

2017 national curriculum tests

Key stage 2

MATHEMATICS

Modified large print

Paper 1: arithmetic

First name

Middle name

Last name

Date of birth

Day

Month

Year

School name

DfE number

Note for marking:

This paper should be marked using the MODIFIED LARGE PRINT amendments to the mark schemes – MLP.

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Instructions

You must not use a calculator to answer any questions in this test.

Questions and answers

You will have 30 minutes to complete this test, plus your additional time allowance.

Work as quickly and as carefully as you can.

Put your answer on the line for each question.

All answers should be given as a single value.

For questions expressed as common fractions or mixed numbers, you should give your answers as common fractions or mixed numbers.

If you cannot do a question, go on to the next one. You can come back to it later if you have time.

If you finish before the end, go back and check your work.

Marks

In this test, long division and long multiplication questions are worth two marks each. You will be awarded two marks for a correct answer. You may get one mark for showing your method.

All other questions are worth one mark each.

1. $40 + 1000 =$ _____

2. $707 + 1818 =$ _____

3. $\frac{4}{6} + \frac{3}{6} =$ _____

4. $505 \div 1 =$ _____

5. $345 - 60 =$ _____

6. $2 \cdot 7 + 3 \cdot 014 =$ _____

7. _____ $= 4500 + 600$

8. $8 \times 33 =$ _____

9. $72 \div 9 =$ _____

10. $167 \times 4 =$ _____

11. $4912 - 824 =$ _____

12. $\frac{62}{100} - \frac{38}{100} =$ _____

13. _____ - 100 = 1059

14. $50 + (36 \div 6) =$ _____

15. $\frac{4}{6} \times \frac{3}{5} =$ _____

16. $30 \times 40 =$ _____

17. $581 \div 7 =$ _____

18. $0.04 \div 10 =$ _____

19. $2345 \times 1000 =$ _____

20. $714 \div 17 =$ _____

Show your method.

21. $9 - 3 \cdot 45 =$ _____

22. $4781 \times 23 =$ _____

Show your method.

23. $\frac{3}{4} - \frac{3}{8} =$ _____

24. $418 \times 46 =$ _____

Show your method.

25. $37 \cdot 8 - 14 \cdot 671 =$ _____

26. $\frac{1}{4} + \frac{1}{5} + \frac{1}{10} =$ _____

27. $\frac{4}{5} \div 4 =$ _____

28. $\frac{5}{8} \div 2 =$ _____

29. **45% of 460 = _____**

30. **$2\frac{1}{3} + \frac{5}{6} =$ _____**

31. **7% of 500 = _____**

32. $\frac{2}{6} - \frac{1}{8} =$ _____

33. $0.9 \times 200 =$ _____

34. $15\% \times 1000 =$ _____

35. $1\frac{1}{2} \times 57 =$ _____

36. $2242 \div 59 =$ _____

Show your method.

END OF TEST



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2017 key stage 2 mathematics

Paper 1: arithmetic

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2017 national curriculum tests

Key stage 2

Mathematics

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

WEDNESDAY 10 MAY 2017

CONFIDENTIAL: This pack must be kept secure and unopened until the start of the test on **Wednesday 10 May 2017**.

Early opening, up to 1 hour before the test starts, is permissible only if access to the contents is needed to make adaptations to meet individual pupils' needs.

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

Pack contents:

- An overview of the MLP key stage 2 mathematics test Paper 1: arithmetic (overleaf)
- 1 copy of the MLP Paper 1: arithmetic

For test administration



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STA/17/7801/e ISBN: 978-1-78644-609-1

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2017 Key stage 2 mathematics test

The key stage 2 mathematics test consists of 3 papers. The papers must be administered in order. Pupils can have a break between the papers. However, test packs for each test must not be opened until the pupils are in the test room ready to complete the test.

The scheduled day for the administration of Papers 1 and 2 is Wednesday 10 May. The scheduled day for the administration of Paper 3 is Thursday 11 May.

Paper 1: arithmetic

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

Please make sure you follow these instructions correctly to ensure that the test is properly administered.

Failure to administer the test correctly could result in a maladministration investigation at the school.

Format

This test consists of a single MLP test paper.

Pupils have 30 minutes to complete the test, plus up to 100% additional time.

You should not refer to the standard test questions when administering this test.

Equipment

Pupils will need the equipment specified below:

- a blue / black pen, or dark pencil
 - ruler
 - rubber (optional). However, please encourage pupils to cross out answers they may wish to change instead of rubbing out.
- Pupils are not allowed:
- calculators
 - tracing paper
 - other mathematical equipment, such as angle measurers or mirrors.

Assistance

You must ensure nothing you say or do during the test could be interpreted as giving pupils an advantage, e.g. indicating 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. If reading to a pupil, you can only read words and numbers but 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. The example below illustrates how to deal with a common situation.

Q. Do I need to multiply when I calculate 95% of 240?

A. I can't tell you, but think hard and try to remember. We can talk about it after the test.

Guidance for specific questions

There is no specific guidance needed to administer the MLP version of Paper 1: arithmetic.

Before the test begins

Review the list of pupils with any particular individual needs, e.g. pupils who are allowed additional time or who may 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 2 access arrangements guidance.

It is important that the pupils' names on their tests match the names on the test attendance register. Check with your test co-ordinator whether any pupil in your group is known by a different name in school, or has changed their name since pupil registration. This is so you can ensure the pupil writes the correct name on their test paper.

Check that there are enough administrators to maintain adequate supervision 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.

Write the school's name and DfE number on a board that is visible to all pupils. Leave space on the board to write the start and finish times of the test.

How to deal with issues during the test

It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.

In the following circumstances, you will need to stop the test either for an individual pupil or for the whole cohort:

- 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.

If you need to stop the test:

- make a note of the time
- make sure pupils are kept under test conditions and that they are supervised
- if pupils 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.

You should brief your headteacher on how the incident was dealt with, once the test is over.

What to do at the start of the test

Check 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 mobile phones or other disruptive items.

Ensure each pupil that needs it has one MLP copy of mathematics Paper 1: arithmetic.

Write the start and finish times on a board so that all the pupils can see them.

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 this script to introduce mathematics Paper 1: arithmetic.

This is the key stage 2 mathematics Paper 1: arithmetic.

You will need a blue / black pen or dark pencil.

Write your name, school name and DfE number on the front of your mathematics test Paper 1: arithmetic. (If any pupil's name differs from the name provided during pupil registration, instruct the pupil to write both names on the paper.)

Open your test paper to page 3. I will read the instructions to you. (Read the instructions on page 3 of the test paper to the pupils.)

You must not use a calculator to answer any questions in this test.

You will have 30 minutes to complete this test, plus your additional time allowance.

Work as quickly and as carefully as you can.

Put your answer on the line for each question.

All answers should be given as a single value.

For questions expressed as common fractions or mixed numbers, you should give your answers as common fractions or mixed numbers.

If you cannot do a question, go on to the next one. You can come back to it later if you have time.

If you finish before the end, go back and check your work.

In this test, long division and long multiplication questions are worth 2 marks each. You will be awarded 2 marks for a correct answer. You may get 1 mark for showing your method.

All other questions are worth 1 mark each.

If you want to change your answer, put a line through the response you don't want the marker to read.

Remember to check your work carefully.

If you have any questions during the test, you should put your hand up and wait for someone to come to you. Remember, I can't help you answer any of the test questions.

You must not talk to each other.

Are there any questions you want to ask me now?

I will tell you when you have 5 minutes left. I will tell you when the test is over and to stop writing.

You may now start the test.

What to do at the end of the test

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 that pupils' answers are not corrected or amended.

Ensure you inform your senior member of staff / test co-ordinator if you have made a transcript, or if a pupil has used a scribe, or word processor or other electronic or technical device. This is so that they can complete the appropriate online notification.

Make sure you have collected every test paper. Return them immediately to the senior member of staff who is responsible for collating the tests.

Do not look at, review or amend pupils' answers in any way (unless it is necessary to make a transcript). If you tamper with or make changes to pupils' answers, it will be considered maladministration and results could be annulled.

Do not keep or photocopy tests for any reason.

