

2026 national curriculum tests

Key stage 2

Mathematics test mark schemes

Paper 1: arithmetic

Paper 2: reasoning

Paper 3: reasoning



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1. Introduction

The Standards and Testing Agency (STA) is responsible for the development and delivery of key stage 1 and 2 statutory and optional tests. STA is an executive agency of the Department for Education.

The 2026 tests assess the national curriculum. This test has been developed to meet the specification set out in the [test framework](#)¹ for mathematics at key stage 2.

A new test and new mark schemes will be produced each year.

Key stage 2 tests are marked by external markers, who receive training to ensure the mark schemes are applied consistently and fairly. The mark schemes are provided to show teachers how the tests are marked. The pupil examples are based on responses gathered from the test trialling process.

Scaled score conversion tables are not included in this document. Conversion tables will be produced as part of the standards maintenance process. [Scaled score conversion tables](#)² for the 2026 tests will be published in July 2026. The standards confirmation meeting will take place in July 2026.

2. Structure of the test

The key stage 2 mathematics test comprises:

- Paper 1: arithmetic (40 marks)
- Paper 2: reasoning (35 marks)
- Paper 3: reasoning (35 marks)

3. Content domain coverage

The 2026 test meets the specification in the test framework. Table 1 sets out the areas of the content domain that are assessed in Papers 1, 2 and 3.

The references are taken from the test framework. A question assessing 4C7, for example, sets out to 'multiply two-digit and three-digit numbers by a one-digit number using a formal written layout' and is taken from the year 4 programme of study.

1 www.gov.uk/government/publications/key-stage-2-mathematics-test-framework

2 www.gov.uk/guidance/scaled-scores-at-key-stage-2

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Table 1: Content domain coverage of the 2026 key stage 2 mathematics test

Where 2 or more references are given, the primary reference is given first.

Paper 1: arithmetic		Paper 2: reasoning		Paper 3: reasoning	
Qu.	Content domain reference	Qu.	Content domain reference	Qu.	Content domain reference
1	3C2	1	4N2a/4N3a	1	4F8
2	4C2	2	4S1	2	3S2/3M4f
3	4C6b	3	3G3b	3a	5N5
4	3C7	4	5S1/4C4	3b	5N5
5	4C2	5	4M9/4F10b	4	3C2/3C4
6	4C6a	6	4C8	5	4M9/4F10b
7	4C2	7	5P2	6	6F3
8	4C6b	8	6M7b/5M7b	7	4N6/4C6a/3C8
9	3N2b	9	5C8a/5C6a	8a	5S2
10	6N3	10	6R1/4C8	8b	5S2
11	4F4	11	4M7a	9	4F7
12	5C7b	12	5N4	10	3C4/4N4b
13	5F10	13	6F11	11	6C7a/6C8
14	3C7	14	6C8/5M9a	12a	4P3a
15	4C7	15	5C6a/5F10	12b	4P3b
16	6F5a	16a	5F3	13a	6R1
17	5F5	16b	6F3	13b	6R1
18	3C6	17	6M6	14	5C8b/5C8a
19	5F4	18	6G4b/5G4b	15	6C8/5C7a
20	6C7a	19	6M9	16	5C5a/5C5c
21	5C6b	20	6A4	17	5F6a
22	5F10	21	6R4/6F9c	18	6R4
23	6F9a	22a	5N5/4N4a	19a	6A5
24	6F9b	22b	6N5/4N4a	19b	6A5
25	6C7b	23	6S1/5F12	20a	6G4a
26	6F5b			20b	6G4b
27	6C7a			21	6M7b/5M7b/5C7a
28	6R2				
29	5C5d				
30	6R2				
31	6C7b				
32	6F4				
33	6F9b				
34	6R2				
35	6F4				
36	5F5				

4. Explanation of the mark schemes

The marking information for each question is set out in the form of tables (sections 7, 8 and 9).

The purpose of the mark scheme is to define the acceptable answers for each question within the test. Answers other than those listed may be acceptable if they meet the marking criteria.

The **'Qu.'** column on the left-hand side of each table provides a quick reference to the question number and part.

The **'Requirement'** column may include two types of information:

- a statement of the requirements for the award of each mark, with an indication of whether credit can be given for an appropriate method
- examples of some different types of correct answer

The **'Mark'** column indicates the total number of marks available for each question part.

The **'Additional guidance'** column indicates alternative acceptable answers and guidance, such as the range of acceptable answers, where necessary. This column may also provide details of specific types of answer which are unacceptable. For most questions, there will be unacceptable answers that are not listed.

5. General marking guidance

5.1 Applying the mark schemes

To ensure consistency of marking, the most frequent procedural queries are listed in section 5.2 along with the action the marker will take. This is followed by further guidance in section 6 relating to marking questions involving money, time and other measures. Unless otherwise specified in the mark scheme, markers will apply these guidelines in all cases.

Recording marks awarded

Pupils' test papers are scanned so that marking can be conducted on screen by trained markers.

For each question, markers record the award of 3, 2, 1 or 0 marks as appropriate, according to the mark scheme criteria. There is provision in the software to record questions not attempted. The software aggregates marks automatically.

