

Transcription of the Braille Version

2017 national curriculum tests

Key stage 1

Mathematics

Braille

Paper 1: arithmetic

[braille page 1]

In this booklet, _____ indicates a missing number.

Practice question

$4 - 1 = \underline{\hspace{2cm}}$

.....

1. $6 - 4 = \underline{\hspace{2cm}}$

.....

2. $99 + 1 = \underline{\hspace{2cm}}$

.....

3. $7 + 8 = \underline{\hspace{2cm}}$

.....

4. $22 + 7 = \underline{\hspace{2cm}}$

.....

5. $\underline{\hspace{2cm}} = 15 - 2$

.....

6. $20 + 30 + 50 = \underline{\hspace{2cm}}$

.....

Test administration guidance

There is no specific guidance for questions 1 to 6.

[braille page 2]

7. $6 \times 2 = \underline{\quad}$

.....

8. $90 - 80 = \underline{\quad}$

.....

9. $43 - 5 = \underline{\quad}$

.....

10. $84 + 12 = \underline{\quad}$

.....

11. $20 + \underline{\quad} = 70$

.....

12. $97 + 5 = \underline{\quad}$

.....

13. $47 + 50 = \underline{\quad}$

.....

14. $\frac{1}{2}$ of 14 = $\underline{\quad}$

.....

15. $2 \div 2 = \underline{\quad}$

.....

Test administration guidance

There is no specific guidance for questions 7 to 15.

[braille page 3]

16. $8 \times 3 = \underline{\quad}$

.....

17. $3 + \underline{\quad} + 6 = 16$

.....

18. $5 \times 12 = \underline{\quad}$

.....

19. $85 - 21 = \underline{\quad}$

.....

20. $92 - 60 = \underline{\quad}$

.....

21. $52 + 29 = \underline{\quad}$

.....

22. $80 \div 10 = \underline{\quad}$

.....

23. $\underline{\quad} - 12 = 36$

.....

[braille page 4]

24. $\frac{1}{3}$ of 12 = $\underline{\quad}$

.....

25. $91 - 48 = \underline{\quad}$

.....
End of test

Test administration guidance

There is no specific guidance for questions 16 to 25.

Transcription of the Braille Version

2017 national curriculum tests

Key stage 1

Mathematics

Braille

Paper 2: reasoning

Transcription of the Braille Version

[braille page 1]

In this booklet, _____ indicates a missing number.

In this booklet you will read the names of six children.
They are called Amy, Ajay, Sam, Ben, Sita and Kemi.

[braille page 2]

Practice

2

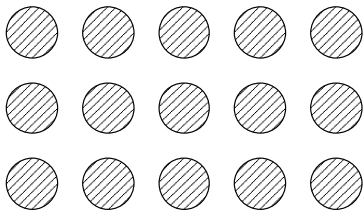
3

2. 110
1001
111
101
200
-

3. 63
10
-

[braille page 3]

4.



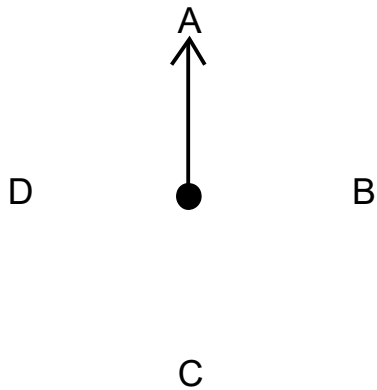
- P $5 + 3$
Q $5 - 3$
R $5 + 5$
S 5×3
-

Test administration guidance

Please refer to *Administering the braille (UEB) version of the key stage 1 mathematics Paper 2: reasoning* for details of instruction to read out to pupils at the start of the test and the script to read out for the practice question and questions 1-4.

[braille page 4]

5.



.....
[braille page 5]

6. Look at the five numbers below.

73 37 76 36 63

Write these numbers in order starting with the smallest.

smallest _____

largest _____

.....
7. Look at the four times in the list below.

70 minutes

10 minutes

45 minutes

1 hour

Write the shortest time.

.....
[braille page 6]

8. A game costs £25

Ben has £19

How much more money does Ben need to buy the game?

£ _____

.....
9. Look at the four numbers below.

73 58 64 45

Write the two numbers that are even.