2017 national curriculum tests

Key stage 2

MATHEMATICS

Modified large print

Paper 2: reasoning

First name

Middle name

Last name

Date of birth

Day

Month

Year

School name

DfE number

Note for marking:

This paper should be marked using the MODIFIED LARGE PRINT amendments to the mark schemes – MLP.

BLANK PAGE

Instructions

You must not use a calculator to answer any questions in this test.

Questions and answers

You have 40 minutes to complete this test, plus your additional time allowance.

Follow the instructions for each question.

Work as quickly and as carefully as you can.

If you need to do working out, you can use any space on the page.

Some questions say ‘Show your method.’

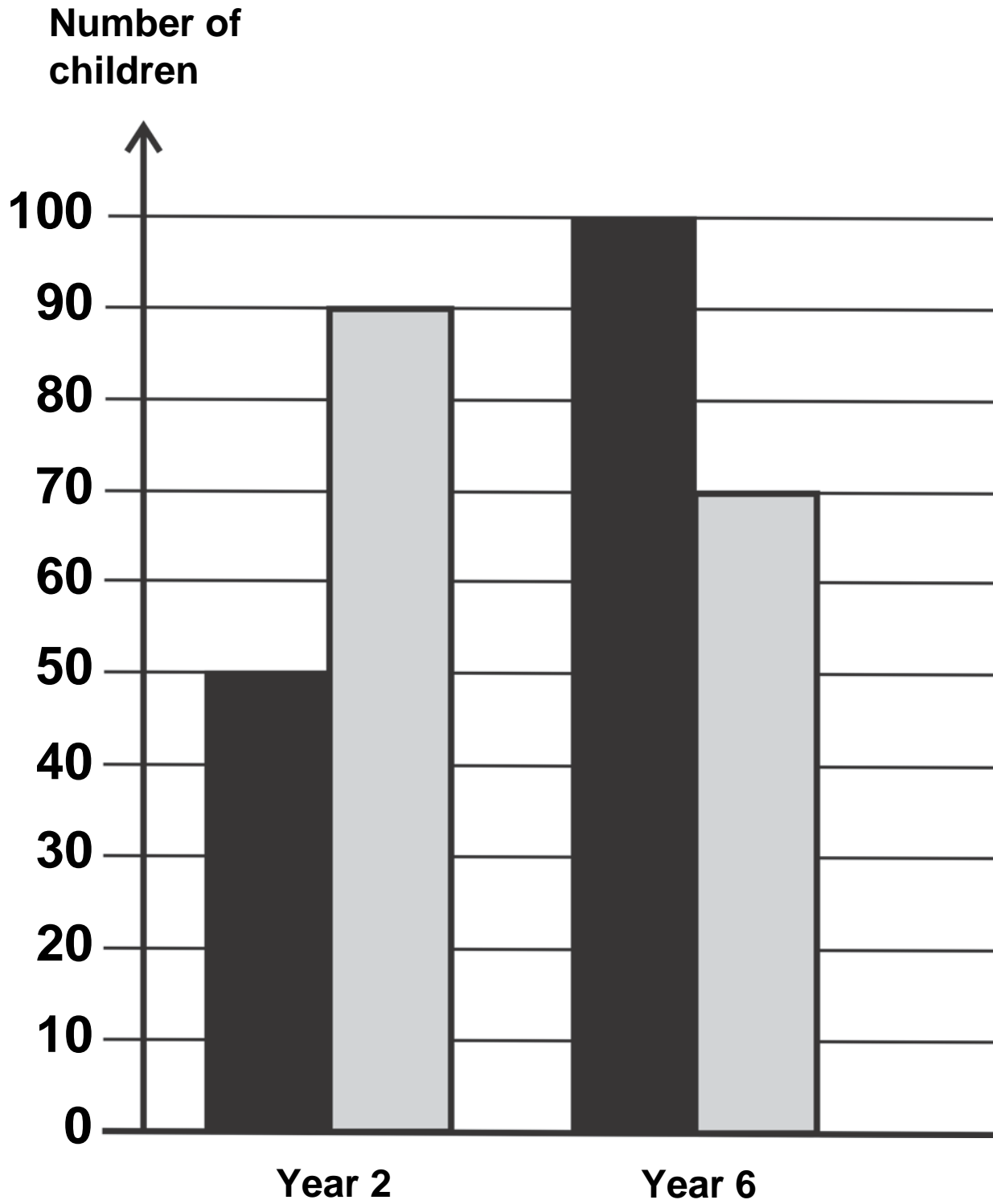
For these questions you may get a mark for showing your method.

If you cannot do a question, go on to the next one.

You can come back to it later, if you have time.

If you finish before the end, go back and check your work.

1. William asks the children in Year 2 and Year 6 if they walk to school.



a) Altogether, how many children **don't** walk to school?

b) How many more Year 6 children than Year 2 children walk to school?

2. Look at the five numbers below.

9700 907 9007 970 9070

Write the number that is **10** times greater than nine hundred and seven.

3. In this question  and  stand for two different numbers.

$$9 \times \triangle = 63$$

Write the value of 

$$\triangle = \underline{\hspace{2cm}}$$

$$\square \times 8 = 48$$

Write the value of 

$$\square = \underline{\hspace{2cm}}$$

4. The table below shows the heights of three mountains.

| Mountain | Height in metres |
|-------------------|------------------|
| Mount Everest | 8848 |
| Mount Kilimanjaro | 5895 |
| Ben Nevis | 1344 |

How much higher is Mount Everest than the combined height of the other two mountains?

Show your method.

_____ m

5. Complete the table below with the missing numbers.

One row has been done for you.

Write your answers in the boxes.

| Number | 1000 more |
|--------|-----------|
| 3500 | 4500 |
| 85 | |
| | 9099 |
| | 15 250 |

6. Look at the four numbers below.

1·9 0·96 1·253 0·328

Write these numbers in order of size, starting with the smallest.

smallest

7. Write the missing numbers in the boxes below.

60 months = years

72 hours = days

84 days = weeks

8. At the start of June, there were **1793** toy cars in the shop.

During June,

8728 more toy cars were delivered

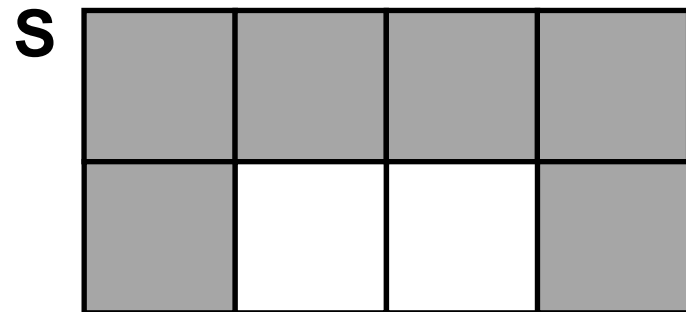
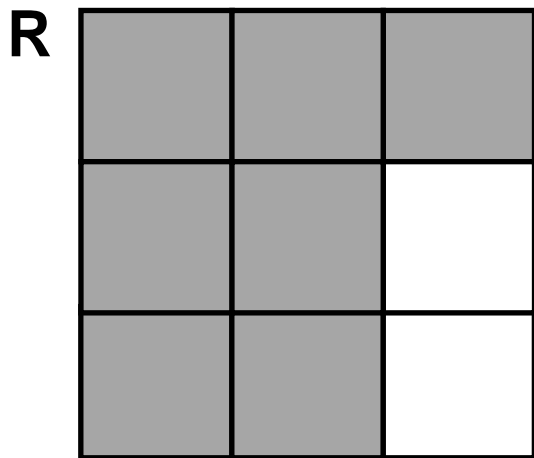
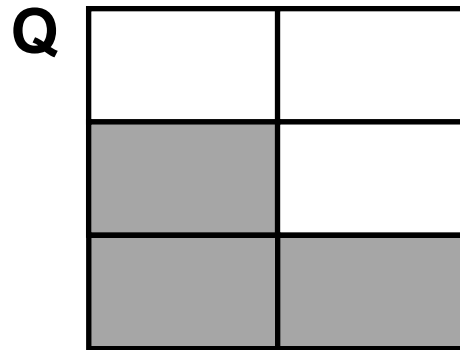
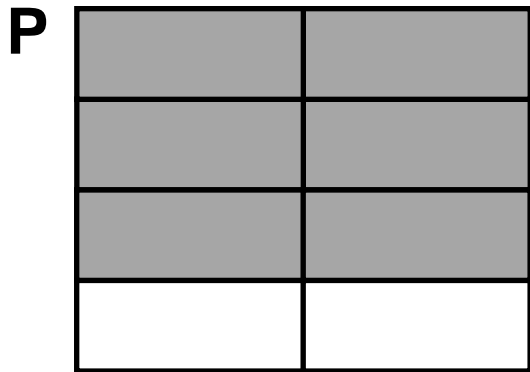
9473 toy cars were sold.