5.2 General marking principles

Table 2: General marking principles for all papers

1. The answer does not closely match any of the examples given in the mark scheme.	Markers will use their judgement to decide whether the answer corresponds with details in the 'Requirement' column of the mark scheme. Reference will also be made to the 'Additional guidance' column.
2. The answer is provided in a non-standard way.	Pupils may provide evidence in any form as long as its meaning can be understood. Diagrams, symbols or words are acceptable for explanations or for presenting an answer.
3. The correct answer or working has been crossed out or erased and not replaced.	The mark(s) will not be awarded for crossed-out or erased answers or working.
4. More than one answer is given.	If all answers given are correct (or a range of answers is given, all of which are correct), the mark(s) will be awarded unless the mark scheme states otherwise. If both correct and incorrect answers are given, the mark(s) will not be awarded unless the mark scheme states otherwise.
5. No answer is given in the expected place, but the correct answer is given elsewhere.	Where a pupil has unambiguously indicated the correct answer, the mark(s) will be awarded. In particular, where a word or number is expected, a pupil may meet the requirement by annotating a graph or labelling a diagram elsewhere in the question.
6. The answer is correct, but the wrong working is shown.	A correct final answer will be awarded the mark(s).
7. The pupil has used alternative notation for a decimal point in a number.	No alternative notation is accepted as representing a decimal point in a number, for example, a comma. Refer to section 6 for guidance on marking specific types of question.
8. The pupil has used a symbol as a thousands separator.	If the pupil has used a comma as a thousands separator (positioned either correctly or incorrectly) and the digits are in the correct order, then the mark(s) will be awarded. If any other symbol, for example, a decimal point or apostrophe, is used, the mark(s) will not be awarded, although method marks may still be available.

<p>9. The answer in the answer box is wrong due to a transcription error.</p>	<p>A transcription error occurs when a pupil miscopies their answer from the end of their working into the answer box.</p> <p>Each part (integer, numerator, denominator) of a mixed number is considered separately when applying transcription error rules.</p> <p>Where appropriate, detailed guidance will be given in the mark scheme. For questions with no guidance, marks will only be awarded for a transcription error if the wrong answer is due to:</p> <ul style="list-style-type: none"> transposed digits in a number (for example, 243 is written as 324) <p>OR</p> <ul style="list-style-type: none"> one digit changed in a number of 4 or more digits (for example, 2,345 is written as 2,845) <p>The mark(s) will not be awarded for any other transcription error including:</p> <ul style="list-style-type: none"> a decimal point positioned incorrectly (for example, 12.34 is written as 1.234 or 1234) a change by a power of 10 (for example, 200 is written as 20 or 2,000) a digit added or removed (for example, 123,456 written as 1233,456 or 12,456) a negative sign added or removed
<p>10. The answer is numerically or algebraically equivalent to the answer in the mark scheme.</p>	<p>Answers should be given as single values in their simplest form unless the mark scheme states otherwise, for example, for $\square = 536 - 30$, the answer $500 + 6$ will not be awarded the mark.</p> <p>For integer answers, for example, 20, the answer $\frac{20}{1}$ will be awarded the mark; $\frac{80}{4}$ will not be awarded the mark.</p> <p>For decimal answers that include recurring digit(s), there must be an unambiguous indication of the recurring digit(s). For example, for $\frac{1}{6}$, $0.1\dot{6}$ or $0.1\overline{6}$ will be awarded the mark and for $\frac{1}{7}$, $0.14285\dot{7}$ or $0.14285\overline{7}$ will be awarded the mark.</p> <p>For fraction answers that can be expressed as a mixed number, the fraction paired with the integer must be a proper fraction, for example, $1\frac{6}{4}$ will not be awarded the mark although method marks may still be available.</p> <p>Where alternative responses are acceptable, this will be indicated in the 'Additional guidance' column.</p>

Table 3: General marking principles for paper 1 only (arithmetic)

11. The answer in the answer box is wrong due to a misread of numbers given in the question.	<p>Misreads are not allowed in Paper 1; the mark(s) will not be awarded.</p>
12. The pupil has not recorded their working beneath the given long multiplication or long division.	<p>If a pupil carries out their working somewhere on the page other than beneath the given question as expected, then the pupil must start by rewriting the original question in order for it to be considered as a formal method.</p> <p>Please note that the operation sign does not need to be given for long multiplication, provided the pupil's working shows the intention to multiply.</p>
13. The answer to the long division question expresses a remainder.	<p>If a pupil reaches an integer answer using a formal method with no more than one arithmetic error, for example, 25, then the mark(s) will be awarded for 25 r0 or 25.0, but the mark(s) will not be awarded for an answer of 250</p> <p>For answers with a remainder, the remainder must be expressed correctly.</p> <p>If a pupil shows a remainder that is the same size as the divisor or larger, for example, a remainder of 28 or 29 when dividing by 28, the mark(s) will not be awarded because the method is incomplete.</p> <p>If a pupil reaches a non-integer answer using a formal method with no more than one arithmetic error, for example, when dividing by 28, the pupil reaches the answer 6 r14, then the mark(s) will be awarded for $6\frac{14}{28}$ or 6.5, but the mark(s) will not be awarded for $6\text{ r}\frac{14}{28}$ or 6.14 or 614</p>
14. The long division method involves subtracting chunks of different sizes.	<p>If a pupil's formal method involves subtracting chunks, it is not necessary to show a separate addition of the chunks. If the answer is not the correct total for their chunks, then that is treated as one arithmetic error.</p> <p>A method is considered as chunking when the size of the chunks are shown alongside the algorithm.</p> <p>It should be noted that this method will only be accepted if all chunks are of different sizes.</p>

Table 4: General marking principles for papers 2 and 3 only (reasoning)