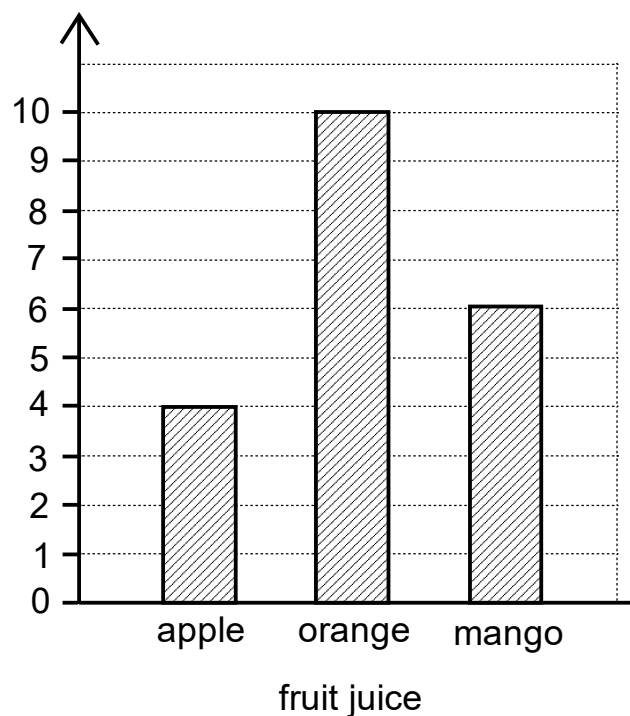
Test administration guidance

At the end of the aural section of the test, stop the pupil and introduce the written section of the test.

[braille page 7, facing page 8]

Diagram for question 10

number of
children



[braille page 8]

10. 20 children choose their favourite fruit juice.
The chart on the opposite page shows the results.

(a) How many more children choose orange than apple?

_____ children

(b) Another boy joins the group.

He chooses mango juice.

How many children choose mango juice altogether?

_____ children

.....
[braille page 9]

11. Look at the four times in the list below.

03:08

08:30

08:03

08:00

Write the time from the list that is the same as half past 8

.....

Test administration guidance

- 10. Ensure the pupil finds the chart on the facing page.
Encourage the pupil to braille a before the answer to part a, and
b before the answer to part b.**

[braille page 10 facing page 11]

Diagram for question 12

[braille page 11]

12. Measure the line on the opposite page.
Use a ruler.
_____ cm
-

13. Look at the four numbers below.
0 14 50 61
Write each number once to make the following correct.

(a) _____ > _____

(b) _____ > _____

.....

14. 20 bananas are shared equally among 4 monkeys.
How many bananas does each monkey get?
_____ bananas
-

[braille page 12]

15. 10 add 7 equals 17

(a) $9 + \underline{\hspace{1cm}} = 17$

Write the missing number.

(b) $\underline{\hspace{1cm}} + 6 = 17$

Write the missing number.

.....

16. Look at the list of six coins below.
1p 10p 50p 5p 20p 2p
What is the largest amount you can make using three of these coins?
_____p
-

Test administration guidance

- 12. The pupil will need a tactile ruler. Ensure the pupil finds the line to be measured. The diagram may be mounted on a board and the ends of the lines may be marked with pins. A spare copy of the diagram is provided.**

- 15. Encourage the pupil to braille a before the answer to part a, and b before the answer to part b.**

17. Look at the list of four fractions below.

$$\frac{1}{4} \quad \frac{1}{3} \quad \frac{2}{4} \quad \frac{3}{4}$$

Ben ate half a pizza.

Write the fraction from the list that shows the amount he ate.

.....
[braille page 13]

18. Write six different numbers to make the three sums below correct.

(a) _____ + _____ = 27

(b) _____ + _____ = 27

(c) _____ + _____ = 27

.....
19. Ben and Sita count cars.

Ben counts 38 red cars.

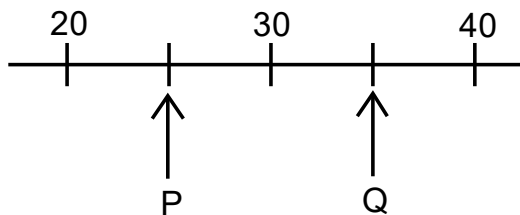
Sita counts 23 blue cars.

How many cars do they count altogether?

_____ cars

.....
[braille page 14, facing page 15]

Diagram for question 20



[braille page 15]

20. Look at the number line on the opposite page.

The numbers on the line go up by the same amount each time.

(a) Write the number shown by arrow P

(b) Write the number shown by arrow Q

.....
21. Ajay, Sam and Kemi have 4 conkers each.

How many conkers do they have altogether?

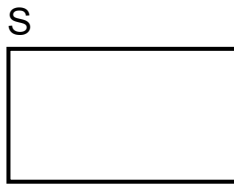
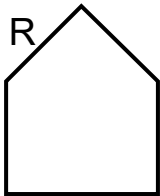
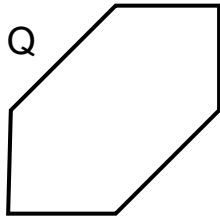
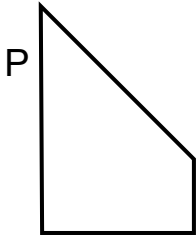
_____ conkers

Test administration guidance

- 20. Ensure the pupil finds the diagram on the facing page.
Encourage the pupil to braille a before the answer to part a, and
b before the answer to part b.**

[braille page 16]

22. Look at the four shapes below. They are labelled P Q R and S



Write the letter of the pentagon.