How many toy cars were left in the shop at the end of June?

Show your method.

9. Look at the four shapes below.

They are labelled **P** **Q** **R** and **S**



Write the letters of the two shapes that have $\frac{3}{4}$ shaded.

_____ and _____

10. Round **84 516** to the nearest **10**

Round **84 516** to the nearest **100**

Round **84 516** to the nearest **1000**

11. The rule below shows the time it takes to cook a chicken.

Cooking time =

20 minutes plus an extra **40** minutes for each kilogram

a) How many minutes will it take to cook a **3 kg** chicken?

_____ minutes

b) What is the mass of a chicken that takes **100** minutes to cook?

_____ kg

12. You have a hexagonal prism for this question.

a) How many faces does it have?

b) How many vertices does it have?

13. Ally and Jack buy some stickers.

Ally buys a pack of **12** stickers for **£10·49**

Jack buys **12** single stickers for **99p** each.

How much more does Jack pay than Ally?

Show your method.

£ _____

14. Amina planted some seeds.

For every 3 seeds Amina planted, only 2 seeds grew.

Altogether 12 seeds grew.

How many seeds did Amina plant?

15. The year below is written in Roman numerals.

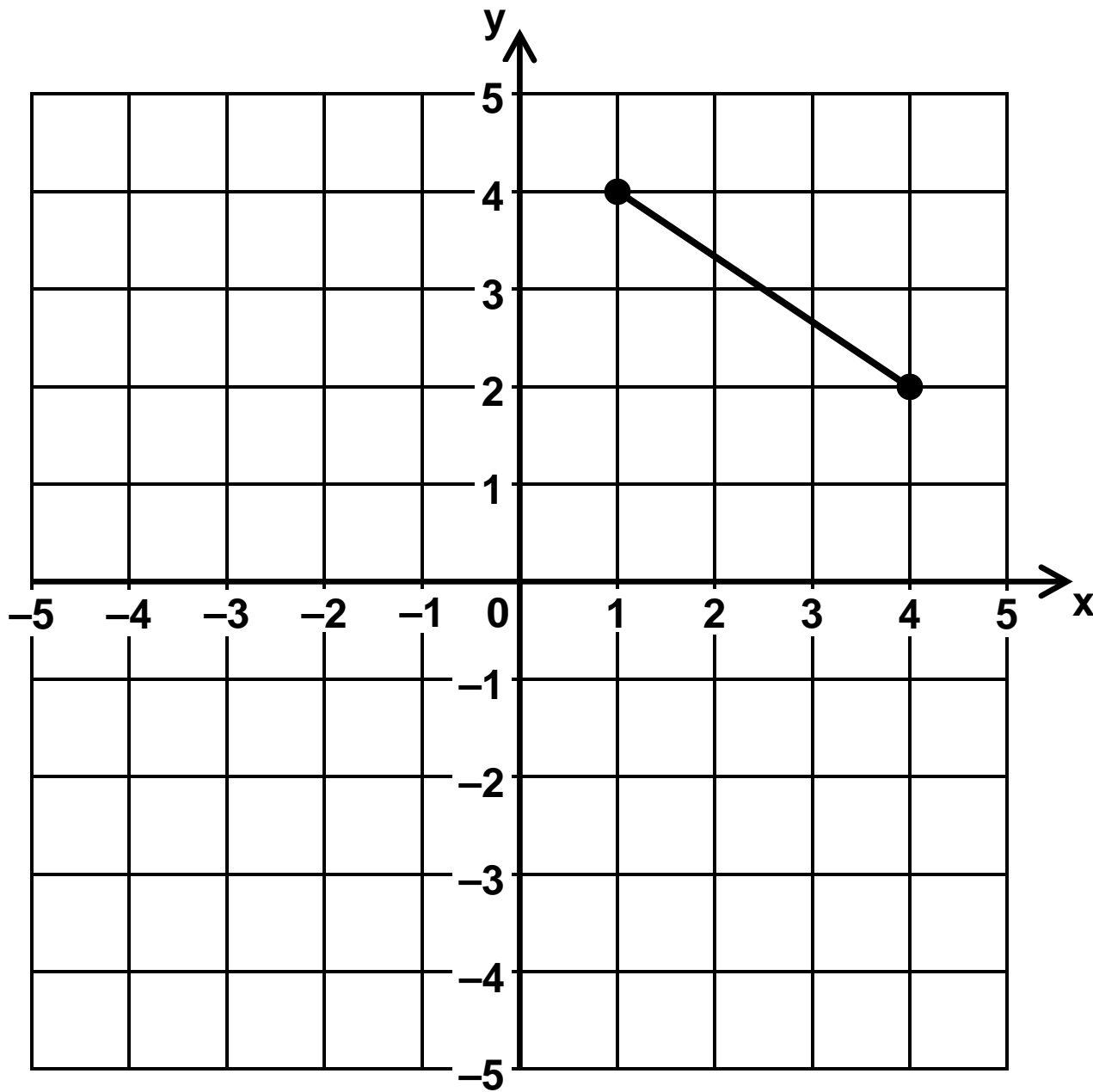
MMVI

Write the year in figures.

16. How many degrees are there in one and a half turns?

_____ 0

17. Look at the diagram below.



The vertices of a quadrilateral have the coordinates below.

(1, 4) (4, 2) (2, -3) (-3, 4)

One side of the quadrilateral has been drawn on the grid.

Complete the quadrilateral.

Use a ruler.

18. A cat sleeps for **12** hours each day.

50% of its life is spent asleep.

A koala sleeps for **18** hours each day.

What percentage of the koala's life is spent asleep?

_____ %

19. Amina posts three large letters.

The postage costs the same for each letter.

She pays with a **£20** note.

Her change is **£14·96**

What is the cost of posting **one** letter?

Show your method.

£ _____

20. Adam says that 0.25 is smaller than $\frac{2}{5}$

Explain why he is correct.

