

# 2018 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, 29 and 36
Paper 2	1, 2, 3, 11, 12 and 21
Paper 3	4, 5, 10, 11 and 17

## General guidance to be applied throughout the MLP papers

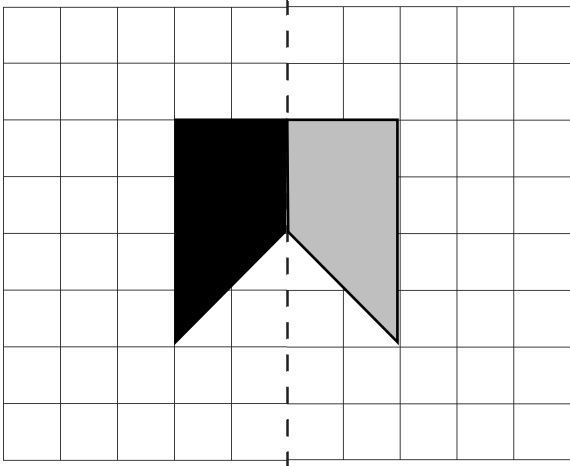
- You should make every effort to understand what the pupil has written in an answer, without reading into the answer anything that the pupil did not intend.
- Some pupils with visual impairment find it difficult to get their answers across clearly. It may take you longer to read their answers. Apply 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 children have missed any answer lines or spaces within the text, their answers may be elsewhere on the page. Any unambiguous indication of the correct answer should be credited, working within the parameters of the mark scheme.
- Questions that appear as horizontal tick boxes in the standard version of the test may have been changed to vertical in the MLP version, in order to make it easier for pupils to track across the page. The correct answer will be the same as in the standard mark schemes.
- Markers should contact their supervisors if they have any problems applying the mark scheme to MLP scripts, or with specific responses. All supervisors have contact details of markers who will provide specialist advice.

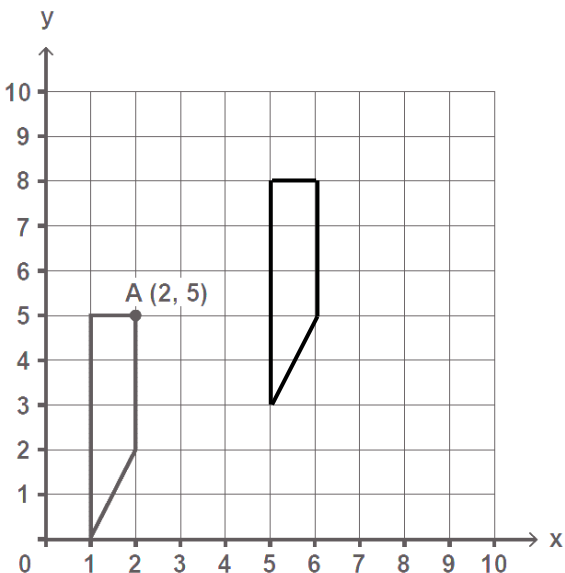
## Amendments to mark schemes for Paper 1: arithmetic



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

For questions 20, 22, 29 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

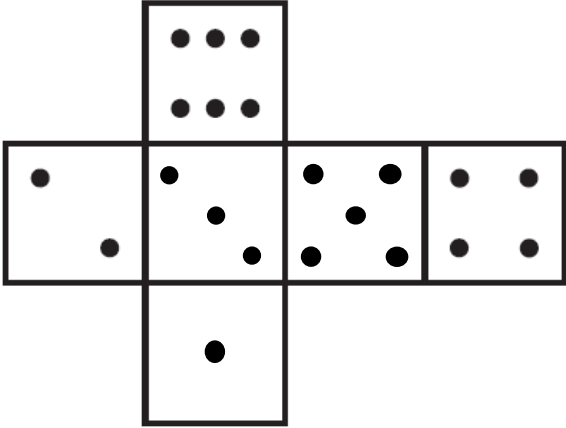
Qu.	Requirement	Mark	Additional guidance
1	$28 + 67 = 95$ <b>OR</b> $67 + 28 = 95$	1m	All 6 numbers must be correct for the award of <b>ONE</b> mark.
2	Diagram completed as shown: 	1m	Accept inaccuracies in drawing provided the intention is clear.  Shape need not be shaded for the award of <b>ONE</b> mark.
3	A point on the line in the range 6.0 cm to 7.0 cm exclusive from A.	1m	

Qu.	Requirement	Mark	Additional guidance
11	<p>Award <b>TWO</b> marks for three numbers written as shown:</p> <p>5</p> <p>5</p> <p>8</p> <p>If the answer is incorrect, award <b>ONE</b> mark for two correct numbers, correctly placed.</p>	Up to 2m	
12	<p>Shape located correctly, as shown:</p> 	1m	<p>Accept inaccuracies in drawing provided the intention is clear.</p> <p>Shape need not be shaded for the award of <b>ONE</b> mark.</p>

