

2017 national curriculum tests

Key stage 1

MATHEMATICS

Modified large print

Paper 1: arithmetic

First name

Middle name

Last name

Note for marking:

This paper should be marked using the standard mark schemes for KS1 mathematics: Paper 1. There is additional guidance on marking questions in this paper in the Key stage 1 mathematics amendments to mark schemes – MLP document.

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Practice question

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

Start of test

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. = $15 - 2$

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

7. $6 \times 2 = \underline{\hspace{2cm}}$

8. **90 - 80 = _____**

9. **43 - 5 = _____**

10. $84 + 12 = \underline{\hspace{2cm}}$

11. $20 + \boxed{\hspace{2cm}} = 70$

12. **97 + 5 = _____**

13. **47 + 50 = _____**

14. $\frac{1}{2}$ of 14 = _____

15. $2 \div 2 =$ _____

16. $8 \times 3 =$ _____

17. $3 +$ $+ 6 = 16$

18. $5 \times 12 =$ _____

19. $85 - 21 =$ _____

20. **92 - 60 = _____**

21. **52 + 29 = _____**

22. $80 \div 10 = \underline{\hspace{2cm}}$

23. $- 12 = 36$

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

25. $91 - 48 =$ _____

END OF TEST



Total marks	
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2017 key stage 1 mathematics

Paper 1: arithmetic

Print version code: STA/17/7727/MLp ISBN: 978-1-78644-332-8

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2017 national curriculum tests

Key stage 1

MATHEMATICS

Modified large print

Paper 2: reasoning

First name

Middle name

Last name

Note for marking:

This paper should be marked using the standard mark schemes for KS1 mathematics: Paper 2. Please also refer to the Key stage 1 mathematics amendments to mark schemes – MLP document for questions that have been modified or replaced.

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In this booklet you will read the names of six children.

They are called:

Amy

Ajay

Sam

Ben

Sita

Kemi

Practice question

2 3

_____ **footballs**

- 1. Ben
Kemi
Sam
Sita**

_____ **p**

2. 110

1001

111

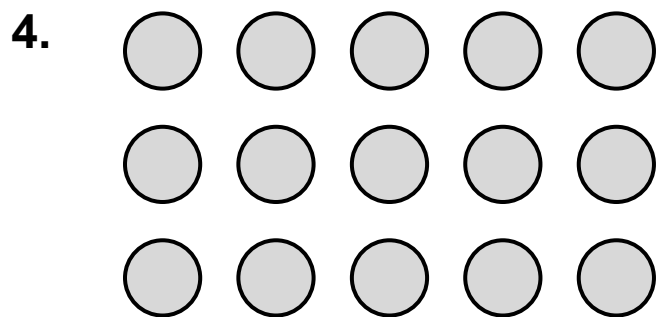
101

200

3. 63

10

_____ bean bags



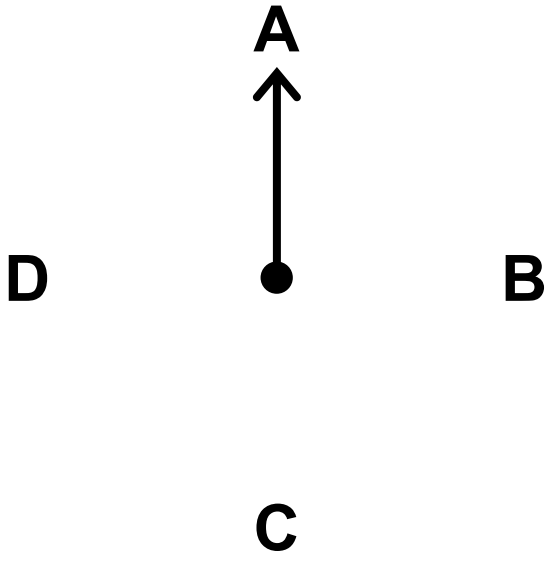
$$5 + 3$$

$$5 - 3$$

$$5 + 5$$

$$5 \times 3$$

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

Circle the shortest time.