21. On a map, **1 cm** represents **20 km**

The distance between two cities is **250 km**

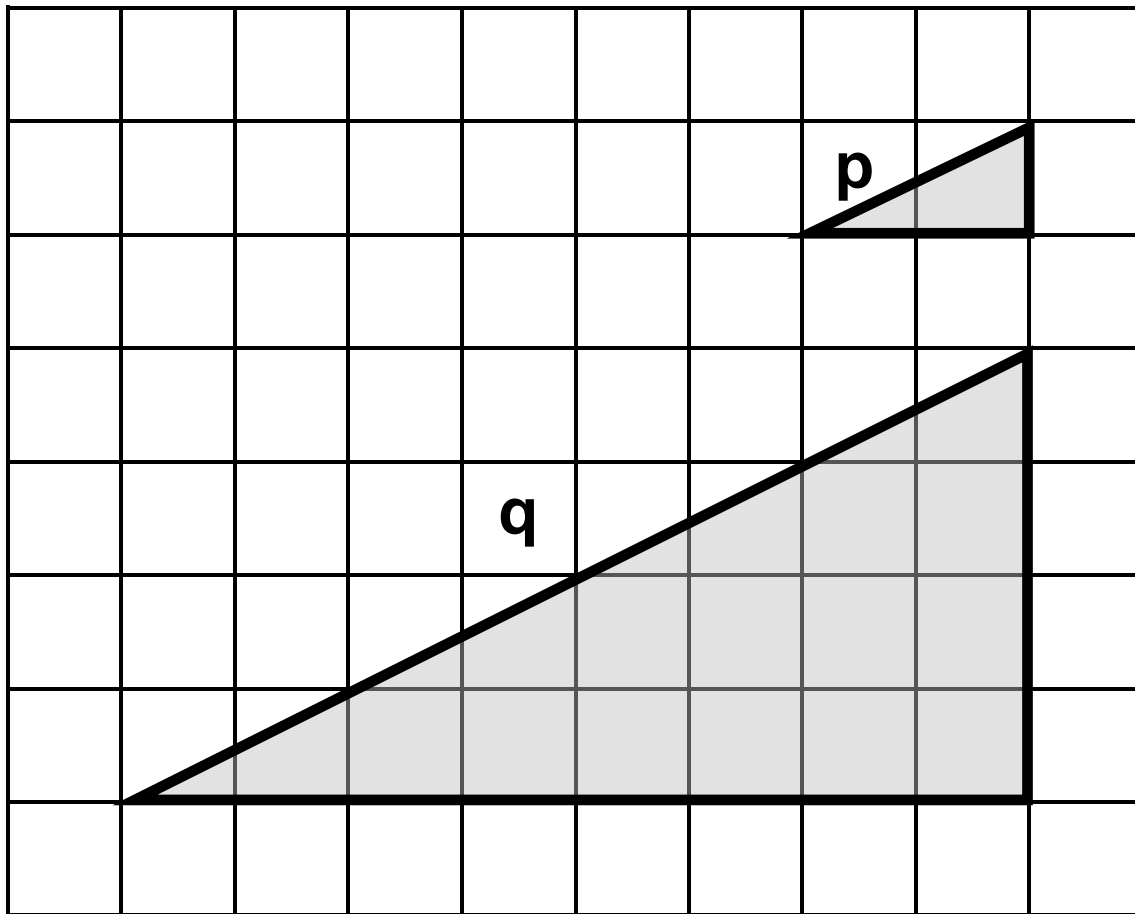
On the map, what is the distance between the two cities?

Show your method.

_____ **cm**

22. Look at the diagram below.

Two triangles are shown on a square grid.

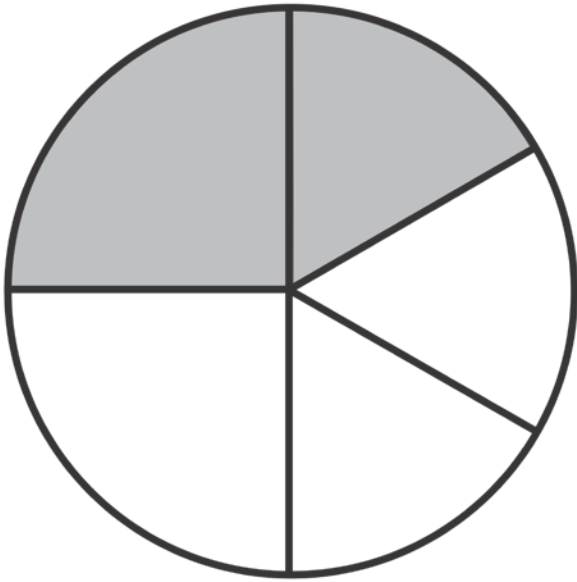


The triangles are similar and right-angled.

Write the ratio of side **p** to side **q**

p : **q** = _____ : _____

23. Look at the circle below.



In the circle $\frac{1}{4}$ and $\frac{1}{6}$ are shaded.

What fraction of the whole circle is **not** shaded?

Show your method.

END OF TEST

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2017 key stage 2 mathematics

Paper 2: reasoning

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2017 national curriculum tests

Key stage 2

Mathematics

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

WEDNESDAY 10 MAY 2017

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

Pack contents:

- An overview of the MLP key stage 2 mathematics test Paper 2: reasoning (overleaf)
- 1 copy of the MLP Paper 2: reasoning
- 1 model pack

For test administration



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2017 Key stage 2 mathematics test

The key stage 2 mathematics test consists of 3 papers. The papers must be administered in order. Pupils can have a break between the papers. However, test packs for each test must not be opened until the pupils are in the test room ready to complete the test.

The scheduled day for the administration of Papers 1 and 2 is Wednesday 10 May.

The scheduled day for the administration of Paper 3 is Thursday 11 May.

Paper 2: reasoning

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

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

Format

This component of the test consists of a single MLP test paper.

Pupils will have 40 minutes to complete the test, plus up to 100% additional time.

You must not refer to the standard test questions when administering this test.

Equipment

Pupils will need the equipment specified below:

- a blue / black pen or a dark pencil
- a sharp, dark pencil for mathematical drawing
- ruler (showing centimetres)
- angle measurer or protractor (papers 2 and 3 only)
- mirror (papers 2 and 3 only)
- rubber (optional). However, please encourage pupils to cross out any answers they may wish to change, instead of rubbing them out.

Pupils may use the following equipment, if this is normal classroom practice, provided they only give word-for-word translations:

- bilingual dictionaries or electronic translators
- bilingual word lists
- monolingual English electronic spell checkers.

Pupils are not allowed:

- calculators
- tracing paper.

Assistance

You must ensure nothing you say or do during a test could be interpreted as giving pupils an advantage, e.g. indicating 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.

If reading to a pupil, you can only 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.

The following examples illustrate how to deal with some common situations.

Q. What does 'quadrilateral' or '>' or '<' mean?

A. I can't tell you, but think hard and try to remember. We can talk about it after the test.

Q. What is '0.6'?

A. That's nought point six.

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 this script to introduce mathematics Paper 2: reasoning.

This is the key stage 2 mathematics Paper 2: reasoning.

You will need a blue / black pen, a sharp, dark pencil, a ruler, a protractor and a mirror.

Write your name, school name and DfE number on the front of your mathematics test Paper 2: reasoning. (If any pupil's name differs from the name provided during pupil registration, instruct the pupil to write both names on the paper.)

Open your test paper to page 3. I will read the instructions to you. (Read the instructions on page 3 of the test paper to the pupils.)

You must not use a calculator to answer any questions in this test.

You have 40 minutes to complete the test, plus your additional time allowance.

Follow the instructions for each question.

Work as quickly and as carefully as you can.

If you need to do working out, you can use any space on the page.

Some questions say 'Show your method'. For these questions you may get a mark for showing your method.

If you cannot do a question, go on to the next one. You can come back to it later if you have time.

If you finish before the end, go back and check your work.

If you want to change your answer, put a line through the response you don't want the marker to read.

If you want to change a drawing, you should either put a line through the response you don't want the marker to read, or use a rubber.

If you have to use a rubber, make sure you rub out your answer completely before writing a new one.

Remember to check your work carefully.

If you have any questions during the test, you should put your hand up and wait for someone to come to you. Remember, I can't help you answer any of the test questions.

You must not talk to each other.

Are there any questions you want to ask me now?

I will tell you when you have 5 minutes left. I will tell you when the test is over and to stop writing.

You may now start the test.

What to do at the end of the test

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 that pupils' answers are not corrected or amended.

Ensure you inform your senior member of staff / test co-ordinator if you have made a transcript, or if a pupil has used a scribe, or word processor or other electronic or technical device. This is so they can complete the appropriate online notification.

Make sure you have collected every test paper. Return them immediately to the senior member of staff who is responsible for collating the tests.

Do not look at, review or amend pupils' answers in any way (unless it is necessary to make a transcript). If you tamper with or make changes to pupils' answers, it will be considered maladministration and results could be annulled.

Do not keep or photocopy tests for any reason.

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.

Guidance for specific questions

There is a model supplied for **question 12**. Make sure that it is to hand for when the pupil reaches this question.

Before the test begins

Open the pack containing the model ready for use in question 12.

Review the list of pupils with any particular individual needs, e.g. pupils who are allowed additional time or who may 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 2 access arrangements guidance.

It is important that the pupils' names on their tests match the names on the test attendance register. Check with your test co-ordinator whether any pupil in your group is known by a different name in school, or has changed their name since pupil registration. This is so you can ensure the pupil writes the correct name on their test paper.