<p>15. More than one method is given.</p>	<p>If a pupil gives more than one method, then the intended method is taken as the one which leads to the answer in the answer box or an identified answer elsewhere. If no answer is given, then all methods must be appropriate for the method mark(s) to be awarded.</p>
<p>16. There appears to be a misread of numbers or information given in the question that affects the pupil's working and/or explanation.</p>	<p>This occurs when a pupil misreads a number given in the question and consistently uses a different number that does not alter the original intention or difficulty of the question. For example, if 243 is misread and written as 248, both numbers may be regarded as comparable in difficulty. However, if 243 is misread and written as 245 or 240, the misread number may be regarded as making the question easier. The misread of a number may affect the award of marks. Any misread number must be seen, not implied.</p> <p>Where appropriate, detailed guidance will be given in the mark scheme. If no guidance is given, markers will examine each case to decide whether the mark(s) will be awarded.</p> <p>The mark(s) will not be awarded if:</p> <ul style="list-style-type: none"> • it is a ONE-mark question • there is more than one misread number in a question • the mathematics is simplified • it is an 'explain' question • it is a misread of other information (not numbers) • the misread number is the same as any other number in the question <p>For TWO-mark questions that have a method mark, one mark will be awarded if an appropriate method is correctly followed through with the misread number to give the correct follow-through answer, provided the mathematics has not been simplified.</p> <p>For THREE-mark questions, refer to the additional guidance.</p>
<p>17. A misread or an arithmetic error results in an answer with multiple decimal places.</p>	<p>In some instances, a misread or an arithmetic error in a method leads to an answer with one or more decimal places. In such cases, the method mark(s) will be awarded for an answer that is correctly truncated or rounded provided the method is appropriate and the additional guidance does not specify otherwise. For example, 1.2345 is truncated to 1.2</p>

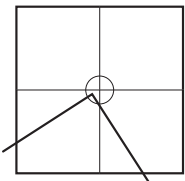
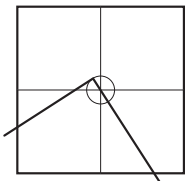
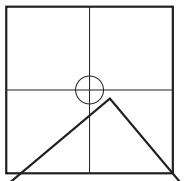
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18. The pupil has reversed values within a calculation involving subtraction or division.	<p>When values within the calculation are reversed, the mark(s) will only be awarded when the answer corresponds to the correct calculation. For example, if the correct calculation is $12 \div 4$, the method mark(s) may be awarded for $4 \div 12 = 3$, but not for an answer other than 3</p> <p>Reversed values within a calculation are not acceptable in 'explain' questions.</p>
19. The pupil omits an operation sign within their working.	<p>If the correct sign of +, −, ×, or ÷ for an arithmetic operation is missing, then the mark(s) will only be awarded if the working shown by the pupil is clear enough to indicate that the required operation has been performed. This applies even if the results of the required operation are incorrect. Where carrying or decomposition figures are seen, this is evidence of intention. For example, where the following is seen in working, the layout of the response implies addition or subtraction:</p> $\begin{array}{r} 456 \\ 123 \\ \hline \end{array}$ <ul style="list-style-type: none"> • if the answer is larger than the greater of the given values, for example, 679, then addition is implied • if the answer is less than the first given value, for example, 323, then subtraction is implied

<p>20. The pupil has used 'an appropriate method'.</p>	<p>For some questions, the mark scheme allows the award of the method mark(s) for 'evidence of an appropriate method', even if the answer is missing or incorrect. Refer to the 'Additional guidance' column where appropriate.</p> <p>For the award of the method mark(s) for an appropriate method, there must be evidence of all the steps of the appropriate method (any method that would lead to the correct answer if there were no arithmetic errors and no additional steps).</p> <p>This means that, for every step, either:</p> <ul style="list-style-type: none"> the appropriate calculation to be carried out must be shown <p>OR</p> <ul style="list-style-type: none"> if the calculation has not been written down, the correct answer or correct follow-through answer must be shown <p>Where the calculation shown would lead to a correct final answer, even if the processed numbers do not appear to be taken from the question, a method mark may be awarded unless the mark scheme specifies otherwise.</p>
<p>21. The pupil has used a trial and improvement method.</p>	<p>'Trial and improvement' is regarded as an acceptable method, unless the mark scheme states otherwise.</p> <p>For a 'trial and improvement' method to be awarded the method mark(s):</p> <ul style="list-style-type: none"> there must be at least 3 trials, carried out correctly, which all reduce the range in which the answer is known to lie there can be additional trials, which are correctly or incorrectly carried out, and which may not reduce the range in which the answer is known to lie a final answer is not needed, unless the mark scheme states otherwise

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<p>22. The answer in the answer box is wrong but the correct answer is reached in the working.</p>	<p>Extra working occurs when a pupil writes the correct answer in their working, and then continues to process the information further.</p> <p>When the answer in the answer box is wrong and does not match the answer reached in the working, it is impossible to know why the pupil has written a different answer and it is assumed that extra working has occurred. GMP 9 on transcription errors still applies.</p> <p>If the extra working does not contradict the pupil's appropriate method, the method mark(s) will be awarded.</p> <p>If the extra working contradicts the pupil's appropriate method, the method mark(s) will not be awarded.</p>
<p>23. The pupil miscopies a value from one part of their method into the next part.</p>	<p>There will be instances when a pupil reaches a value in their working, then restarts from a different value.</p> <p>The mark(s) will not be awarded if:</p> <ul style="list-style-type: none"> • it is a ONE-mark question • there is more than one miscopy in the working • the miscopy does not follow transcription error rules (see GMP 9) <p>The method mark(s) will only be awarded if an appropriate method is correctly shown using the miscopied number (which must follow transcription error rules).</p>
<p>24. The correct answer is embedded in the working.</p>	<p>An embedded answer occurs when a pupil shows the correct answer within their working but then selects the wrong answer from their working as their final answer or leaves the answer box blank. For example, if a pupil shows $2.5 \times 6 = 3 \times 5$ in the last line of their working and writes 5 in the answer box, whereas the correct answer is 3, then this will affect the award of marks.</p> <p>Where appropriate, detailed guidance will be given in the mark scheme. If no guidance is given, markers will examine each case to decide whether the mark(s) will be awarded.</p> <p>For ONE-mark questions, the mark will not be awarded.</p> <p>For TWO-mark questions that have a method mark, one mark will be awarded, provided the pupil does not give redundant extra working that contradicts work already done or which adds to their appropriate method.</p> <p>For THREE-mark questions, refer to the additional guidance.</p>