8. A game costs **£25**

Ben has **£19**

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

£ _____

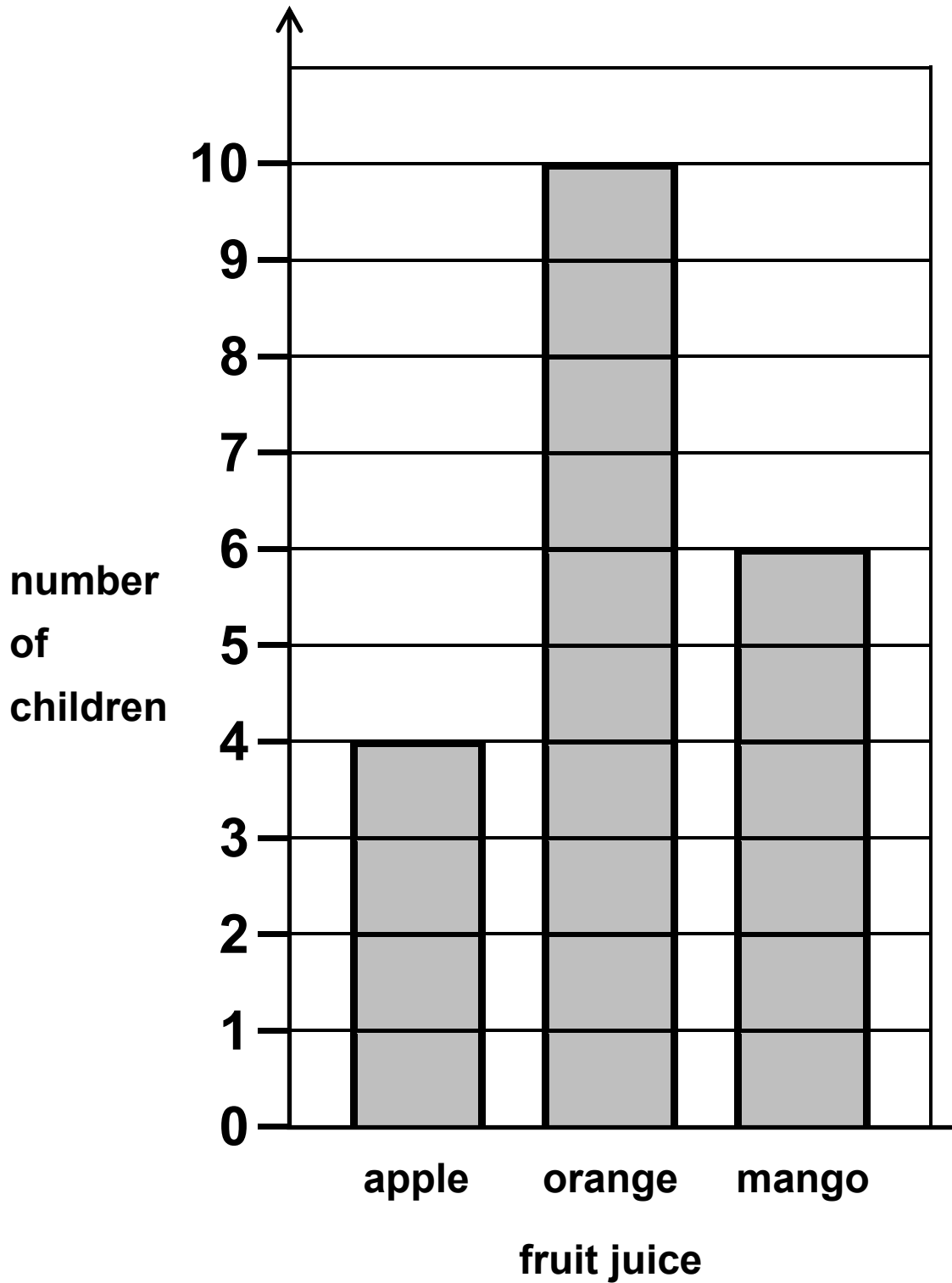
9. Look at the four numbers below.

73 58 64 45

Write the **two** numbers that are even.

10. **20** children choose their favourite fruit juice.