Check there are enough administrators to maintain adequate supervision 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.

Write the school's name and DfE number on a board that is visible to all pupils.

Leave space on the board to write the start and finish times of the test.

How to deal with issues during the test

It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.

In the following circumstances, you will need to stop the test either for an individual pupil or for the whole cohort:

- 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 test
- a pupil is caught cheating.

If you need to stop the test:

- make a note of the time
- make sure pupils are kept under test conditions and that they are supervised
- if pupils 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.

You should brief your headteacher on how the incident was dealt with, once the test is over.

What to do at the start of the test

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 mobile phones or other disruptive items.

Ensure each pupil who needs it has one MLP copy of mathematics Paper 2: reasoning.

Write the start and finish times on a board so that all the pupils can see them.

2017 national curriculum tests

Key stage 2

MATHEMATICS

Modified large print

Paper 3: reasoning

First name

Middle name

Last name

Date of birth

Day

Month

Year

School name

DfE number

Note for marking:

This paper should be marked using the MODIFIED LARGE PRINT amendments to the mark schemes – MLP.

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Instructions

You must not use a calculator to answer any questions in this test.

Questions and answers

You have 40 minutes to complete this test, plus your additional time allowance.

Follow the instructions for each question.

Work as quickly and as carefully as you can.

If you need to do working out, you can use any space on the page.

Some questions say ‘Show your method.’

For these questions you may get a mark for showing your method.

If you cannot do a question, go on to the next one.

You can come back to it later, if you have time.

If you finish before the end, go back and check your work.

1. Write the missing number to make the division below correct.

$$75 \div \underline{\hspace{2cm}} = 7.5$$

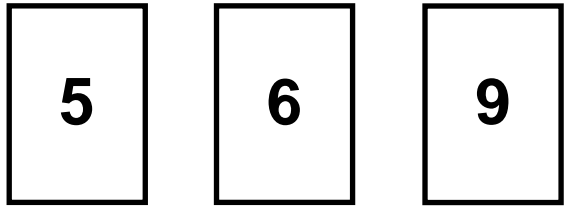
2. A group of friends earns **£80** by washing cars.

They share the money equally.

They get **£16** each.

How many friends are in the group?

3. Chen uses the three digit cards shown below.

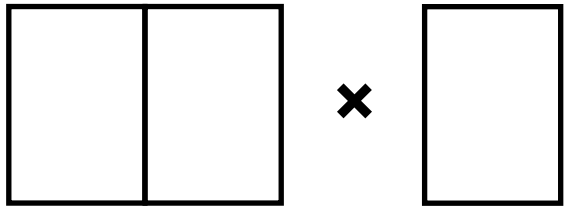


She makes a **2**-digit number and a **1**-digit number.

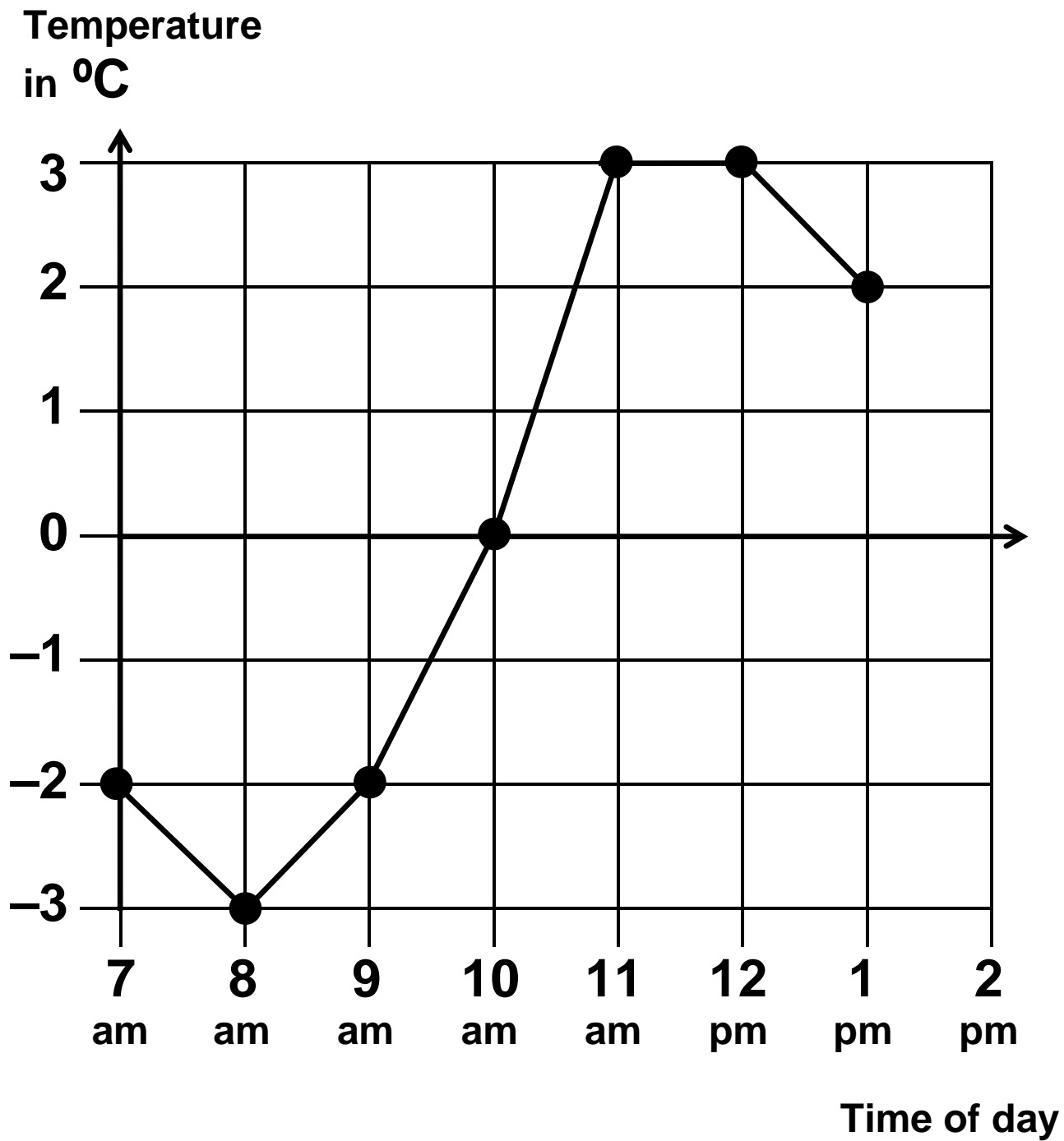
She multiplies them together.

Her answer is a multiple of **10**

What could Chen's multiplication be?



4. The graph below shows the temperature in $^{\circ}\text{C}$ from 7 am to 1 pm on a cold day.



a) How many degrees warmer was it at **1 pm** than at **7 am**?

_____ °C

b) At **2 pm** the temperature was
4 degrees lower than at **1 pm**.

What was the temperature at **2 pm**?

_____ °C

5. The children at Farmfield School are collecting money for charity.

Their target is to collect **£360**

So far they have collected **£57.73**

How much more money do they need to reach their target?