[braille page 17]

23. Look at the number sentence below.

$$9 + 7 - \underline{\quad} = 12$$

Write the missing number to make the number sentence correct.

[braille page 18, facing page 19]

Diagram for question 24



[braille page 19]

24. Look at the four shapes on the opposite page.

They are labelled P Q R and S

Each shape is made from squares.

Write the letter of the shape that has exactly $\frac{1}{3}$ shaded.

Test administration guidance

There is no specific guidance for questions 22, 23 and 24.

25. $3 + 7 = 10$

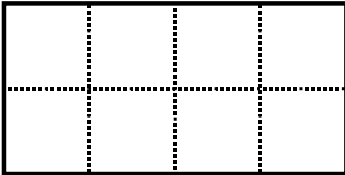
Write the missing number in each of the sums below.

(a) $33 + \underline{\quad} = 40$

(b) $\underline{\quad} + 7 = 80$

.....
[braille page 20, facing page 21]

Diagram for question 26



[braille page 21]

26. Look at the shape on the opposite page.

It is made from 8 squares.

Mark one quarter of the shape.

Use the spare copy of the diagram.

.....
27. Ben has 4 boxes of eggs.

There are 6 eggs in each box.

Write a number sentence using \times and $=$ to show that Ben has 24 eggs altogether.

.....
[braille page 22]

28. There are 55 cakes.

20 boys and 19 girls each take a cake.

How many cakes are left?

Show your working.

$\underline{\quad}$ cakes

.....
29. You have four solid shapes for this question.

They are labelled P Q R and S

Write the letters of the two shapes that have more than 8 edges.

Test administration guidance

- 26. The diagram may be mounted on a board. Pins or other tactile marks may be used.
You can then use a pen to transcribe the pupil's answer on the diagram.**

- 29. Give the pupil the four solid shapes labelled P, Q, R and S. Ensure the pupil explores the shapes and writes down the letters of the shapes.**

[braille page 23]

30. There are 76 cars in the car park.
18 more cars go into the car park.
Then 35 cars go out.
How many cars are in the car park now?
Show your working.
_____ cars
-

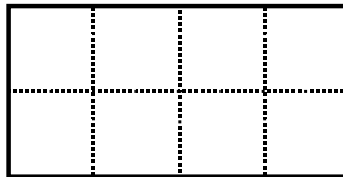
31. A strawberry weighs 24 grams.
The strawberry and a tomato weigh 69 grams.
What does the tomato weigh?
_____ g

.....
End of test

Diagram for question 12



Diagram and film copies for question 26



Test administration guidance

There is no specific guidance for questions 30 and 31.

Key stage 1

Mathematics

Administering the braille (UEB) version of the key stage 1 mathematics

Paper 1: arithmetic

CONFIDENTIAL

This pack must be kept secure and unopened until **Tuesday 2 May 2017**. The pack must not be opened until the pupils are in the test room ready to complete the first administration of the test.

Please ensure you have read and understood the 2017 test administration guidance before opening this pack.

Pack contents:

- An overview of the braille (UEB) version of the key stage 1 mathematics Paper 1: arithmetic (overleaf)
- 1 copy of the braille (UEB) Paper 1: arithmetic
- 1 copy of the printed transcript of the braille (UEB) version of the mathematics Paper 1: arithmetic

For test administration

2017 Key stage 1 mathematics test

The key stage 1 mathematics test consists of 2 papers. The papers must be administered in order. Pupils do not have to sit both tests on the same day. If both papers are administered on the same day, pupils may benefit from a break between papers. Both papers can be administered to the whole class, smaller groups of pupils or on an individual basis. However, test packs must not be opened until the pupils are in the test room ready to complete the first administration of the test.

Paper 1: arithmetic

The following information explains how to administer the braille (UEB) version of mathematics Paper 1: arithmetic. There is additional information on GOV.UK about administering braille tests to pupils. If you have any questions you should check with your headteacher or key stage 1 test co-ordinator before the test is administered.

Administrators can stop an individual pupil at any stage of the test if they feel it is appropriate for that particular pupil.

Please make sure you follow these instructions correctly in order to ensure that the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation at the school.

