

# Mathematics tests

## Subject-specific guidance

<b>Paper 1: Non-calculator</b>
<b>One hour</b>

### Key points

You should:

- ensure that pupils have the correct test paper, for the correct tier, ie either tier 3–5, 4–6, 5–7 or 6–8
- ensure that pupils have the equipment listed on the front cover of the relevant test (a calculator **must not** be used for any question in paper 1)
- ensure that pupils write their name and the name of the school in the spaces provided on the front cover of their test paper
- draw pupils' attention to the 'remember' section on the front cover of the test paper, to the instructions on page 2 or 3, and, where appropriate, to the formulae on page 2 or 3
- inform pupils that they may ask questions during the test if they have any queries
- give pupils appropriate time reminders during the test.

For teachers' use only: the 2005 test papers have been printed with bar codes and computer recognition marks. This is for a trial in electronic marking, which will take place after the 2005 test series. You should administer the test in the usual way.

During the test you should note the following:

#### Mathematical notation

In cases where a pupil asks for clarification of the mathematical symbols or notation used in a question, you may read these to the pupil but you should **not** indicate the operation or process involved. For example:

$-4x$	minus/negative four $x$	( <b>not</b> minus/negative four times $x$ )
$x^2$	$x$ squared	( <b>not</b> $x$ times $x$ or $x$ times itself)
$10^4$	ten to the power (of) four	( <b>not</b> 10 000 or $10 \times 10 \times 10 \times 10$ )
%	per cent	( <b>not</b> out of every hundred)
$4(t - 1)^2$	four open bracket, $t$ minus one, close bracket, squared	( <b>not</b> $t$ minus one all squared, times four)

#### Pointing out given information

At a pupil's request, you may point to information on the test paper such as charts, diagrams, statements and equations, but you should **not** explain the information nor help the pupil by interpreting them.

#### Unfamiliar contexts

If an everyday context or words related to the context of a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the context or related objects.

Please turn over

# Ma

KEY STAGE

# 3

ALL TIERS

# 2005

# PAPER 1



### Other words that can be clarified

Some other words and phrases may be explained to pupils because they are not part of the mathematical understanding being assessed for that question. The words and phrases for paper 1 that may be explained are set out below and some paraphrases are suggested.

Paper 1					Word or phrase	Suggested paraphrase
	3-5	4-6	5-7	6-8		
Average heights	1				Average heights	Typical heights
Different shapes	6				Reflections or rotations	Turned over or turned round
Shapes	9	2			Shaded	Coloured in
Equations	21	14	7		Solve	Work out the answer to
64			18	10	Values	What the letters stand for
Simultaneous			24	16	Algebraic method	Use algebra to work out
Angle bisector			25	17	Construct	Draw accurately
Data sets				22	Data sets	Sets of information

### Using models

For some questions, objects or models may be useful for pupils given access arrangements, provided they do not give an unfair advantage. For paper 1, the relevant questions and some guidance are set out below.

Paper 1					Guidance for using models
	3-5	4-6	5-7	6-8	
3-D shapes	4				Pupils may be shown models of the 3-D shapes, but they must <b>not</b> be allowed to experiment with them
Different shapes	6				Pupils may be given four identical squares to help them make the different shapes

### Questions that must not be enlarged

If your school needs to enlarge questions or parts of questions to meet the specific requirements of individual pupils, and has not ordered the enlarged papers from the Modified Test Agency, the following questions must **not** be enlarged. This is because enlargement may affect the pupils' responses.

Paper 1				
	3-5	4-6	5-7	6-8
Shapes	9	2		
Square cut		17	10	2
Drawing a rhombus				23