<p>21</p>	<p> = 36</p> <p> = 25</p>	<p>1m</p> <p>1m</p>	<p>Award <b>ONE</b> mark for an answer of :</p> <ul style="list-style-type: none"> <li>(111 – answer for triangle) ÷ 3</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>(147 – 2 x answer for triangle) ÷ 3</li> </ul> <p>Accept values correctly rounded or truncated to an integer if the answer for triangle is a non-integer.</p>
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## Amendments to mark schemes for Paper 3: reasoning

Qu.	Requirement	Mark	Additional guidance
<b>4</b>	<p>Award <b>TWO</b> marks for 1 <b>AND</b> 6 in this order.</p> <p>Award <b>ONE</b> mark for either number correct.</p>	<b>Up to 2m</b>	Accept $5321 + 748 = 6069$
<b>5</b>	<p>Award <b>TWO</b> marks for three correct numbers and no others as shown:</p> <p>2 3 6</p> <p>If the answer is incorrect, award <b>ONE</b> mark for:</p> <ul style="list-style-type: none"> <li>only two numbers correct and no incorrect numbers written</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>three numbers correct and one incorrect number written.</li> </ul>	<b>Up to 2m</b>	Accept in any order.

Qu.	Requirement	Mark	Additional guidance
10	$(-2, 4)$	1m	Do <b>not</b> accept $(2-, 4)$
11	<p>315</p> <p>If the answer is incorrect, award <b>ONE</b> mark for evidence of appropriate method, e.g.</p> <ul style="list-style-type: none"> <li><math>130 + 155 = 285</math> <math>600 - 285 =</math></li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><math>600 - 130 - 155 =</math></li> </ul>	Up to 2m	Answer need not be obtained for the award of <b>ONE</b> mark.
17	<p>Net completed as shown:</p> 	1m	<p>Accept unconventional arrangements of the dots, provided the intended number is clear.</p> <p>Accept numbers instead of dots.</p>



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2018 key stage 2 mathematics: amendments to mark schemes for MLP  
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# 2018 national curriculum tests

## Key stage 2

### **Mathematics**

### **Amendments to the mark schemes (AMS)**

### **Braille**



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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 braille version of the key stage 2 mathematics test materials.

The standard version of the key stage 2 mathematics mark schemes, should be used in conjunction with the additional guidance in this document. Markers should refer to the standard mark schemes when marking the braille 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, 2, 3, 4, 7, 10, 11, 12, 16, 19 and 21
Paper 3	1, 4, 5, 6, 10, 11 and 17

## General guidance to be applied throughout the braille papers

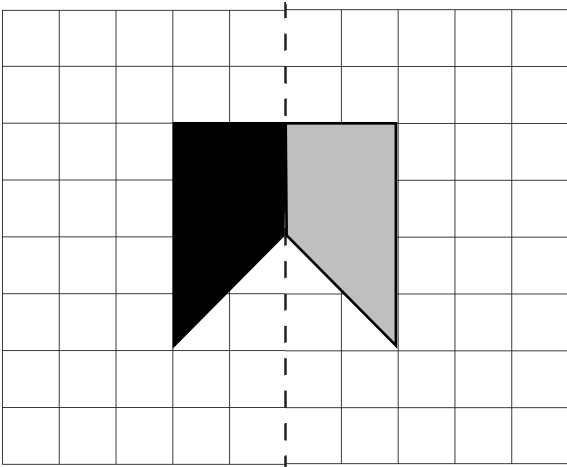
- You should make every effort to understand what the pupil has written in an answer, without reading into the answer anything that the pupil did not intend.
- Some pupils with visual impairment find it difficult to get their answers across clearly. It may take you longer to read their answers. Apply 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°.
- Any unambiguous indication of the correct answer should be credited.
- Some braille questions are asked differently to the standard version, but the differences are sufficiently small that you should still be able to apply the standard mark scheme, for example, pupils are asked to write rather than circle the answer.

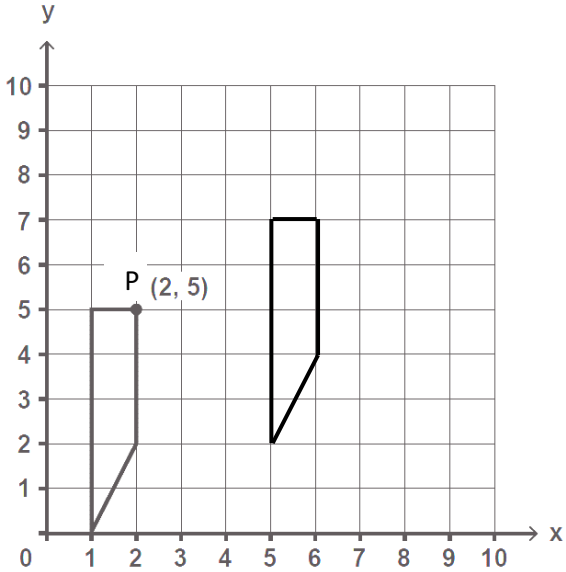
## Amendments to mark schemes for Paper 1: arithmetic