<p>25. The phrase ‘sight of’ is used in the mark scheme.</p>	<p>For some questions, the mark scheme allows the mark(s) to be awarded for sight of a particular number or numbers within a method. Such numbers are the correct answers to partial steps within a method.</p>
<p>26. The answer correctly follows through from earlier incorrect work.</p>	<p>‘Follow-through’ marks for an answer will only be awarded when specifically stated in the mark scheme.</p>
<p>27. The pupil has drawn lines which do not meet at the correct point.</p>	<p>Where the mark scheme states that ‘slight inaccuracies in drawing’ should be accepted, this means that the mark(s) will be awarded for responses marked within or on a circle of radius 2mm with its centre at the correct point.</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>within the circle – accepted</p> </div> <div style="text-align: center;">  <p>on the circle – accepted</p> </div> <div style="text-align: center;">  <p>outside the circle – not accepted</p> </div> </div>

6. Marking specific types of question: summary of additional guidance

6.1 Answers involving money

	Accept	Do not accept
<p>Where the £ sign is given, for example:</p> <p>£3.20, £7</p> <div>£</div>	<p>£3.20 £7</p> <p>£7.00</p> <p>Any unambiguous indication of the correct amount, for example:</p> <p>£3.20p</p> <p>£3 20 pence</p> <p>£3 20</p> <p>£3-20</p> <p>£3:20</p> <p>£3;20</p>	<p>Incorrect placement of pounds or pence, for example:</p> <p>£320</p> <p>£320p</p> <p>Incorrect placement of decimal point or incorrect use or omission of 0 or use of comma as a decimal point, for example:</p> <p>£3.2</p> <p>£3 200</p> <p>£32 0</p> <p>£3-2-0</p> <p>£3,20</p>
<p>Where the p sign is given, for example:</p> <p>40p</p> <div></div> <p>p</p>	<p>40p</p> <p>Any unambiguous indication of the correct amount, for example:</p> <p>£0.40p</p> <p>0 40p</p> <p>£0-40p</p> <p>0:40p</p> <p>£0;40p</p>	<p>Incorrect or ambiguous use of pounds or pence or use of comma as a decimal point, for example:</p> <p>0.40p</p> <p>£40p</p> <p>£0,40p</p>

	Accept	Do not accept
Where a unit is not given, for example: £3.20, 40p <div style="border: 1px solid black; width: 80px; height: 20px; margin-top: 5px;"></div>	£3.20 40p 320p £0.40 Any unambiguous indication of the correct amount, for example: £3.20p £0.40 pence £3 20 pence £0 40p £3 20 £0-40 £3-20 £0:40 £3:20 £0;40 £3;20 £.40 3.20 0.40 320 40 3 pounds 20	Incorrect or ambiguous use of pounds or pence or use of comma as a decimal point, for example: £320 £40 £320p £40p £3.2 0.4 3.20p 0.40p £3,20 0,40 £0,40p

6.2 Answers involving time

	Accept	Do not accept
A time interval, for example: 2 hours 30 minutes	2 hours 30 minutes Any unambiguous, correct indication, for example: (0)2 h 30 150 minutes (0)2 h 30 min 150 (0)2 30 2.5 hours (0)2-30 2 $\frac{1}{2}$ hours Digital electronic time, for example: (0)2:30 (0)2;30	Incorrect or ambiguous time interval or use of comma as a decimal point, for example: 2.30 230 2.3 2.30 min 2.3 hours 2,5 hours 2.3 h 2,30 2h 3 1 h 90 min

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	Accept	Do not accept
A specific time, for example: 8:40 am, 17:20	(0)8:40 am (0)8:40 twenty to nine Any unambiguous, correct indication, for example: (0)8.40 (0)8;40 0840 (0)8 40 (0)8-40 Unambiguous change to 12 or 24-hour clock, for example: 17:20 as 5:20 pm or 17:20 pm	Incorrect time, for example: 8.4 am 8.40 pm Incorrect placement of separators, spaces, etc. or incorrect use or omission of 0 or use of a comma as a decimal point, for example: 840 8:4:0 8.4 084 8,40

6.3 Answers involving measures

	Accept	Do not accept
Where units are given, for example: 8.6 kg <div style="border: 1px solid black; padding: 2px; display: inline-block;">kg</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">m</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">l</div>	8.6 kg Any unambiguous indication of the correct measurement, for example: 8.60 kg 8.6000 kg 8 kg 600 g	Incorrect or ambiguous use of units or use of comma as a decimal point, for example: 8600 kg 8 kg 600 8,60 kg 8,6000 kg

If a pupil gives an answer with a unit different from the unit in the answer box, then their answer must be equivalent to the correct answer provided, unless otherwise indicated in the mark scheme.

If a pupil leaves the answer box empty but writes the answer elsewhere on the page without any units, then that answer is assumed to have the units given in the answer box, subject to the conditions listed above.

