

2025 national curriculum tests

Key stage 1

Mathematics mark scheme amendments

**Amendments to the mark schemes for
modified large print (MLP) and braille**



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Introduction: modified large print

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.

The standard version of the key stage 1 mathematics mark schemes should be used in conjunction with the additional guidance in this document. Refer to the standard mark schemes when marking the MLP test papers unless an alternative is given in this guidance.

Amendments to the mark schemes

Amendments to mark schemes are only provided where the content of the standard mark schemes is altered.

Amendments to the standard 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.

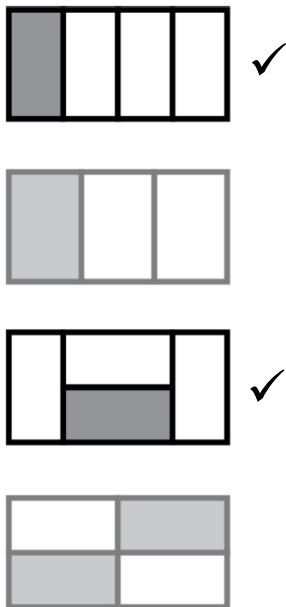
The mark schemes have been amended in some respects for the following questions:

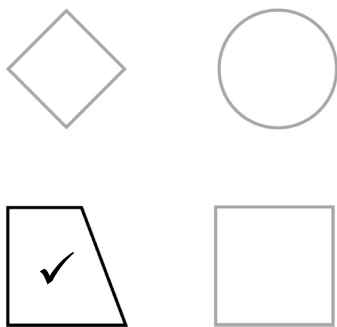
Paper 1	No amendments to the mark scheme. Read the general guidance on page 3 of this document before using the standard mark schemes to mark questions in Paper 1.
Paper 2	1, 5, 7, 9, 10, 11, 12, 14, 17, 19, 21, 23, 28, 30, 31

General guidance to be applied throughout the MLP papers

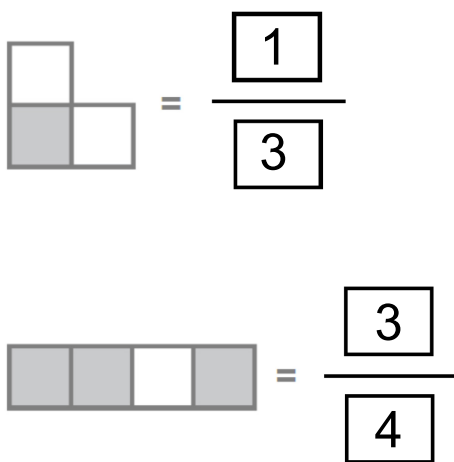
- You should make every effort to understand what the pupil has written in an answer, without reading into the answer anything that the pupil did not intend.
- Pupils with visual impairment find it difficult to draw accurately. Often thick pens or pencils are used by these pupils. You should make every effort to be fair in marking these questions and take into account what appears to be the pupil's intention.
- 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.
- 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.
- If pupils have missed any answer lines, their answers may be elsewhere on the page. Any unambiguous indication of the correct answer should be credited.

Amendments to the mark schemes for Paper 2: reasoning

Qu.	Requirement	Mark	Additional guidance
Aural questions			
1	9 (oranges)	1m	
5	<p>Correct shapes ticked as shown:</p> 	1m	<p>Accept any other clear way of indicating the two shapes as long as the pupil's intention is clear.</p> <p>Do not award the mark if additional shapes are indicated, unless it is clear that the correct two shapes are the pupil's final choice.</p>