Format	<ul style="list-style-type: none"> • This component of the test consists of a single question booklet in braille (UEB). • There is a printed transcript of the braille (UEB) Paper 1: arithmetic booklet to help administrators. • It is expected that the test will take approximately 40 minutes to complete (not strictly timed and includes up to 100% additional time). • It is at your discretion to choose when or if pupils require a break during the test or whether, if appropriate, to stop the test early. • You must not refer to the standard test questions when administering this test.
Equipment	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"> • a suitable way of recording their answers, such as a braille, blue / black pen, dark pencil or word processor (i.e. the usual way they write in class) • braille paper (if the pupil is brailleing their responses) • a ruler • a rubber (optional). <p>Pupils are not allowed:</p> <ul style="list-style-type: none"> • calculators • number apparatus e.g. base ten materials, number squares, etc.
Assistance	<ul style="list-style-type: none"> • You must ensure that nothing you say or do during a test could be interpreted as giving pupils an advantage, e.g. indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again. • If a pupil requests it, a question may be read to the pupil on a one-to-one basis. However, you can only read numbers and not mathematical symbols. This is to ensure that pupils are not given an unfair advantage by having the function inadvertently explained by reading its name. <p>The examples below illustrate how to deal with some common situations.</p> <p>Q. What does this sign here mean? A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>Q. Does this mean 'take away'? A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>Q. What does 'half' mean? A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>Q. What does 'of' mean? (i.e. if the question asks about an everyday word that has a mathematical meaning within the question, e.g. 'What is half of 8?') A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p>
Guidance for specific questions	<p>No additional guidance is needed for this component of the test.</p>

<p>Before the test begins</p>	<ul style="list-style-type: none"> • Make sure you have the printed transcript of the braille (UEB) booklet. • Review the list of pupils with any particular individual needs, e.g. pupils who may need a scribe or who need a transcript made at the end of the test. • Ensure you know how to administer any access arrangements correctly. Please refer to the 2017 key stage 1 access arrangements guidance. • Check that there are enough administrators to maintain adequate supervision and support for the test. You should consider the possibility of at least one test administrator needing to leave the room with a pupil. • Ensure you understand how to deal with issues during the tests.
<p>How to deal with issues during the test</p>	<p>It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.</p> <p>In the following circumstances, you will need to stop the test either for an individual pupil, a group of pupils or for the whole cohort:</p> <ul style="list-style-type: none"> • test papers are incorrectly collated or the print is illegible • an incorrect test has been administered • a fire alarm goes off • a pupil is unwell • a pupil needs to leave the test room during the tests • a pupil is caught cheating. <p>If you need to stop the test:</p> <ul style="list-style-type: none"> • make a note of the time • make sure pupils are kept under test conditions and that they are supervised • if they have to leave the room, ensure they don't talk about the test • speak to your test co-ordinator or a senior member of staff for advice on what to do next • consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice. <p>You should brief your headteacher on how the incident was dealt with, once the test is over.</p>
<p>What to do at the start of the test</p>	<ul style="list-style-type: none"> • Check that seating is appropriately spaced. • Check that pupils don't have any materials or equipment that may give them extra help. • Check that pupils don't have disruptive items, e.g. mobile phones. • Ensure each pupil that needs it has a braille (UEB) version of mathematics Paper 1: arithmetic.
<p>What to say at the start of the test</p>	<ul style="list-style-type: none"> • It is important to brief pupils fully at the start of each test. You should use these instructions to introduce mathematics Paper 1: arithmetic. The text that you need to read to the pupils is in the large font. • The wording of these instructions can be adapted, provided the meaning is retained. <p>This is the key stage 1 mathematics Paper 1: arithmetic. You should have a test booklet in front of you.</p> <p>Write your name at the top of your braille paper.</p> <p>Open the test booklet at page 1. We'll do one practice question together and then you'll need to complete the rest of the test by yourself.</p> • Find the practice question on page 1. Read the practice question. <p>The practice question says:</p> <p>Four take away one equals...</p> <p>Write your answer.</p>

This section continues on the next page.

<p>What to say at the start of the test (continued)</p>	<ul style="list-style-type: none"> • Give pupils the opportunity to answer the question. If any pupil is not sure what to do, explain what they need to do to answer the question. Check that all pupils are clear about what they need to do before continuing. • Tell the pupils that: <ul style="list-style-type: none"> You should try to answer all of the questions. If you can't answer a question move on to the next one and come back to that question later on if you have time. If you want to change an answer you should put a line through the answer that you don't want to be marked or use a series of 'for' braille signs (all 6 dots) to cross out the answer. Your answers should be numbers, not number sentences. For example if the question is 'what is four take away one?', your answer should be 'three', not 'five take away two'. Remember to check your work carefully. If you have any questions during the test you should put your hand up and wait for me/someone to come over to you. Remember that I/we can't help you to answer any of the test questions. You need to work on your own. You need to think of your own answers and you mustn't talk about them with anyone else. Do you have any questions you want to ask me now? We're now going to start the test. Find question 1; it is on page 1. Now start the test.
<p>What to do at the end of the test</p>	<ul style="list-style-type: none"> • Follow your school's procedure for collecting and storing the pupils' test papers. • If any pupil needs a transcript, complete it with the pupil at the end of the test, under test conditions. Particular care should be taken to ensure accurate transcriptions are made and pupils' answers are not corrected or amended.
<p>Marking the tests</p>	<ul style="list-style-type: none"> • Use the key stage 1 test mark schemes to mark Paper 1: arithmetic, following both the general guidance and any specific guidance for each question. There are no amendments to the standard mark schemes for Paper 1: arithmetic.