7. Mark schemes for Paper 1: arithmetic

Qu.	Requirement	Mark	Additional guidance
1	414	1m	
2	6,165	1m	
3	67	1m	
4	69	1m	
5	3,600	1m	
6	11	1m	
7	2,092	1m	
8	70	1m	
9	1,994	1m	
10	30,000	1m	
11	$1\frac{4}{5}$ OR $\frac{9}{5}$	1m	Accept equivalent mixed numbers, fractions or the exact decimal equivalent, i.e. 1.8
12	1,600	1m	
13	55.892	1m	
14	18	1m	
15	612	1m	
16	$\frac{4}{45}$	1m	Accept equivalent fractions or the exact decimal equivalent, e.g. $\frac{8}{90}$ or $0.0\dot{8}$ (accept any unambiguous indication of the recurring digits). Do not accept rounded or truncated decimals.
17	125	1m	
18	96	1m	

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Qu.	Requirement	Mark	Additional guidance
19	$\frac{7}{10}$	1m	Accept equivalent fractions or the exact decimal equivalent, e.g. $\frac{14}{20}$ or 0.7
20	<p>Award TWO marks for the correct answer of 21,022</p> <p>If the answer is incorrect, award ONE mark for the formal method of long multiplication with no more than ONE arithmetic error, e.g.</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;"> <p>•</p> $\begin{array}{r} 457 \\ \times 46 \\ \hline 2742 \\ 18280 \\ \hline 20022 \text{ (error)} \end{array}$ <p>OR</p> <p>•</p> $\begin{array}{r} 457 \\ \times 46 \\ \hline 2744 \text{ (error)} \\ 18280 \\ \hline 21024 \end{array}$ </div> <div> <p>457</p> $\begin{array}{r} 457 \\ \times 46 \\ \hline 2742 \\ 1828 \\ \hline 4570 \end{array}$ <p>(place value error)</p> </div> </div>	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens.</p>
21	9,809,000	1m	
22	7.86	1m	
23	2.024	1m	
24	15.12	1m	

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Qu.	Requirement	Mark	Additional guidance
25	<p>Award TWO marks for a correct answer of 14</p> <p>If the answer is incorrect, award ONE mark for the formal methods of division with no more than ONE arithmetic error, e.g.</p> <ul style="list-style-type: none"> long division algorithm, e.g. $ \begin{array}{r} 14 \text{ r}2 \\ 51 \overline{) 714} \\ \underline{- 51(0)} \\ 204 \\ \underline{- 202 \text{ (error)}} \\ 2 \end{array} $ <p>OR</p> $ \begin{array}{r} 13 \text{ (error)} \\ 51 \overline{) 714} \\ \underline{- 510} \quad 10 \times 51 \\ 204 \\ \underline{- 153} \quad 3 \times 51 \\ 51 \\ \underline{- 51} \quad 1 \times 51 \\ 0 \end{array} $ <ul style="list-style-type: none"> short division algorithm, e.g. $ \begin{array}{r} 13 \text{ (error)} \\ 51 \overline{) 71^{20}4} \end{array} $	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Short division methods must be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm and be a complete method.</p> <p>The carrying figure must be less than the divisor.</p>
26	$\frac{3}{12}$	1m	Accept equivalent fractions or the exact decimal equivalent, e.g. $\frac{1}{4}$ or 0.25

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Qu.	Requirement	Mark	Additional guidance
27	<p>Award TWO marks for a correct answer of 362,610</p> <p>If the answer is incorrect, award ONE mark for the formal method of long multiplication with no more than ONE arithmetic error, e.g.</p> <ul style="list-style-type: none"> $\begin{array}{r} 6715 \\ \times \quad 54 \\ \hline 26860 \\ 335750 \\ \hline 362510 \text{ (error)} \end{array}$ <p>OR</p> <ul style="list-style-type: none"> $\begin{array}{r} 6715 \\ \times \quad 54 \\ \hline 27860 \text{ (error)} \\ 335750 \\ \hline 363610 \end{array}$ 	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens.</p> <ul style="list-style-type: none"> $\begin{array}{r} 6715 \\ \times \quad 54 \\ \hline 26860 \\ 33575 \text{ (place value error)} \\ \hline 60435 \end{array}$
28	696	1m	Do not accept 696%
29	16	1m	
30	388	1m	Do not accept 388%

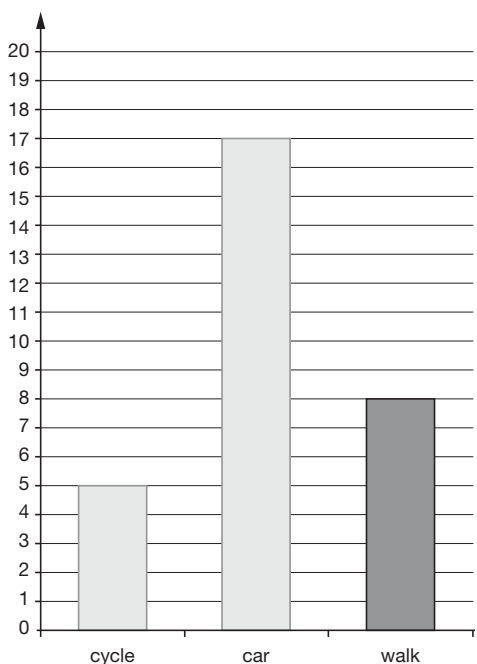
Key stage 2 mathematics test mark schemes

Qu.	Requirement	Mark	Additional guidance
31	<p>Award TWO marks for a correct answer of 136</p> <p>If the answer is incorrect, award ONE mark for the formal methods of division with no more than ONE arithmetic error, e.g.</p> <ul style="list-style-type: none"> long division algorithm, e.g. $ \begin{array}{r} 135 \text{ r}4 \\ 16 \overline{) 2176} \\ \underline{- 16(00)} \\ 57(6) \\ \underline{- 48(0)} \\ 96 \\ \underline{- 92} \text{ (error)} \\ 4 \end{array} $ <p>OR</p> $ \begin{array}{r} 135 \text{ (error)} \\ 16 \overline{) 2176} \\ \underline{- 1600} \quad 100 \times 16 \\ 576 \\ \underline{- 480} \quad 30 \times 16 \\ 96 \\ \underline{- 64} \quad 4 \times 16 \\ 32 \\ \underline{- 32} \quad 2 \times 16 \\ 0 \end{array} $ <ul style="list-style-type: none"> short division algorithm, e.g. $ \begin{array}{r} 135 \text{ (error)} \\ 16 \overline{) 217^5 6^9} \end{array} $	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Short division methods must be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm and be a complete method.</p> <p>The carrying figure must be less than the divisor.</p>