The chart below 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

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**

12. Measure the line below.

Use a ruler.



_____ **cm**

13. Look at the four numbers below.

0 14 50 61

Write each number **ONCE** to make the following correct.

$$\square > \square$$

$$\square > \square$$

14. **20** bananas are shared equally among **4** monkeys.

How many bananas does each monkey get?

_____ bananas

15. **10** add **7** equals **17**

$$9 + \boxed{} = 17$$

Write the missing number in the box.

$$\boxed{} + 6 = 17$$

Write the missing number in the box.

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

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.

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

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

$$\square + \square = 27$$

$$\square + \square = 27$$

$$\square + \square = 27$$

19. Ben and Sita count cars.

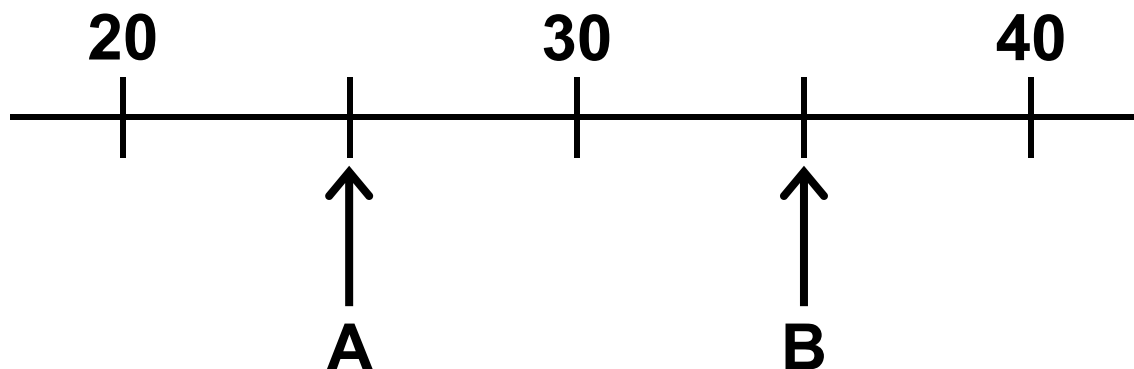
Ben counts 38 red cars.

Sita counts 23 blue cars.

How many cars do they count altogether?

_____ cars

20. Look at the number line below.



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

Write the number shown by arrow **A**.

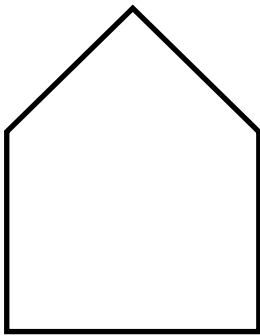
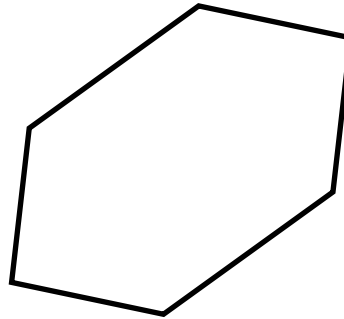
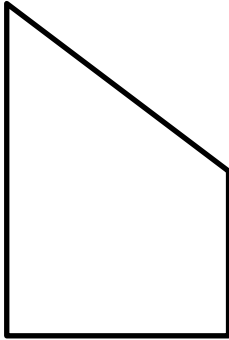
Write the number shown by arrow **B**.

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

How many conkers do they have altogether?

_____ conkers

22. Look at the four shapes below.



Tick the pentagon.

23. Look at the number sentence below.

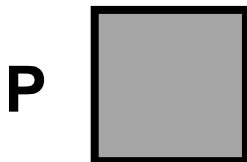
$$9 + 7 - \square = 12$$

Write the missing number in the box to make the number sentence correct.

24. Look at the four shapes below.

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.

25. $3 + 7 = 10$

Complete the two sums below.