Administering the braille (UEB) version of the 2017 key stage 1 mathematics test Paper 1: arithmetic
Electronic version product code: STA/17/7809/e ISBN: 978-1-78644-506-3

© Crown copyright and Crown information 2017

Re-use of Crown copyright and Crown information in test materials

Subject to the exceptions listed below, the test materials on this website are Crown copyright or Crown information and you may re-use them (not including logos) free of charge in any format or medium in accordance with the terms of the Open Government Licence v3.0 which can be found on the National Archives website and accessed via the following link: www.nationalarchives.gov.uk/doc/open-government-licence. When you use this information under the Open Government Licence v3.0, you should include the following attribution: 'Contains public sector information licensed under the Open Government Licence v3.0' and where possible provide a link to the licence.

Where we have identified any third-party copyright information you will need to obtain permission from the copyright holders concerned.



**Standards
& Testing
Agency**



Key stage 1

Mathematics

Administering the braille (UEB) version of the key stage 1 mathematics
Paper 2: reasoning

CONFIDENTIAL

This pack must be kept secure and unopened until **Tuesday 2 May 2017**. The pack must not be opened until the pupils are in the test room ready to complete the first administration of the test.

Please ensure you have read and understood the 2017 test administration guidance before opening this pack.

Pack contents:

- An overview of the braille (UEB) version of the key stage 1 mathematics Paper 2: reasoning (overleaf)
- 1 copy of the braille (UEB) Paper 2: reasoning
- 1 copy of the printed transcript of the braille (UEB) version of the mathematics Paper 2: reasoning
- 1 model pack

For test administration

2017 Key stage 1 mathematics test

The key stage 1 mathematics test consists of 2 papers. The papers must be administered in order. Pupils do not have to sit both tests on the same day. If both papers are administered on the same day, pupils may benefit from a break between papers. Both papers can be administered to the whole class, smaller groups of pupils or on an individual basis. However, test packs must not be opened until the pupils are in the test room ready to complete the first administration of the test.

Paper 2: reasoning

The following information explains how to administer the braille (UEB) version of the mathematics Paper 2: reasoning. There is additional information on GOV.UK about administering braille tests to pupils. If you have any questions you should check with your headteacher or key stage 1 test co-ordinator before the test is administered.

Administrators can stop an individual pupil at any stage of the test if they feel it is appropriate for that particular pupil.

Please make sure you follow these instructions correctly in order to ensure that the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation at the school.

Format	<ul style="list-style-type: none">• This component of the test consists of a single braille (UEB) booklet. There are 4 models with this paper.• There is a printed transcript of the braille (UEB) booklet to help administrators.• It is expected that the reasoning paper will take approximately 70 minutes to complete (not strictly timed and includes up to 100% additional time).• It is at your discretion to choose when or if pupils require a break during the test or whether, if appropriate, to stop the test early.• This paper has two sections: an aural section and a written section. The first section starts with a practice aural question followed by 5 aural questions.• After the aural questions, the pupils are presented with written questions for the remainder of the paper. The time for the remainder of the paper should be approximately 60 minutes.• You must not refer to the standard test questions when administering this test.
Equipment	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none">• a suitable way of recording their answers, such as a braille, pencil or blue / black pen or word processor (i.e. the usual way they write in class)• braille paper (if the pupil is brailleing their responses)• a suitable tactile ruler to measure centimetres• a rubber (optional). <p>Pupils may use the following, if this is normal classroom practice:</p> <ul style="list-style-type: none">• pins and bands to help record responses on diagrams• stylus and floppy mat to help with drawing on plastic film. <p>Pupils may use the following equipment, if this is normal classroom practice, provided they only give word for word translations:</p> <ul style="list-style-type: none">• bilingual dictionaries or electronic translators• bilingual word lists• monolingual English electronic spellcheckers• technological and electronic aids, including low-vision aids such as closed-circuit television or JOCR scanners. <p>Pupils are not allowed:</p> <ul style="list-style-type: none">• calculators• tracing paper• number apparatus e.g. base ten materials, number squares, etc.