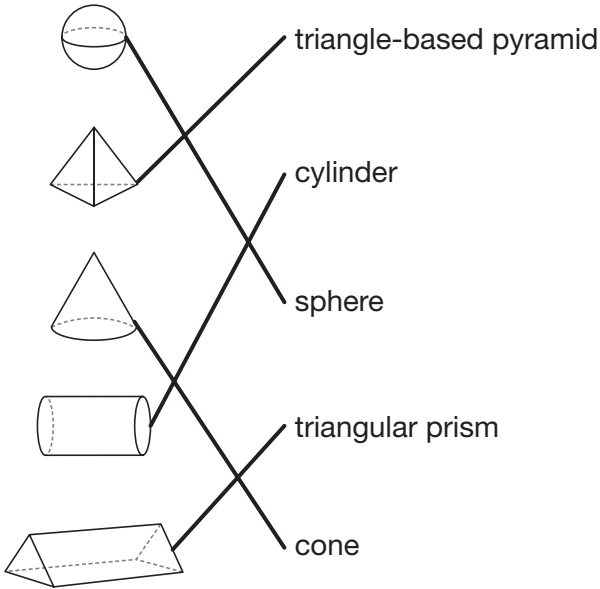
Key stage 2 mathematics test mark schemes

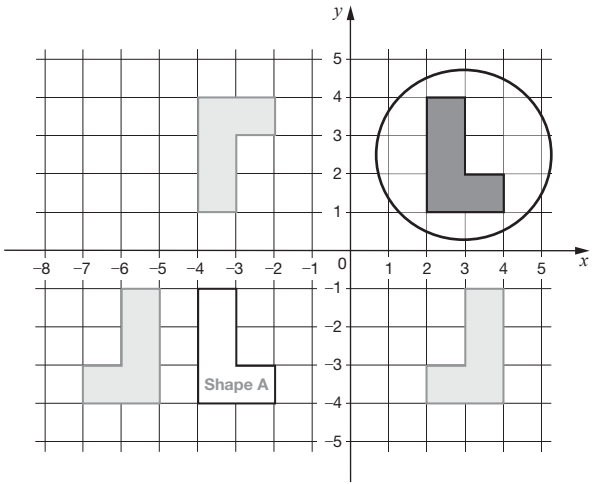
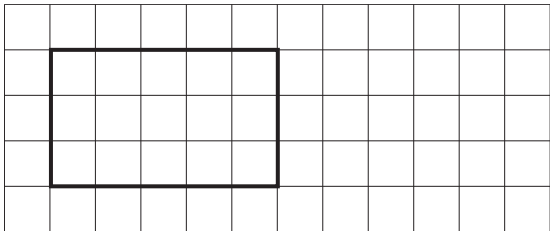
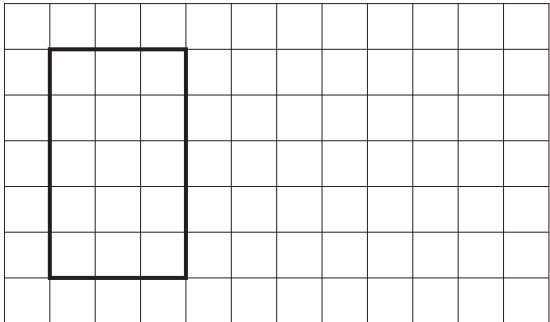
Qu.	Requirement	Mark	Additional guidance
32	$3 \frac{3}{8}$ OR $\frac{27}{8}$	1m	Accept equivalent fractions or the exact decimal equivalent, i.e. 3.375
33	2.16	1m	
34	442	1m	Do not accept 442%
35	$\frac{9}{20}$	1m	Accept equivalent fractions or the exact decimal equivalent, e.g. $\frac{18}{40}$ or 0.45
36	175	1m	Do not accept $\frac{350}{2}$

8. Mark schemes for Paper 2: reasoning

Qu.	Requirement	Mark	Additional guidance
1	<p>Award ONE mark for the correct order, as shown:</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 2px 10px; margin: 2px;">1,005</div> <div style="border: 1px solid black; padding: 2px 10px; margin: 2px;">1,050</div> <div style="border: 1px solid black; padding: 2px 10px; margin: 2px;">1,500</div> <div style="border: 1px solid black; padding: 2px 10px; margin: 2px;">1,505</div> </div> <p>least</p>	1m	<p>Misreads and miscopies are not allowed.</p> <p>Accept numbers in reverse order AND the label 'least' changed to follow suit.</p>
2	<p>Award ONE mark for drawing the bar in the range of 7.5 – 8.5 pupils, e.g.</p> 	1m	<p>Ignore the width of the bar.</p>