£ _____

6. The timetable below is for train journeys from London to Paris.

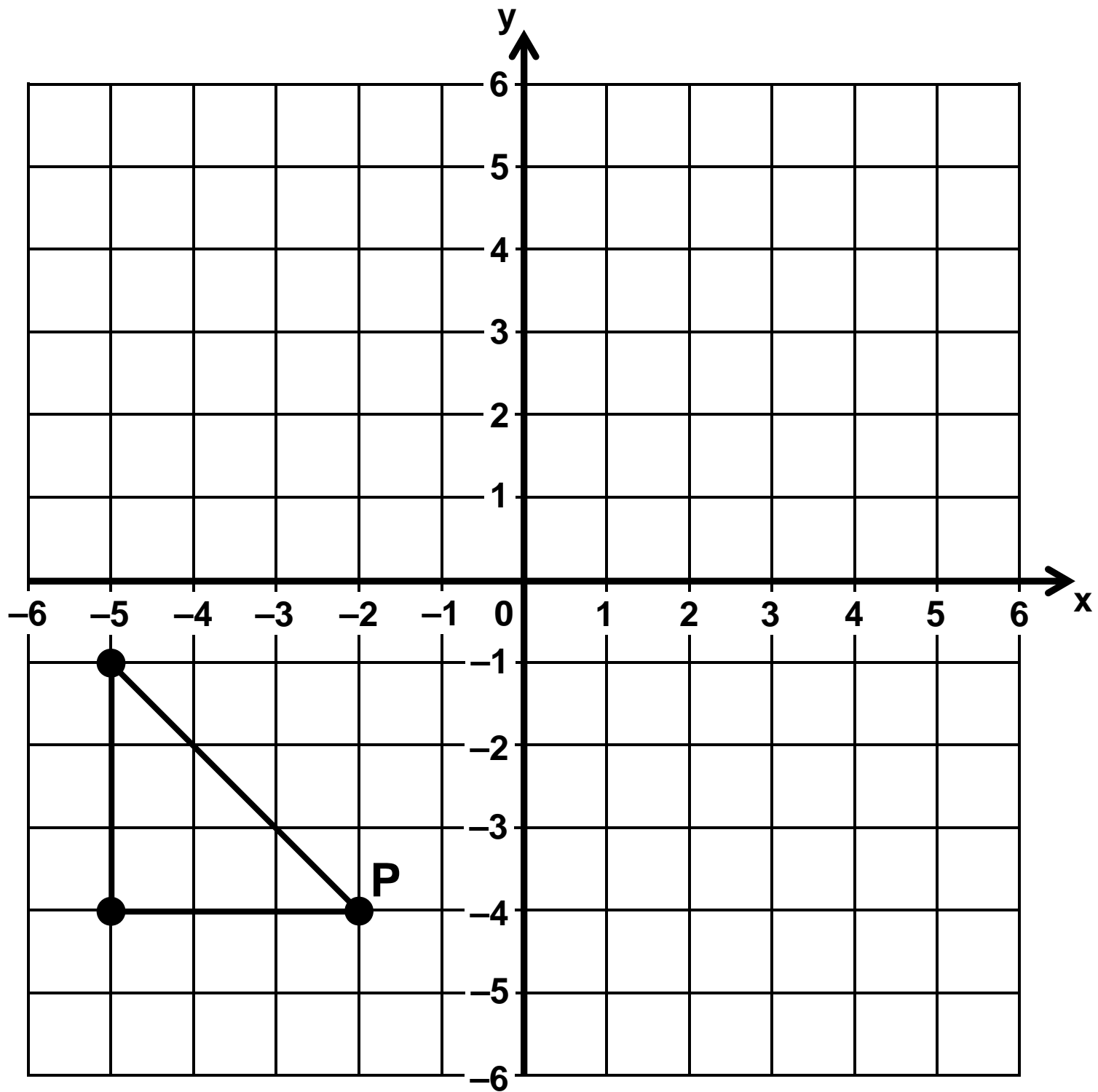
| Leaves London | Arrives Paris |
|---------------|---------------|
| 12:01 | 15:22 |
| 12:25 | 15:56 |
| 14:01 | 17:26 |
| 14:31 | 17:53 |
| 15:31 | 18:53 |

William wants to travel to Paris by train.
He needs to arrive in Paris by 5.30pm.

Tick the latest time that William can leave London.

7. Look at the diagram below.

A triangle is drawn on a coordinate grid.



The triangle is translated **7** right and **5** up.

Mark the new position of the point labelled **P**

8. Write three factors of **30** that are **not** factors of **15**

_____ and _____ and _____

9. Look at the morning timetable below for Chen's class this week.

| Time | 09:00 – 10:30 | 10:30 – 11:00 | 11:00 – 12:00 |
|------|---------------|---------------|---------------|
| Mon | Maths | Break | English |
| Tue | English | Break | Maths |
| Wed | Maths | Break | Science |
| Thu | English | Break | Maths |
| Fri | Maths | Break | English |

What is the total number of hours for English on this timetable?

_____ hours

10. A bottle contains **568** millilitres of milk.

Jack pours out half a litre.

How much milk is left?

11. A bicycle wheel has a diameter of **64** cm.

What is the radius of the bicycle wheel?

_____ cm

12. White balloons are sold in bags of 24

Red balloons are sold in bags of 12

Adam buys 6 bags of white balloons.

Chen buys 3 bags of red balloons.

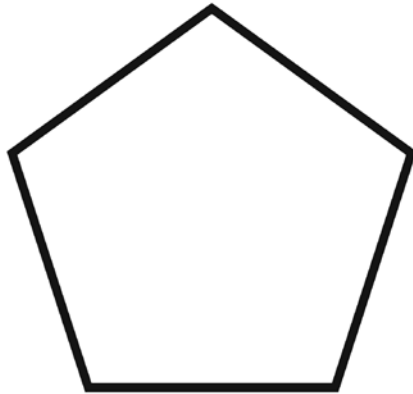
Adam says that he has four times as many balloons as Chen.

Explain why Adam is correct.

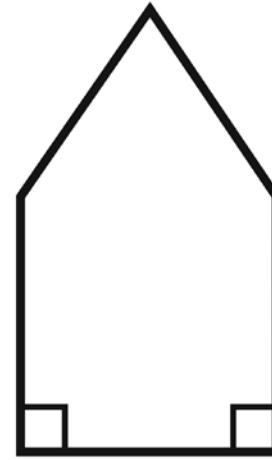
13. Look at the four shapes below.

They are labelled **P** **Q** **R** and **S**

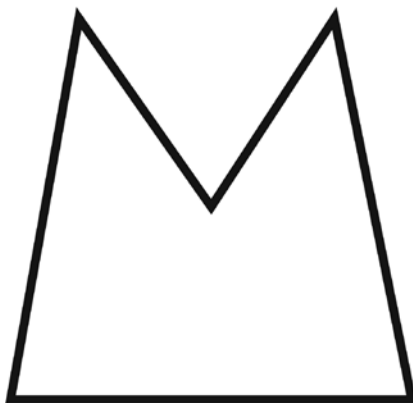
P



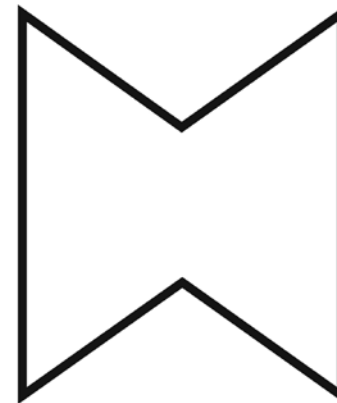
Q



R



S



Write the letter of the **pentagon** with exactly four acute angles.

14. **3** pineapples cost the same as **2** mangoes.

pineapple pineapple pineapple
mango mango

One mango costs **£1.35**

How much does one pineapple cost?

Show your method.

£ _____

15. Look at the four letters below.



Tick the letter that has both parallel and perpendicular lines.

16. There are **2400** leaflets in a box.

William and Ally take **450** leaflets each.

Adam and Chen share the rest of the leaflets equally.

How many leaflets does Adam get?

Show your method.

17. In each box below, draw a ring around the number that is greater.

| | |
|----------------|------------|
| $1\frac{1}{2}$ | $1\cdot 2$ |
|----------------|------------|

| | |
|----------------|------------|
| $1\frac{1}{4}$ | $1\cdot 3$ |
|----------------|------------|

| | |
|------------------|------------|
| $1\frac{5}{100}$ | $1\cdot 4$ |
|------------------|------------|

| | |
|----------------|------------|
| $1\frac{3}{5}$ | $1\cdot 5$ |
|----------------|------------|

18. A square number and a prime number have a total of **22**

What are the two numbers?

$$\begin{array}{ccc} \underline{\hspace{2cm}} & + & \underline{\hspace{2cm}} = 22 \\ \text{square number} & & \text{prime number} \end{array}$$

19. Dev thinks of a **whole** number.

He multiplies it by **4**

He rounds his answer to the nearest **10**

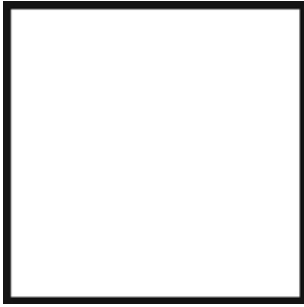
The result is **50**

Write all the possible numbers that Dev could have started with.