<p>Assistance</p>	<ul style="list-style-type: none"> You must ensure that nothing you say or do during a test could be interpreted as giving pupils an advantage, e.g. indicating that an answer is correct or incorrect, or suggesting the pupil reviews an answer again. If the pupil requests it, a question may be read to the pupil on a one-to-one basis. You can also read questions 6 to 31 if a pupil has difficulty reading them for themselves. If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure pupils are not given an unfair advantage by having the function inadvertently explained by reading its name. At a pupil's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the pupil by interpreting it. If any everyday context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the related context. <p>The examples below illustrate how to deal with some common situations.</p> <p>Q. What does 'fraction' mean? A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>Q. What does '>' or '<' mean? A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p>
<p>Guidance for specific questions</p>	<p>Q29. There are 4 models provided for question 29, labelled P, Q, R and S. These should be provided to the pupil when they reach question 29.</p>
<p>Before the test begins</p>	<ul style="list-style-type: none"> Detach the copies of diagrams from the back of the booklet so they are to hand when the pupils get to questions 12 and 26. Check that the model pack contains 4 models comprising a cylinder (labelled P), a cube (labelled Q), a triangular prism (labelled R) and a tetrahedron (labelled S). Review the list of pupils with any particular individual needs, e.g. pupils who may need a scribe or a transcript made at the end of the test. Ensure you know how to administer any access arrangements correctly. Please refer to the 2017 key stage 1 access arrangements guidance. Check that there are enough administrators to maintain adequate supervision and support for the test. You should consider the possibility of at least one test administrator needing to leave the room with a pupil. Ensure you understand how to deal with issues during the tests.
<p>How to deal with issues during the test</p>	<p>It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.</p> <p>In the following circumstances, you will need to stop the test either for an individual pupil, a group of pupils or for the whole cohort:</p> <ul style="list-style-type: none"> test papers are incorrectly collated or the print is illegible an incorrect test has been administered a fire alarm goes off a pupil is unwell a pupil needs to leave the test room during the tests a pupil is caught cheating. <p>If you need to stop the test:</p> <ul style="list-style-type: none"> make a note of the time make sure pupils are kept under test conditions and that they are supervised if they have to leave the room, ensure they don't talk about the test speak to your test co-ordinator or a senior member of staff for advice on what to do next consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice. <p>You should brief your headteacher on how the incident was dealt with, once the test is over.</p>

<p>What to do at the start of the test</p>	<ul style="list-style-type: none"> • Check that seating is appropriately spaced. • Check that pupils don't have any materials or equipment that may give them extra help. • Check that pupils don't have disruptive items, e.g. mobile phones. • Ensure that each pupil that needs it has a braille (UEB) version of mathematics Paper 2: reasoning.
<p>What to say at the start of the test</p>	<ul style="list-style-type: none"> • It is important to brief pupils fully at the start of each test. You should use these instructions to introduce mathematics Paper 2: reasoning. The text that you need to read to the pupils is in the large font. • The wording of these instructions can be adapted, provided the meaning is retained. <p>This is the key stage 1 mathematics Paper 2: reasoning. You should have a test booklet in front of you.</p> <p>Write your name at the top of your braille paper.</p> <p>I'm going to explain to you how to write down your answers to the questions. You'll have plenty of time to work out the answers.</p> <p>You need to work on your own. You need to think of your own answers and you mustn't talk about them with anyone else.</p> <p>If you want to change an answer you should put a line through the answer that you don't want to be marked or use a series of 'for' braille signs (all six dots) to cross out the answer.</p> <p>If you need to change your answer when you have marked a diagram or graph, please ask me for a new copy of the diagram or graph.</p> <p>Some questions say 'Show your working'; for these questions you should write down how you work out the answer. You can also write down working out for any other questions if you need to.</p> • Where necessary, you can show the pupils how to mark a diagram to indicate the answer. <p>Open your test booklet at page 1.</p> <p>Amy, Ajay, Sam, Ben, Sita and Kemi are children who are in some of the questions.</p>

Introducing the aural questions

What to say at the start of the aural questions

Now I'm going to read aloud some questions for you to answer. I'm going to read each question twice, with a short gap in between. You need to listen very carefully when I read the questions to you.

You must work on your own and you must not call out the answers.

Look at the practice question on page 2. This is a practice question for us to do together.

- When reading the question to the pupils, remember to repeat the bold text only.
- You may help pupils locate the question where necessary.

Ajay has two footballs.

Amy has three footballs.

How many footballs do they have altogether?

Write your answer.

- Before proceeding, ensure that the pupils know where they should have written their answer and the number they should have written. Discuss methods the pupils used to work out their answer. Allow the pupils to change their answer to the correct one by crossing out, to make sure they know how to correct errors.

Now I'm going to read out questions 1 to 5.

You should try to answer all of the questions.

Remember, I can't help you with these next questions. You should try to work them out on your own. If you can't answer a question move onto the next one.

Do you have any questions that you want to ask before we start?

- Read questions 1 to 5, allowing sufficient time for pupils to write their answers before you move on to the next question. When reading the question to the pupils, remember to repeat the bold text only. Words that are underlined should be emphasised.