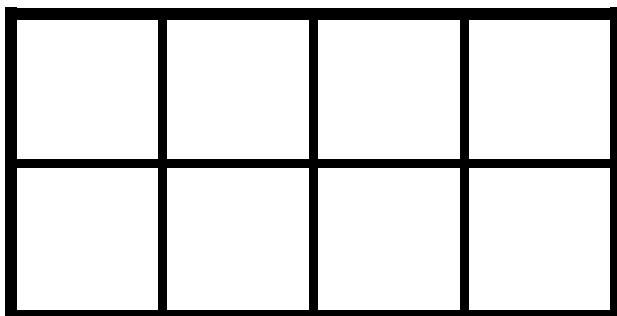
Write your answers in the boxes.

$$33 + \boxed{} = 40$$

$$\boxed{} + 7 = 80$$

26. Look at the shape below.

It is made from eight squares.



Mark one quarter of the shape.

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.

28. There are **55** cakes.

20 boys and **19** girls each take a cake.

How many cakes are left?

Show your working.

_____ 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.**

30. There are **76** cars in a 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 together weigh **69** grams.

What does the tomato weigh?

_____ g

END OF TEST



Total marks	
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2017 key stage 1 mathematics

Paper 2: reasoning

Print version code: STA/17/7728/MLp ISBN: 978-1-78644-333-5

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2017 national curriculum tests

Key stage 1

Mathematics

Administering the modified large print (MLP) 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 MLP key stage 1 mathematics test: Paper 1: arithmetic (overleaf)
- 1 copy of the MLP 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 modified large print (MLP) version of mathematics Paper 1: arithmetic. There is additional information on GOV.UK about administering MLP 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 MLP test paper.• 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 pencil or pen• a ruler• a rubber (optional). However, please encourage pupils to cross out any answers they may wish to change, instead of rubbing them out. <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	<ul style="list-style-type: none"> No additional guidance is needed for this component of the test.
Before the test begins	<ul style="list-style-type: none"> 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.
How to deal with issues during the test	<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>
What to do at the start of the test	<ul style="list-style-type: none"> Check that seating is appropriately spaced and that no pupil can see another pupil's test paper. 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 who needs it has 1 MLP copy of mathematics Paper 1: arithmetic.
What to say at the start of the test	<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 on the front of the booklet.</p> <p>Open the test booklet at page 3. We'll do one practice question together and then you'll need to complete the rest of the test by yourself.</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"> Find the practice question on page 3. Read the practice question. The practice question says: Four take away one equals... Write your answer on the answer line. Give pupils the opportunity to answer the question in their booklet. 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: 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. There is space on the test paper if you need to do any working out. You should use these spaces for any written working that might help you answer the question. If you want to change an answer you should put a line through the answer that you don't want to be marked. You should put your final answer for each question on the answer line or in the answer box in the test booklet. 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. Turn to page 4 and find question 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.

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Administering the modified large print (MLP) version of the 2017 key stage 1 mathematics Paper 1: arithmetic
Electronic version product code: STA/17/7795/e ISBN: 978-1-78644-301-4

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Key stage 1

Mathematics

Administering the modified large print (MLP) version of the key stage 1 mathematics
Paper 2: reasoning

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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.

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Pack contents:

- An overview of the MLP key stage 1 mathematics test: Paper 2: reasoning (overleaf)
- 1 copy of the MLP 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 modified large print (MLP) version of the mathematics Paper 2: reasoning. There is additional information on GOV.UK about administering MLP 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 MLP test paper. There are 4 models with this paper.• 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 includes 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 pencil or a blue / black pen• a sharp, dark pencil for mathematical drawing• a ruler (showing centimetres)• a mirror• a rubber (optional). However, please encourage pupils to cross out any answers they may wish to change rather than rubbing them out. <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 spell checkers. <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.
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.• You can also read questions 6 to 31 if a pupil has difficulty in reading them for themselves.• If reading to a pupil, 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.

Assistance (continued)	<ul style="list-style-type: none"> 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>
Guidance for specific questions	<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>
Before the test begins	<ul style="list-style-type: none"> 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 need a scribe or a transcript made at the end of the test. Ensure that 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 that you understand how to deal with issues during the tests.
How to deal with issues during the test	<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>
What to do at the start of the test	<ul style="list-style-type: none"> Check that seating is appropriately spaced and that no pupil can see another pupil's test paper. 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 1 MLP copy of mathematics Paper 2: reasoning.