Qu.	Requirement	Mark	Additional guidance
Written questions			
7	12 (marbles)	1m	
9	<p>Correct shape ticked as shown:</p> 	1m	<p>Accept any other clear way of indicating the correct shape as long as the pupil's intention is clear.</p> <p>Do not award the mark if more than one shape is indicated, unless it is clear that the correct shape is the pupil's final choice.</p>
10	<p>Correct statement ticked as shown:</p> <p>Both have 12 faces each.</p> <p>Both have 8 faces each.</p> <p>Both have 6 faces each. ✓</p>	1m	<p>Accept any other clear way of indicating the correct statement as long as the pupil's intention is clear.</p> <p>Do not award the mark if additional statements are indicated, unless it is clear that the correct statement is the pupil's final choice.</p>
11	<p>Both correct statements ticked as shown:</p> <p>1 hour is the same as 30 minutes.</p> <p>1 hour is the same as 60 minutes. ✓</p> <p>1 day is the same as 20 hours.</p> <p>1 day is the same as 24 hours. ✓</p>	1m	<p>Both correct statements must be correct for the award of the mark.</p> <p>Accept any other clear way of indicating the correct two statements as long as the pupil's intention is clear.</p> <p>Do not award the mark if more than two statements are indicated, unless it is clear that the correct two statements are the pupil's final choice.</p>

Qu.	Requirement	Mark	Additional guidance
Written questions			
12	Both calculations completed correctly as shown: $9 + \boxed{3} = 12$ $\boxed{13} = 8 + 5$	1m	Both numbers must be correct for the award of the mark.
14	6	1m	
17	Both calculations completed correctly as shown: $15 + \boxed{5} = 20$ $\boxed{16} + 4 = 20$	1m	Both numbers must be correct for the award of the mark.
19	S	1m	Accept any other clear way of indicating the correct shape as long as the pupil's intention is clear. Do not award the mark if more than one shape has been indicated, unless it is clear that the correct shape is the pupil's final choice.
21	All three correct amounts ticked as shown: 20p ✓ 13p 51p 15p ✓ 30p ✓	1m	All three correct amounts must be indicated for the award of the mark. Accept any other clear way of indicating the correct amounts as long as the pupil's intention is clear. Do not award the mark if more than three amounts are indicated, unless it is clear that the correct three amounts are the pupil's final choice.

Qu.	Requirement	Mark	Additional guidance
Written questions			
23	<p>Award ONE mark for both fractions written correctly as shown:</p> 	1m	Also accept equivalent fractions that go beyond the key stage 1 curriculum.
28	<p>Correct set of coins ticked as shown:</p> <p>Set P 20p 10p</p> <p>Set Q 1p 10p 2p 10p</p> <p>Set R 5p 20p 2p ✓</p> <p>Set S 5p 5p 10p</p>	1m	<p>Accept any other clear way of indicating the correct answer as long as the pupil's intention is clear.</p> <p>Do not award the mark if additional sets are indicated, unless it is clear that the correct set is the pupil's final choice.</p>
30	<p>B C A D</p> <p>In this order</p>	1m	All letters must be in the correct order for the award of the mark.
31	<p>Correct list ticked as shown:</p> <p>2 tuna 4 cheese 3 egg</p> <p>2 tuna 2 cheese 3 egg</p> <p>4 tuna 7 cheese 6 egg</p> <p>4 tuna 8 cheese 6 egg ✓</p>	1m	<p>Accept any other clear way of indicating the correct list of sandwiches as long as the pupil's intention is clear.</p> <p>Do not award the mark if more than one list is indicated, unless it is clear that the correct list is the pupil's final choice.</p>

Introduction: braille

This guidance details the amendments made to the mark schemes for questions that have been adapted or replaced in the braille version of the key stage 1 mathematics test materials.

The standard version of the key stage 1 mathematics mark schemes should be used in conjunction with the additional guidance in this document. Refer to the standard mark schemes when marking the braille test papers unless an alternative is given in this guidance.

Amendments to the mark schemes

Amendments to the mark schemes are only provided where the content of the standard mark schemes is altered.

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 scheme. Read the general guidance on page 9 of this document before using the standard mark schemes to mark questions in Paper 1.
Paper 2	1, 3, 5, 7, 8, 9, 10, 11, 12, 14, 17, 19, 21, 23, 26, 27, 28, 30, 31, 32, 33

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.
- Pupils with visual impairment find it difficult to draw accurately. You should make every effort to be fair in marking these questions and take into account what appears to be the pupil's intention.
- 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.
- Throughout the test, where question responses are labelled with letters or letters and numbers, pupils may write the letter or letter and corresponding number of their chosen answer rather than writing out their answer in full, for example B, D, 1C, 2A...