This section continues on the next page.

Question 1	<p>Ajay has <u>four</u> friends.</p> <p>He gives <u>ten</u> pence to each friend.</p> <p>How much money does he give altogether?</p> <p>Write your answer.</p>
Question 2	<p>Look at the list of five numbers. [Pause]</p> <p>I am counting forwards. When I stop counting write the number I should say next:</p> <p>ninety-seven, ninety-eight, ninety-nine, one hundred...</p>
Question 3	<p>Look at the two numbers. [Pause]</p> <p>There are <u>sixty-three</u> bean bags in a sack.</p> <p>Amy takes <u>ten</u> bean bags away.</p> <p>How many bean bags are left in the sack?</p> <p>Write your answer.</p>
Question 4	<p>Turn to page 3.</p> <p>Look at the array of circles.</p> <p>Now look at the four calculations. [Pause]</p> <p>They are labelled P Q R and S.</p> <p>Write the letter of the calculation that describes the array.</p>
Question 5	<p>Turn to page 4.</p> <p>[Help the pupil to locate A, B, C and D, and the arrow on the diagram.]</p> <p>Look at the diagram.</p> <p>The arrow is pointing to A. [Pause]</p> <p>The arrow moves a <u>quarter of a turn clockwise</u>.</p> <p>Write the letter the arrow moves to.</p>

Introducing the written questions

What to say at the start of the written questions	<p>For the rest of the test you will need to read the questions in the booklet yourself.</p> <ul style="list-style-type: none">• Please note you may need to change the instruction above if you are supporting some pupils with reading. <p>Remember, if you want to change an answer you should put a line through the answer that you don't want to be marked or use a series of 'for' braille signs (all 6 dots) to cross out the answer.</p> <ul style="list-style-type: none">• Where necessary, you can show the pupils how to change their answers if they think they have made a mistake. <p>In some places you will need to write your answer on your braille paper. In other places you may need to mark your answer on a diagram or graph.</p> <p>If you need to change your answer when you have marked a diagram or graph please ask me for a new copy of the diagram or graph.</p> <ul style="list-style-type: none">• Where necessary, you can show the pupils how to mark a diagram or graph to indicate their answer. <p>You can use your braille paper to write down any working that you need to.</p> <p>You need to work on your own. You need to think of your own answers and you mustn't discuss them with anyone else.</p> <p>You have approximately 60 minutes to complete the rest of the paper now.</p> <p>Turn to page 5 and start working.</p>
What to do at the end of the test	<ul style="list-style-type: none">• Follow your school's procedure for collecting and storing the pupils' test scripts.• If any pupil needs a transcript, complete it with the pupil at the end of the test, under test conditions. Particular care should be taken to ensure accurate transcriptions are made and the pupils' answers are not corrected or amended.
Marking the tests	<ul style="list-style-type: none">• Use the key stage 1 test mark schemes and braille (UEB) amendments to the mark schemes to mark the test. Follow both the general guidance and any specific guidance for each question.

Administering the braille (UEB) version of the 2017 key stage 1
mathematics test Paper 2: reasoning
Electronic version product code: STA/17/7810/e ISBN: 978-1-78644-512-4

© Crown copyright and Crown information 2017

Re-use of Crown copyright and Crown information in test materials

Subject to the exceptions listed below, the test materials on this website are Crown copyright or Crown information and you may re-use them (not including logos) free of charge in any format or medium in accordance with the terms of the Open Government Licence v3.0 which can be found on the National Archives website and accessed via the following link: www.nationalarchives.gov.uk/doc/open-government-licence. When you use this information under the Open Government Licence v3.0, you should include the following attribution: 'Contains public sector information licensed under the Open Government Licence v3.0' and where possible provide a link to the licence.

Where we have identified any third-party copyright information you will need to obtain permission from the copyright holders concerned.



Standards
& Testing
Agency

OGL

2017 national curriculum tests
Key stage 1

Mathematics test
Amendments to mark schemes

Braille



Standards
& Testing
Agency

Introduction

This guidance details the amendments made to the standard mark schemes for questions which have been adapted, or replaced, in the braille version of the key stage 1 mathematics test materials.

This guidance must be used in conjunction with the standard version of the key stage 1 mathematics mark schemes. Refer to the standard mark schemes when marking the braille responses unless an alternative is given in this guidance. There is a list of amended questions in the table below.

Amendments to the mark schemes

Amendments to the standard test mark schemes are only provided where amendments to a question are such that question responses cannot be marked using the standard test mark schemes.

Amendments to the mark schemes are not provided where the only change has been to further divide the question into subsections or where the layout of the question is different.