Please follow the instructions on the next page.

**What to say
at the start
of the test**

- 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.**

This is the key stage 1 mathematics Paper 2: reasoning. You should have a test booklet in front of you.

Write your name on the front of your test booklet.

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.

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.

If you want to change an answer, you should put a line through the answer that you don't want to be marked.

If you need to change a diagram or graph, make sure that you completely rub out or cross out your answer before writing your new answer.

Some questions say 'Show your working'; for these questions you should write down how you work out the answer. There is also white space below other questions where you can do any working out if you need to.

- Where necessary, you can show the pupils how to draw a tick, circle or cross to indicate the answer.

Open your test booklet at page 3. Amy, Ajay, Sam, Ben, Sita and Kemi are children who are in some of the questions.

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 4. 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 on the answer line.

- 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 or rubbing 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. You should write your answers in the correct place for each question.

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 on to the next one.

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

Now look at question 1.

- 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: Ben, Kemi, Sam and Sita.</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 on the line.</p>
Question 2	<p>I am counting forwards.</p> <p>When I stop counting, circle the number I should say next:</p> <p>ninety-seven, ninety-eight, ninety-nine, one hundred ...</p>
Question 3	<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 on the line.</p>
Question 4	<p>Turn to the next page.</p> <p>Look at the array of circles. [Pause]</p> <p>Now look at the four calculations. [Pause]</p> <p>Circle the calculation that describes the array. [Pause]</p>
Question 5	<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>What letter does the arrow move to?</p> <p>Write your answer on the line.</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.</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 there will be an answer line. In other places you may need to write your answer on a diagram or graph.</p> <p>If you need to change a diagram or graph make sure that you completely rub out or cross out your answer before writing your new answer.</p> <ul style="list-style-type: none">• Where necessary, you can show the pupils how to draw a tick, circle or cross to indicate the answer. <p>You can use the white space on the page to do any working out if 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 8 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 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 MLP amendments to the mark schemes to mark the test. Follow both the general guidance and any specific guidance for each question.

Administering the modified large print (MLP) version of the 2017 key stage 1
mathematics Paper 2: reasoning
Electronic version product code: STA/17/7796/e ISBN: 978-1-78644-302-1

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2017 national curriculum tests
Key stage 1

Mathematics test
Amendments to mark schemes

Modified Large Print (MLP)



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Introduction

This guidance details the amendments made to the standard mark schemes for questions which have been adapted, or replaced, in the modified large print (MLP) 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 MLP test papers 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:

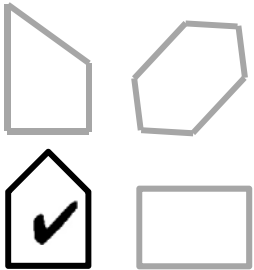
Paper 1	No amendments to the mark schemes. Read the additional guidance on page 3 of this document before using the standard mark schemes to mark questions in Paper 1.
Paper 2	5, 9, 10a, 10b, 11, 15, 20, 22, 24, 25, 26 and 29

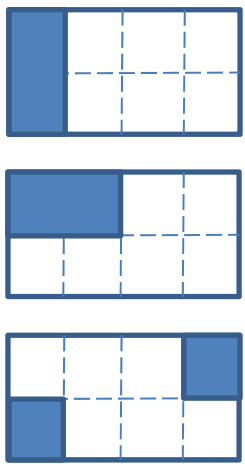
General guidance to be applied throughout the MLP papers

- 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. Often thick pens or pencils are used by these pupils. You should make every effort to be fair in marking these questions and take into account what appears to be the pupil's intention.
- Tick boxes arranged horizontally in the standard version of the test may have been rearranged vertically. Unless otherwise indicated in this document, the correct answer will be the same as specified in the standard mark schemes.