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

For questions 20, 22, 29 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
1	$28 + 67 = 95$ <b>OR</b> $67 + 28 = 95$	1m	All 6 numbers must be correct for the award of <b>ONE</b> mark.
2	Diagram completed as shown: 	1m	Accept inaccuracies in drawing provided the intention is clear.
3	Accept a mark on the line in the range 6.0 cm to 7.0 cm exclusive from A	1m	
4	a) 12  b) 18	1m	Both values must be correct for <b>ONE</b> mark.
7	0.25 <b>AND</b> $\frac{25}{100}$ written in any order.	1m	Both numbers must be given for the award of <b>ONE</b> mark.  No additional numbers must be written.

Qu.	Requirement	Mark	Additional guidance
10	a) < b) = c) > d) <	Up to 2m	All four symbols must be correct for the award of <b>TWO</b> marks.  Award <b>ONE</b> mark for any three symbols correct.
11	a) 5 b) 5 c) 8	Up to 2m	All three numbers must be correct for the award of <b>TWO</b> marks.  If the answer is incorrect, award <b>ONE</b> mark for two correct numbers, correctly placed.
12	Shape located correctly, as shown: 	1m	Accept inaccuracies in drawing provided the intention is clear.

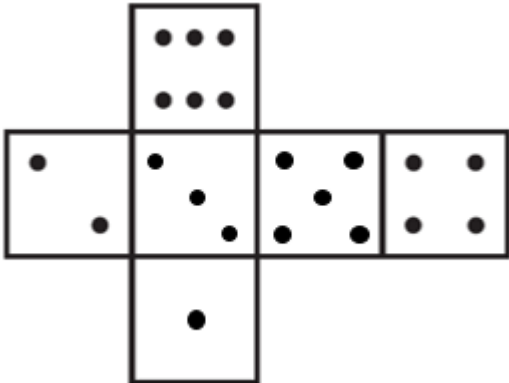
<b>16</b>	<p>Q <b>AND</b> R in either order</p> <p>If the answer is incorrect, award <b>ONE</b> mark for:</p> <ul style="list-style-type: none"> <li>only one correct letter written</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>two correct letters written and one incorrect letter written</li> </ul>	<b>Up to 2m</b>	
<b>19</b>	R	<b>1m</b>	Accept $4 - 2 + 2$ written
<b>21</b>	<p>triangle = 36</p> <p>circle = 25</p>	<p><b>1m</b></p> <p><b>1m</b></p>	<p>Award <b>ONE</b> mark for an answer of:</p> <ul style="list-style-type: none"> <li><math>(111 - \text{answer for triangle}) \div 3</math></li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><math>(147 - 2 \times \text{answer for triangle}) \div 3</math></li> </ul> <p>Accept values correctly rounded or truncated to an integer if the answer for triangle is a non-integer.</p>



## Amendments to mark schemes for Paper 3: reasoning

Qu.	Requirement	Mark	Additional guidance
1	<p>Award <b>TWO</b> marks for three correct numbers in this order: 35 56 70</p> <p>If the answer is incorrect, award <b>ONE</b> mark for two numbers correctly placed.</p>	Up to 2m	
4	<p>Award <b>TWO</b> marks for 1 <b>AND</b> 6 in this order.</p> <p>Award <b>ONE</b> mark for either number correct.</p>	Up to 2m	Accept $5321 + 748 = 6069$ written.
5	<p>Award <b>TWO</b> marks for three correct numbers and no others as shown:</p> <p>2 3 6</p> <p>If the answer is incorrect, award <b>ONE</b> mark for:</p> <ul style="list-style-type: none"> <li>only two numbers correct and no incorrect numbers written</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>three numbers correct and one incorrect number written</li> </ul>	Up to 2m	Accept in any order.
6	<p>Award <b>TWO</b> marks for P <b>AND</b> R in either order and no other letters.</p> <p>If the answer is incorrect, award <b>ONE</b> mark for:</p> <ul style="list-style-type: none"> <li>only one correct letter written and none incorrect.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>two correct letters written and one incorrect letter written.</li> </ul>	Up to 2m	

Qu.	Requirement	Mark	Additional guidance
10	$(-2, 4)$	1m	Do <b>not</b> accept $(2-, 4)$
11	<p>315</p> <p>If the answer is incorrect, award <b>ONE</b> mark for evidence of appropriate method, e.g.</p> <ul style="list-style-type: none"> <li><math>130 + 155 = 285</math>  <math>600 - 285 =</math></li> </ul> <p><b>OR</b></p> $600 - 130 - 155 =$	Up to 2m	Answer need not be obtained for the award of <b>ONE</b> mark.

Qu.	Requirement	Mark	Additional guidance
17	Net completed as shown: 	1m	Accept unconventional arrangements of the dots, provided the intended number is clear.  Accept numbers instead of dots.



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