20. A square tile measures **20 cm** by **20 cm**.

Look at the drawing of the tile below.

It is not actual size.



Look at the rectangular tile below. It is not actual size.



The rectangular tile is **3 cm** longer and **2 cm** narrower than the square tile.

What is the difference in area between the two tiles?

Show your method.

_____ cm^2

21. The numbers in the sequence below increase by the same amount each time.

| | | | | |
|--|---|----------------|----------------|--|
| | 1 | $1\frac{5}{8}$ | $2\frac{1}{4}$ | |
|--|---|----------------|----------------|--|

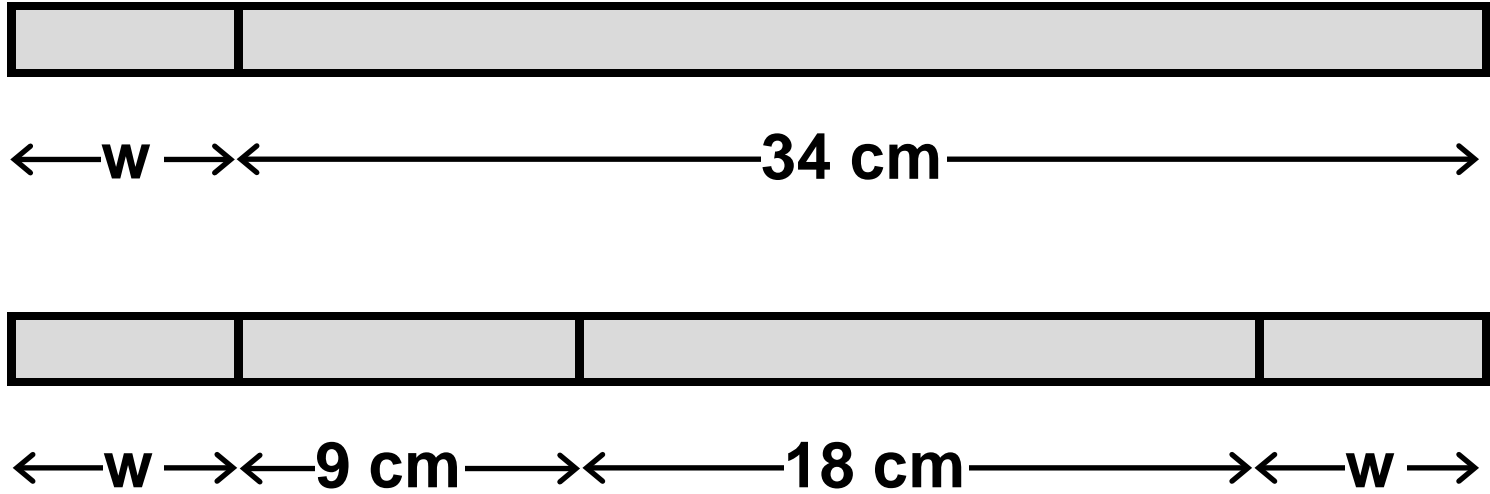
Write the missing numbers in the boxes.

22. Look at the diagram below.

It shows two sticks, made up of different lengths.

Each stick has the same total length.

The length W is the same on each stick.



Calculate the length W

_____ cm

23. Look at the pattern of number pairs below.

| a | b |
|---|----|
| 1 | 9 |
| 2 | 19 |
| 3 | 29 |
| 4 | 39 |

Complete the rule for the pattern.

$$b = \underline{\hspace{2cm}} \times a - \underline{\hspace{2cm}}$$

24. The volume of a cuboid is 216 cm^3

It is **4 cm** high.

It is **6 cm** wide.

What is its length?

Show your method.

_____ **cm**

END OF TEST

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2017 key stage 2 mathematics

Paper 3: reasoning

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2017 national curriculum tests

Key stage 2

Mathematics

Administering the modified large print (MLP) version of the key stage 2 mathematics test
Paper 3: reasoning

THURSDAY 11 MAY 2017

CONFIDENTIAL: This pack must be kept secure and unopened until the start of the test on **Thursday 11 May 2017**.

Early opening, up to 1 hour before the test starts, is permissible only if access to the contents is needed to make adaptations to meet individual pupils' needs.

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

Pack contents:

- An overview of the MLP key stage 2 mathematics test Paper 3: reasoning (overleaf)
- 1 copy of MLP Paper 3: reasoning

For test administration



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STA/17/7803/e ISBN: 978-1-78644-597-1

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2017 Key stage 2 mathematics test

The key stage 2 mathematics test consists of 3 papers. The papers must be administered in order. Pupils can have a break between the papers. However, test packs for each test must not be opened until the pupils are in the test room ready to complete the test.

The scheduled day for the administration of Paper 3 is Thursday 11 May.

Paper 3: reasoning

The following information explains how to administer the modified large print (MLP) version of the key stage 2 mathematics test Paper 3: reasoning. There is information on GOV.UK about administering MLP tests to pupils. If you have any questions, you should check with your headteacher or key stage 2 test co-ordinator before you administer the test.

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

Format

This component of the test consists of a single MLP test paper.

Pupils will have 40 minutes to complete the test, plus up to 100% additional time. You must not refer to the standard test questions when administering this test.

Equipment

Pupils will need the equipment specified below:

- a blue / black pen or dark pencil
- a sharp, dark pencil for mathematical drawing
- ruler (showing centimetres)
- mirror (papers 2 and 3 only)
- angle measurer or protractor (papers 2 and 3 only)
- rubber (optional). However, please encourage pupils to cross out any answers they may wish to change, instead of rubbing them out.

Pupils may use the following equipment, if this is normal classroom practice, provided they only give word-for-word translations:

- bilingual dictionaries or electronic translators
- bilingual word lists
- monolingual English electronic spell checkers.

Pupils are not allowed:

- calculators
- tracing paper.

Assistance

You must ensure that nothing you say or do during a test could be interpreted as giving pupils an advantage, e.g. indicating 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.

If reading to a pupil, you can only 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.

The following examples illustrate how to deal with some common situations.

Q. What does 'quadrilateral' or '>' or '<' mean?

A. I can't tell you, but think hard and try to remember. We can talk about it after the test.

Q. What is '0.6'?

A. That's nought point six.

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.

Guidance for specific questions

There is no additional guidance needed to administer the MLP version of Paper 3: reasoning.

Before the test begins

Review the list of pupils with any particular individual needs, e.g. pupils who are allowed additional time or who may 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 2 access arrangements guidance.

It is important that the pupils' names on their tests match the names on the test attendance register. Check with your test co-ordinator whether any pupil in your group is known by a different name in school, or has changed their name since pupil registration. This is so you can ensure the pupil writes the correct name on their test paper.

Check there are enough administrators to maintain adequate supervision 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.

Write the school's name and DfE number on a board that is visible to all pupils. Leave space on the board to write the start and finish times of the test.

How to deal with issues during the test

It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.

In the following circumstances, you will need to stop the test either for an individual pupil or for the whole cohort:

- 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 test
- a pupil is caught cheating.

If you need to stop the test:

- make a note of the time
- make sure pupils are kept under test conditions and that they are supervised
- if pupils 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.

You should brief your headteacher on how the incident was dealt with, once the test is over.

What to do at the start of the test

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 mobile phones or other disruptive items.

Ensure each pupil who needs it has one MLP copy of mathematics

Paper 3: reasoning.

Write the start and finish times on a board so that all the pupils can see them.

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 this script to introduce mathematics Paper 3: reasoning.

This is the key stage 2 mathematics Paper 3: reasoning.

You will need a blue / black pen, a sharp, dark pencil, a ruler, a protractor and a mirror.

Write your name, school name and DfE number on the front of your mathematics test Paper 3: reasoning. (If any pupil's name differs from the name provided during pupil registration, instruct the pupil to write both names on the paper.)