Key stage 2 mathematics test mark schemes

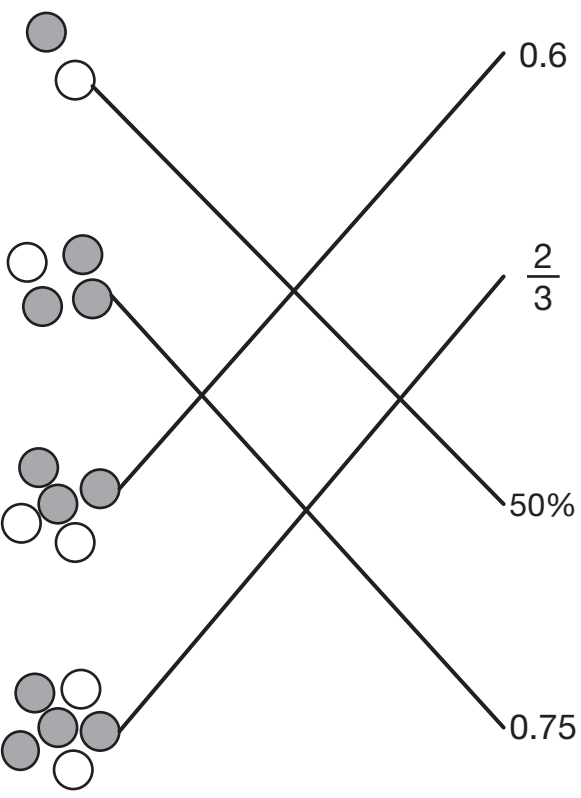
Qu.	Requirement	Mark	Additional guidance
3	<p>Award ONE mark for all five shapes matched correctly, as shown:</p> 	1m	<p>Lines need not touch the shapes or shape names, provided the intention is clear.</p> <p>Do not accept any shape that has been matched to more than one shape name.</p>
4	114	1m	
5	(£)3.21	1m	Refer to section 6.1 on pages 14 and 15 for additional guidance on marking answers involving money.
6	<p>Award TWO marks for the correct answer of 74</p> <p>If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none"> • $14 + 1 = 15$ $14 + 15 = 29$ $15 \times 3 = 45$ $29 + 45$ 	Up to 2m	<p>Answer need not be obtained for the award of ONE mark.</p> <p>Misreads are not allowed.</p>

Qu.	Requirement	Mark	Additional guidance
7	<p>Award ONE mark for the correct shape circled, as shown:</p> 	1m	<p>Accept alternative unambiguous positive indication of the correct answer.</p>
8	<p>Award ONE mark for a rectangle drawn correctly with an area of 15 square units, e.g.</p>  <p>OR</p> 	1m	<p>Accept slight inaccuracies in drawing, provided the intention is clear.</p> <p>Shape need not be shaded for the award of ONE mark.</p> <p>See page 13 for guidance.</p>

Key stage 2 mathematics test mark schemes

Qu.	Requirement	Mark	Additional guidance
9	<p>Award ONE mark for two boxes ticked correctly, as shown:</p> <p>All multiples of 9 are multiples of 6 <input type="checkbox"/></p> <p>All multiples of 20 are multiples of 10 <input checked="" type="checkbox"/></p> <p>All multiples of 5 are multiples of 10 <input type="checkbox"/></p> <p>All multiples of 10 are multiples of 5 <input checked="" type="checkbox"/></p>	1m	Accept alternative unambiguous positive indication of the correct answer.
10	<p>Award TWO marks for the correct answer of 48</p> <p>If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none"> $30 \div 5 = 6$ $6 \times 3 = 18$ $30 + 18$ <p>Award ONE mark for sight of 18 (as evidence of finding the number of red beads).</p>	Up to 2m	Answer need not be obtained for the award of ONE mark.
11	9	1m	
12	<p>Award TWO marks for three boxes completed correctly, as shown:</p> <p>to the nearest 10 <input type="text" value="349,910"/></p> <p>to the nearest 100 <input type="text" value="349,900"/></p> <p>to the nearest 1,000 <input type="text" value="350,000"/></p> <p>If the answer is incorrect, award ONE mark for any two boxes completed correctly.</p>	Up to 2m	


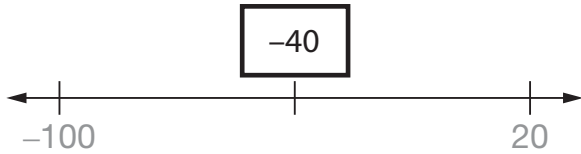
Key stage 2 mathematics test mark schemes

Qu.	Requirement	Mark	Additional guidance
13	<p>Award TWO marks for all four groups matched correctly, as shown:</p>  <p>Award ONE mark for any two groups matched correctly.</p>	Up to 2m	<p>Lines need not touch the groups or proportions, provided the intention is clear.</p> <p>Do not accept any group that has been matched to more than one proportion.</p>
14	<p>Award TWO marks for the correct answer of (£)1.49</p> <p>If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none"> $36p \times 3 = 108p$ $£4.06 - 108p = £3.98$ (error) $£3.98 \div 2$ <p>OR</p> <ul style="list-style-type: none"> $36p \times 3 = £1.18$ (error) $£4.06 - £1.18 = £2.88$ $£2.88 \div 2 = £1.44$ <p>Award ONE mark for sight of (£)2.98 OR 298(p) (as evidence of finding the total cost of the two pineapples).</p>	Up to 2m	<p>Answer need not be obtained for the award of ONE mark.</p> <p>Accept for ONE mark an answer of £149, £149p or £1,49 as evidence of an appropriate method.</p> <p>Refer to section 6.1 on pages 14 and 15 for additional guidance on marking answers involving money.</p>

Key stage 2 mathematics test mark schemes

Qu.	Requirement	Mark	Additional guidance
15	<p>Award TWO marks for three boxes completed correctly, as shown:</p> $24 \div \boxed{10} = 2.4$ $24 \div \boxed{20} = 1.2$ $2.4 \div \boxed{2} = 1.2$ <p>If the answer is incorrect, award ONE mark for any two boxes completed correctly.</p>	Up to 2m	
16a	<p>Award ONE mark for three correct fractions circled, as shown:</p> $\left(\frac{5}{9}\right) \quad \left(\frac{4}{9}\right) \quad \frac{7}{9} \quad \frac{8}{9} \quad \left(\frac{3}{9}\right)$	1m	Accept alternative unambiguous positive indication of the correct answer.
16b	<p>Award ONE mark for three correct fractions circled, as shown:</p> $\left(\frac{5}{8}\right) \quad \frac{3}{8} \quad \frac{2}{8} \quad \left(\frac{6}{8}\right) \quad \left(\frac{4}{8}\right)$	1m	Accept alternative unambiguous positive indication of the correct answer.
17	200	1m	
18	55	1m	
19	<p>Award TWO marks for the correct answer of 415</p> <p>If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none"> $2.49 \times 1000 = 2490$ $2490 \div 6$ <p>OR</p> <ul style="list-style-type: none"> $2.49 \div 6 = 0.414$ (error) 0.414×1000 	Up to 2m	<p>For the award of TWO marks, the answer must be in grams.</p> <p>Answer need not be obtained for the award of ONE mark.</p> <p>Accept for ONE mark 0.415(g) in the answer box OR as the final answer in the working and answer box blank.</p> <p>Conversion of units must show an intention to multiply by 1000 OR show a correctly converted value.</p> <p>If the pupil's evaluation to their decimal division is a decimal with a remainder, the method is not assured and a mark is not awarded.</p>