Amendments to mark schemes for Paper 2: reasoning

Qu.	Requirement	Mark	Additional guidance
Aural questions			
5	B written	1m	Accept any other clear way of indicating the correct letter. Do not award the mark if additional letters are indicated, unless it is clear that the correct letter is the pupil's final choice.
Written questions			
9	58 AND 64	1m	Both numbers must be indicated for the award of the mark. The correct numbers can be written in either order for the award of the mark. Accept any other clear way of indicating the two correct numbers. Do not award the mark if additional numbers are indicated, unless it is clear that the two correct numbers are the pupil's final choice.
10a	6 (children)	1m	
10b	7 (children)	1m	

Qu.	Requirement	Mark	Additional guidance
11	08:30	1m	<p>Accept any unambiguous indication of the correct time, e.g. 08.30, 8:30</p> <p>Do not award the mark for times where the number of minutes is ambiguous, e.g. 08.3</p> <p>Accept any other clear way of indicating the correct time, e.g. 08:30 ticked in given list.</p> <p>Do not award the mark if additional times are indicated/written, unless it is clear that the correct time is the pupil's final choice.</p>
15	<p>Both additions completed correctly as shown:</p> $9 + \boxed{8} = 17$ $\boxed{11} + 6 = 17$	1m	<p>Both parts must be answered correctly for the award of ONE mark.</p>
20	<p>A = 25</p> <p>B = 35</p>	1m	<p>Both numbers must be correct for the award of ONE mark.</p>
22	<p>Pentagon ticked as shown:</p> 	1m	<p>Accept any other clear way of indicating the correct shape.</p> <p>Do not award the mark if additional shapes are indicated, unless it is clear that the correct shape is the pupil's final choice.</p>
24	R written	1m	<p>Accept any other clear way of indicating the correct shape.</p> <p>Do not award the mark if additional shapes are indicated, unless it is clear the correct shape is the pupil's final choice.</p>

Qu.	Requirement	Mark	Additional guidance
25	Both additions completed correctly as shown: $33 + \boxed{7} = 40$ $\boxed{73} + 7 = 80$	1m	Both sums must be completed correctly for the award of ONE mark.
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. Allow a response which includes part squares marked, provided the intention to mark a total of two squares 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 the correct shapes are the pupil's final choice.

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2017 key stage 1 mathematics: amendments to mark schemes for MLP
Paper 2: reasoning

Electronic PDF version product code: STA/17/7820/e ISBN: 978-1-78644-520-9

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Test title	Page/ question number	Description	Reference / copyright owner
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	Reading Booklet 1 Pages 12 - 16	I'm Riding on a Giant From: Family Poems Scholastic Children's Books 2002	Text – Author David Whitehead. Illustrations – commissioned by item-writing agency. Crown copyright.

Reading Booklet 1 Pages 18 - 21	World of Water, adapted from Planet Earth (Explorers series), Macmillan Children's Books, 2011	Text – Author Daniel Gilpin. Images sourced from www.shutterstock.com . Copyright Shutterstock - Johnny Adolphson: Serene mountain lake, Utah, USA. Copyright Shutterstock - M. Pellinni: landscape with mountains trees and a river in front. Copyright Shutterstock - Galyna Andrushko: sea sunset. Copyright Shutterstock - Galyna Andrushko: Indian ocean on sunset. Sri Lanka, Galle Fort. Images on page 21 sourced from www.freeimages.com – copyright Getty images.	
Reading Booklet 2 Cover	Background illustration	Cover illustration of pool sourced from www.freeimages.com – copyright Getty images.	
Reading Booklet 2, pages 4 - 5	Sea Spray Swimming Pool	Text – written by item-writing agency, specifically for the test. Crown copyright. Illustrations – commissioned by item-writing agency or by STA. Crown copyright. Images of child swimming and swimming pool background sourced from www.freeimages.com – copyright Getty images.	
Reading Booklet 2, pages 6 - 8	The Fox and the Boastful Brave From: A Twist in the Tail, Frances Lincoln Ltd, 2001	Text – Authors Mary Hoffman and Jan Ormerod. Illustrations – commissioned by item-writing agency. Crown copyright. Background image of forest and totem pole sourced from www.freeimages.com – copyright Getty images.	

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