

Ma

KEY STAGE

3

ALL TIERS

2006**MATHEMATICS
PAPER 2**

Mathematics tests

Subject-specific guidance

Paper 2: Calculator
One hour

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.
They should have a calculator and for tiers 5–7 and 6–8 this should be a scientific calculator
- 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, and, where appropriate, to the formulae on page 2
- inform pupils that they may ask questions during the test if they have any queries
- give pupils appropriate time reminders during the test.

For information only: Some of the 2006 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 2006 test series. You should administer the tests in the usual way.

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

Please turn over

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 it.

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.

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 2 that may be explained are set out below and some paraphrases are suggested.

Paper 2					Word or phrase	Suggested paraphrase
	3-5	4-6	5-7	6-8		
Hexagons	14	7			Congruent	Same size and shape
Values	17	11	3		Value	What number each expression stands for
Toilet rolls	22	13	5		Better value for money	Best buy
Error		21	14	6	Error	Mistake

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 2				
	3-5	4-6	5-7	6-8
Working with areas	11	4		
Tracking elephants			16	9
Area A			21	14

© Qualifications and Curriculum Authority 2006

QCA, Key Stage 3 Team, 83 Piccadilly, London W1J 8QA