Amendments to the mark schemes for Paper 2: reasoning

Qu.	Requirement	Mark	Additional guidance
Aural questions			
1	9 (oranges)	1m	
3	15	1m	
5	P, R (either order)	1m	<p>Accept any way of indicating the correct two shapes as long as the pupil's intention is clear.</p> <p>Do not award the mark if additional letters are indicated, unless it is clear that the correct two shapes are the pupil's final choice.</p>

Qu.	Requirement	Mark	Additional guidance
Written questions			
7	12 (marbles)	1m	
8	Q	1m	Accept any way of indicating the correct number as long as the pupil's intention is clear. Do not award the mark if additional numbers are indicated, unless it is clear that the correct number is the pupil's final choice.
9	R	1m	Accept any way of indicating the correct shape as long as the pupil's intention is clear. Do not award the mark if additional shapes are indicated, unless it is clear that the correct shape is the pupil's final choice.
10	R	1m	Accept any way of indicating the correct statement as long as the pupil's intention is clear. Do not award the mark if additional statements are indicated, unless it is clear that the correct statement is the pupil's final choice.
11	Q, S (either order)	1m	Accept any way of indicating the correct statements as long as the pupil's intention is clear. Do not award the mark if additional statements are indicated, unless it is clear that the correct statements are the pupil's final choice.
12	a) 3 b) 13	1m	Both numbers must be correct for the award of the mark.
14	6	1m	

Qu.	Requirement	Mark	Additional guidance
Written questions			
17	a) 5 b) 16	1m	Both numbers must be correct for the award of the mark.
19	S	1m	Accept any way of indicating the correct shape as long as the pupil's intention is clear. Do not award the mark if additional shapes are indicated, unless it is clear that the correct shape is the pupil's final choice.
21	P, S, T (any order)	1m	All three letters must be correct for the award of the mark. Accept any way of indicating the three correct amounts as long as the pupil's intention is clear. Do not award the mark if more than three amounts are indicated, unless it is clear that the correct three amounts are the pupil's final choice.
23	Award ONE mark for both fractions written correctly as shown: a) $\frac{1}{3}$ b) $\frac{3}{4}$	1m	Also accept equivalent fractions that go beyond the key stage 1 curriculum.

Qu.	Requirement	Mark	Additional guidance
Written questions			
26	P, S (either order)	1m	<p>Accept any way of indicating the two correct calculations as long as the pupil's intention is clear.</p> <p>Do not award the mark if additional calculations are indicated, unless it is clear that the correct calculations are the pupil's final choice.</p>
27	Q	1m	<p>Accept any way of indicating the correct statement as long as the pupil's intention is clear.</p> <p>Do not award the mark if additional statements are indicated, unless it is clear that the correct statement is the pupil's final choice.</p>
28	R	1m	<p>Accept any way of indicating the correct set of coins as long as the pupil's intention is clear.</p> <p>Do not award the mark if additional sets of coins are indicated, unless it is clear that the correct set of coins is the pupil's final choice.</p>
30	R, P, S (in this order)	1m	<p>All letters must be in the correct order for the award of the mark.</p> <p>Accept any other clear way of indicating the correct answer, as long as the pupil's intention is clear.</p> <p>Do not award the mark if additional letters are indicated, unless it is clear that the correct letters are the pupil's final choice.</p>

Qu.	Requirement	Mark	Additional guidance
Written questions			
31	a) 4 b) 8 c) 6	1m	All three answers must be correct for the award of the mark.
32	27, 43 (either order)	1m	
33	D	1m	Accept any other clear way of indicating the correct letter, as long as the pupil's intention is clear. Do not award the mark if more than one letter is indicated, unless it is clear that the correct letter is the pupil's final choice.

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