The mark schemes have been amended in some respects for the following questions:

Paper 1	No amendments to the mark schemes – refer to the standard mark schemes for all Paper 1 questions.
Paper 2	2, 4, 5, 7, 9, 10a, 10b, 11, 15a, 15b, 17, 20a, 20b, 22, 24, 25a, 25b, 26 and 29.

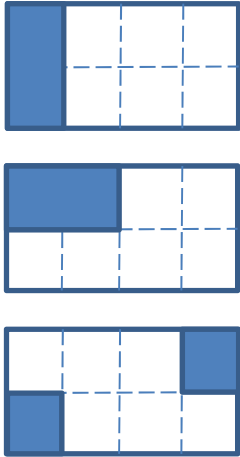
General guidance to be applied throughout the braille papers

- You should make every effort to understand what the pupil has written in an answer, without reading into the answer anything that the pupil did not intend.
- Pupils with visual impairment find it difficult to draw accurately. You should make every effort to be fair in marking these questions and take into account what appears to be the pupil's intention.

Amendments to mark schemes for Paper 2: reasoning

Qu.	Requirement	Mark	Additional guidance
Aural questions			
2	101 written	1m	Accept ' <i>one hundred and one.</i> '
4	S written	1m	Accept any other clear way of indicating the correct letter. Accept any other clear way of indicating the correct calculation, e.g. 5×3 written. Do not award the mark if additional letters or calculations have been indicated, unless it is clear that the correct letter or calculation is the pupil's final answer.
5	B written	1m	Accept any other clear way of indicating the correct letter, e.g. letter marked on diagram. Do not award the mark if additional letters are written, unless it is clear that the correct letter is the pupil's final choice.
Written questions			
7	10 (minutes)	1m	Accept any other clear way of indicating the correct time, e.g. time marked on the pupil's test paper.
9	58 AND 64	1m	Both numbers must be given for the award of ONE mark. Do not award the mark if any odd numbers are given. Award the mark if 58 and 64 are both given along with additional even numbers.
10a	6 (children)	1m	
10b	7 (children)	1m	

Qu.	Requirement	Mark	Additional guidance
11	08:30	1m	Accept any unambiguous indication of the correct time, e.g. 08.30, 8:30 Do not award the mark for times where the number of minutes is ambiguous, e.g. 08:3
15a	8	1m	Both parts must be answered correctly for the award of ONE mark.
15b	11		
17	$\frac{2}{4}$	1m	Do not accept alternative equivalent values given, e.g. $\frac{1}{2}$ or the word ' <i>half</i> '.
20a	25	1m	Both parts must be answered correctly for the award of ONE mark.
20b	35		
22	R (written)	1m	Accept any other clear way of indicating the correct shape. Do not award the mark if additional shapes are indicated, unless it is clear that the correct shape is the pupil's final choice.
24	R (written)	1m	Accept any other clear way of indicating the correct shape. Do not award the mark if additional shapes are indicated, unless it is clear the correct shape is the pupil's final choice.
25a	7	1m	Both parts must be answered correctly for the award of ONE mark.
25b	73		

Qu.	Requirement	Mark	Additional guidance
26	Any two squares marked, e.g. 	1m	Pupils may use any method to mark the two squares. Allow inaccuracies in marking the squares, provided the intention is clear.
29	Q AND R indicated in either order.	1m	Both of the shapes must be indicated correctly for the award of the mark. Accept any other clear way of indicating the correct two shapes, e.g. the shape names 'cube' and 'triangular prism' given. Do not award the mark if additional shapes are indicated, unless it is clear that the correct two shapes are the pupil's final choice.

[BLANK PAGE]

This page is intentionally blank.



2017 key stage 1 mathematics: amendments to mark schemes for braille

Electronic PDF version product code: STA/17/7823/e ISBN: 978-1-78644-523-0

For more copies

Additional printed copies of this booklet are not available. It can be downloaded from www.gov.uk/government/publications.

© Crown copyright and Crown information 2017

Re-use of Crown Copyright and Crown information in test materials

Subject to the exceptions listed below, the test materials on this website are Crown copyright or Crown information and you may re-use them (not including logos free of charge in any format or medium in accordance with the terms of the Open Government Licence v3.0 which can be found on the national Archives website and accessed via the following link: www.nationalarchives.gov.uk/doc/open-government-licence. When you use this information under the Open Government Licence v3.0, you should include the following attribution: 'Contains public sector information licensed under the Open Government Licence v3.0' and where possible provide a link to this licence.

Exceptions - third-party copyright content in test materials

You must obtain permission from the relevant copyright owners for re-use of any third-party copyright content which we have identified in the test materials, as listed below. Alternatively you should remove the unlicensed third-party copyright content and/or replace it with appropriately licensed materials.

Third-party content

These materials contain no third-party copyright content.

If you have any queries regarding these test materials contact the national curriculum assessment helpline on 0300 303 3013 or email assessments@education.gov.uk