Open your test paper to page 3. I will read the instructions to you. (Read the instructions on page 3 of the test paper to the pupils.)

You must not use a calculator to answer any questions in this test.

You have 40 minutes to complete this test, plus your additional time allowance. Follow the instructions for each question.

Work as quickly and as carefully as you can.

If you need to do working out, you can use any space on the page.

Some questions say: 'Show your method'. For these questions you may get a mark for showing your method.

If you cannot do a question, go on to the next one. You can come back to it later if you have time.

If you finish before the end, go back and check your work.

If you want to change your answer, put a line through the response you don't want the marker to read.

If you want to change a drawing, you should either put a line through the response you don't want the marker to read, or use a rubber.

If you have to use a rubber, make sure you rub out your answer completely before writing a new one.

Remember to check your work carefully.

If you have any questions during the test, you should put your hand up and wait for someone to come to you. Remember, I can't help you answer any of the test questions.

You must not talk to each other.

Are there any questions you want to ask me now?

I will tell you when you have 5 minutes left. I will tell you when the test is over and to stop writing.

You may now start the test.

What to do at the end of the test

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 that pupils' answers are not corrected or amended.

Ensure you inform your senior member of staff / test co-ordinator if you have made a transcript, or if a pupil has used a scribe, or word processor or other electronic or technical device. This is so that they can complete the appropriate online notification.

Make sure you have collected every test paper. Return them immediately to the senior member of staff who is responsible for collating the tests.

Do not look at, review or amend pupils' answers in any way (unless it is necessary to make a transcript). If you tamper with or make changes to pupils' answers, it will be considered maladministration and results could be annulled.

Do not keep or photocopy tests for any reason.

2017 national curriculum tests
Key stage 2

Mathematics
Amendments to the mark schemes (AMS)

Modified large print (MLP)



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Introduction

This guidance details the amendments made to the mark schemes for questions which have been adapted, or replaced, in the modified large print (MLP) version of the key stage 2 mathematics test materials.

This guidance must be used in conjunction with the standard version of the key stage 2 mathematics mark schemes. Refer to the standard mark schemes when marking the MLP test papers unless an alternative is given in this guidance.

Amendments to the mark scheme

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

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 | 20, 22, 24 and 36. |
| Paper 2 | 1, 3, 6, 9, 12 and 17. |
| Paper 3 | 4, 6, 7, 13, 15 and 24. |

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.
- Some pupils with visual impairment find it difficult to get their answers across clearly. It may take you longer to read their answers. Apply the mark schemes, but be sympathetic to their difficulties.
- 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.
- Unless otherwise indicated in this document, there should be an increased tolerance level for all drawing and measuring. In general, pupils will only be expected to measure lengths to the nearest 0.5cm and angles to the nearest 5°.
- If pupils have missed any answer lines within the text, their answers may be elsewhere on the page. Any unambiguous indication of the correct answer should be credited.
- Some MLP questions may be presented slightly differently to the standard version of the question, but the differences are sufficiently small that you should be able to apply the standard mark scheme. For example, tick boxes arranged horizontally in the standard version of the test may have been rearranged vertically.

Amendments to mark schemes for Paper 1: arithmetic

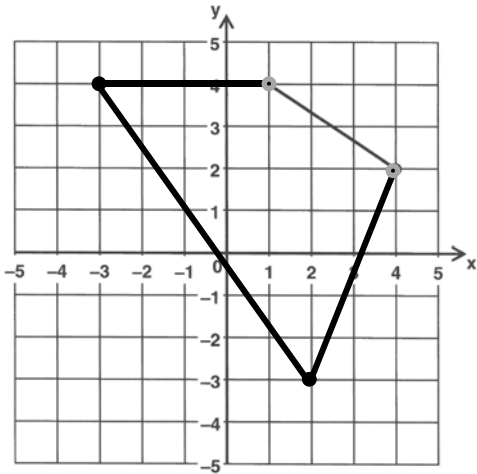
Please use the standard mark schemes to mark Paper 1: arithmetic.

For questions 20, 22, 24 and 36 the standard mark schemes expect a ‘formal method’ for long multiplication or long division. If the answer is incorrect, visually impaired pupils should be credited the method mark if they have used **any** appropriate method with no more than **ONE** arithmetic error; a formal method is not required. Working must be carried through to reach a final answer for the award of **ONE** mark.

Amendments to mark schemes for Paper 2: reasoning

| Qu. | Requirement | Mark | Additional guidance |
|-----|---|------|---|
| 1a | 160 | 1m | |
| 1b | 50 | 1m | |
| 3 |  = 7  = 6 | 1m | Both parts must be answered correctly for the award of ONE mark. |
| 6 | Numbers in order as shown: 0.328 0.96 1.253 1.9 | | Ignore any additional numbers, provided the given numbers are correctly ordered. |
| 9 | P AND S | 1m | Letters may be given in either order. Accept alternative unambiguous positive indications, e.g. shapes ticked. |
| 12a | 8 | 1m | |
| 12b | 12 | 1m | |

Amendments to mark schemes for Paper 2: reasoning (continued)

| Qu. | Requirement | Mark | Additional guidance |
|-----|---|------|---|
| 17 | Quadrilateral completed as shown:  | 1m | Accept inaccuracies in drawing provided the intention is clear. |

Amendments to mark schemes for Paper 3: reasoning

| Qu. | Requirement | Mark | Additional guidance | | | | | | | | | | | | |
|---------------|---|---------------|-------------------------------|-------|-------|-------|-------|---------|-------|-------|-------|-------|-------|----|--|
| 4a | 4 | 1m | Do not accept -4 or 4- | | | | | | | | | | | | |
| 4b | -2 | 1m | Do not accept 2- | | | | | | | | | | | | |
| 6 | The correct time ticked as shown: <table border="1" data-bbox="279 1473 798 1787"> <thead> <tr> <th>Leaves London</th> <th>Arrives Paris</th> </tr> </thead> <tbody> <tr> <td>12:01</td> <td>15:22</td> </tr> <tr> <td>12:25</td> <td>15:56</td> </tr> <tr> <td>14:01 ✓</td> <td>17:26</td> </tr> <tr> <td>14:31</td> <td>17:53</td> </tr> <tr> <td>15:31</td> <td>18:53</td> </tr> </tbody> </table> | Leaves London | Arrives Paris | 12:01 | 15:22 | 12:25 | 15:56 | 14:01 ✓ | 17:26 | 14:31 | 17:53 | 15:31 | 18:53 | 1m | Accept alternative unambiguous positive indications, e.g. 14:01 circled or underlined. Accept 17:26 ticked in addition to 14:01 provided no other time is ticked. Do not accept only the arrival time 17:26 ticked. |
| Leaves London | Arrives Paris | | | | | | | | | | | | | | |
| 12:01 | 15:22 | | | | | | | | | | | | | | |
| 12:25 | 15:56 | | | | | | | | | | | | | | |
| 14:01 ✓ | 17:26 | | | | | | | | | | | | | | |
| 14:31 | 17:53 | | | | | | | | | | | | | | |
| 15:31 | 18:53 | | | | | | | | | | | | | | |

| Qu. | Requirement | Mark | Additional guidance |
|-----|--|-----------------|---|
| 7 | Point (5, 1) marked | 1m | Accept slight inaccuracies in drawing provided the intention is clear. Accept triangle drawn with vertices at (2, 1), (5, 1) and (2, 4), even if point P is not marked on the new triangle. Do not accept multiple points marked unless the correct point is unambiguously identified as the pupil's final answer. |
| 13 | R | 1m | Accept alternative unambiguous positive indications, e.g. shape ticked. |
| 15 | The correct letter ticked as shown: O E[✓] L Z | | Accept alternative unambiguous positive indications, e.g. letter circled. |
| 24 | Award TWO marks for the correct answer of 9 If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g. <ul style="list-style-type: none"> • $216 = 4 \times 6 \times ?$ OR <ul style="list-style-type: none"> • $216 \div 6 = 36$ $36 \div 4$ | Up to 2m | Answer need not be obtained for the award of ONE mark. |

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2017 key stage 2 mathematics: amendments to mark schemes - MLP
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