = 2$ .
  - Number of packs of pens  $= 30 \div 6 = 5$ .

Check Lucia can afford these:

- Cost of balloons  $= 2 \times 1.25 = \pounds 2.50$ .
- Cost of pens  $= 5 \times 1.75 = \pounds 8.75$ .
- Total cost = 2.50 + 8.75 =£11.25.

19.  $144 = 2^4 \times 3^2$  and  $252 = 2^2 \times 3^2 \times 7$ 

HCF is  $2^2 \times 3^2 = 36$  cm which is maximum shelf length. 4 shelves can be made from the first piece and 7 from the second to give 11 shelves in total.

20.  $\sqrt{900} = 30$  and the nearest square numbers to 30 are 25 and 36.  $25 \times 36 = 900$ .

We'd like to know your view on the resources we produce. By clicking on '<u>Like</u>' or '<u>Dislike</u>' you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: <a href="https://www.ocr.org.uk/expression-of-interest">www.ocr.org.uk/expression-of-interest</a>

Looking for a resource? There is now a quick and easy search tool to help find free resources for your qualification: <a href="http://www.ocr.org.uk/i-want-to/find-resources/">www.ocr.org.uk/i-want-to/find-resources/</a>

#### OCR Resources: the small print

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by the Board, and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. This formative assessment resource has been produced as part of our free GCSE teaching and learning support package. All the GCSE teaching and learning support package. All the GCSE teaching and learning support package. If you are looking for examination practice materials, you can find Sample Assessment Materials (SAMs) and Practice Papers on the qualification webpage <a href="http://www.ocr.org.uk/qualifications/gcse-mathematics-j560-from-2015/">http://www.ocr.org.uk/qualifications/gcse-mathematics-j560-from-2015/</a>

© OCR 2018 - This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content: n/a

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: resources.feedback@ocr.org.uk

### GCSE (9–1) MATHEMATICS Section Check In

Assessment Objective	Qu.	Торіс	R	Α	G
AO1	1	Find the cube root			
AO1	2	Identify prime numbers and factors			
AO1	3	Calculate the product of three numbers			
AO1	4	Perform calculations using priority of operations			
AO1	5	Perform calculations with roots			
AO1	6	Perform calculations using priority of operations			
AO1	7	Use power notation in expressing a whole number as a product of its prime factors			
AO1	8	Use power notation in expressing a whole number as a product of its prime factors			
AO1	9	Find the HCF and LCM of two whole numbers			
AO1	10	Perform calculations using priority of operations			
AO2	11	Understand and explain prime numbers and square numbers			
AO2	12	Interpret calculations			
AO2	13	Understand and explain square numbers and cube numbers			
AO2	14	Use and explain inverse operations			
AO2	15	Present a proof with square numbers			
AO3	16	Evaluate an answer involving prime factors			
AO3	17	Solve a number problem in context			
AO3	18	Solve a problem using LCM			
AO3	19	Solve a problem involving HCF			
AO3	20	Solve a problem involving square numbers			

Assessment Objective	Qu.	Торіс	R	Α	G
AO1	1	Find the cube root			
AO1	2	Identify prime numbers and factors			
AO1	3	Calculate the product of three numbers			
AO1	4	Perform calculations using priority of operations			
AO1	5	Perform calculations with roots			
AO1	6	Perform calculations using priority of operations			
AO1	7	Use power notation in expressing a whole number as a product of its prime factors			
AO1	8	Use power notation in expressing a whole number as a product of its prime factors			
AO1	9	Find the HCF and LCM of two whole numbers			
AO1	10	Perform calculations using priority of operations			
AO2	11	Understand and explain prime numbers and square numbers			
AO2	12	Interpret calculations			
AO2	13	Understand and explain square numbers and cube numbers			
AO2	14	Use and explain inverse operations			
AO2	15	Present a proof with square numbers			
AO3	16	Evaluate an answer involving prime factors			
AO3	17	Solve a number problem in context			
AO3	18	Solve a problem using LCM			
AO3	19	Solve a problem involving HCF			
AO3	20	Solve a problem involving square numbers			