Key stage 2 mathematics test mark schemes

Qu.	Requirement	Mark	Additional guidance										
20	<p>Award TWO marks for three rows completed correctly, as shown:</p> <table><tr><td>5p</td><td>2p</td></tr><tr><td>1</td><td>18</td></tr><tr><td>3</td><td>13</td></tr><tr><td>5</td><td>8</td></tr><tr><td>7</td><td>3</td></tr></table> <p>If the answer is incorrect, award ONE mark for any two rows completed correctly.</p>	5p	2p	1	18	3	13	5	8	7	3	Up to 2m	Rows may be completed in any order.
5p	2p												
1	18												
3	13												
5	8												
7	3												
21	<p>Award TWO marks for the correct answer of 5.25</p> <p>If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none">$3.5 \div 2 = 1.85$ (error) 1.85×3 <p>OR</p> <ul style="list-style-type: none">$3 \times 3.5 = 10.5$ $10.5 \div 2$ <p>Award ONE mark for sight of 1.75 or equivalent (as evidence of finding one-fifth of the paint in litres).</p>	Up to 2m	<p>Answer need not be obtained for the award of ONE mark.</p> <p>Misreads are not allowed.</p> <p>If the pupil's evaluation to their decimal division is a decimal with a remainder, the method is not assured and a mark is not awarded.</p> <p>Award ONE mark for a final answer of 5,250</p>										
22a	<p>Award ONE mark for the number written correctly, as shown:</p> 	1m	Do not accept 4–										
22b	<p>Award ONE mark for the number written correctly, as shown:</p> 	1m	Do not accept 40–										

Key stage 2 mathematics test mark schemes

Qu.	Requirement	Mark	Additional guidance
23	<p>Award TWO marks for the correct answer of 60</p> <p>If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none"> $30\% + 20\% = 50\%$ $\frac{1}{4} = 25\%$ $\frac{1}{5} = 20\%$ $50\% + 25\% + 20\% = 95\%$ $95\% + 5\% = 100\%$ $5\% = 3 \text{ children}$ $100 \div 5 \times 3$ <p>OR</p> <ul style="list-style-type: none"> $30\% = \frac{3}{10}$ $20\% = \frac{1}{5}$ $\frac{1}{5} + \frac{1}{4} + \frac{3}{10} + \frac{1}{5}$ $\frac{4}{20} + \frac{5}{20} + \frac{6}{20} + \frac{4}{20} = \frac{19}{20}$ $\frac{20}{20} - \frac{19}{20} = \frac{1}{20}$ $\frac{1}{20} = 3 \text{ (children)}$ 20×3 <p>Award ONE mark for sight of 5% OR 0.05</p> <p>OR $\frac{1}{20}$ OR equivalent fraction (as evidence of finding the correct proportion of those who favoured swimming).</p>	Up to 2m	<p>Answer need not be obtained for the award of ONE mark.</p> <p>Any conversion of fractions, decimals or percentages must be a correct method of conversion seen OR a correct conversion for the award of ONE mark.</p>


9. Mark schemes for Paper 3: reasoning

Qu.	Requirement	Mark	Additional guidance
1	<p>Award ONE mark for two boxes ticked correctly, as shown:</p> <p>1.03 <input type="checkbox"/></p> <p>1.2 <input checked="" type="checkbox"/></p> <p>0.95 <input type="checkbox"/></p> <p>1.51 <input checked="" type="checkbox"/></p> <p>0.15 <input type="checkbox"/></p>	1m	Accept alternative unambiguous positive indication of the correct answer.
2	<p>75 minutes</p> <p>OR</p> <p>1 hour 15 minutes</p>	1m	Refer to section 6.2 on page 15 for additional guidance on marking answers involving time intervals.
3a	13	1m	Do not accept 1–
3b	–1	1m	
4	<p>Award ONE mark for both boxes completed correctly, as shown:</p> $ \begin{array}{r} 7 \quad \boxed{0} \quad 8 \\ - \quad 1 \quad 6 \quad \boxed{2} \\ \hline 5 \quad 4 \quad 6 \end{array} $	1m	

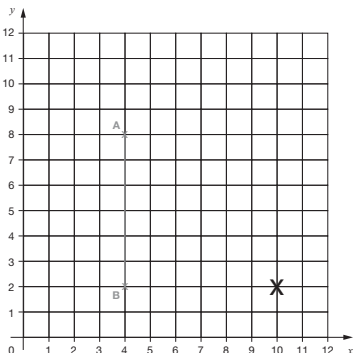
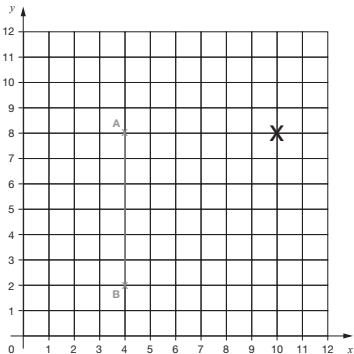
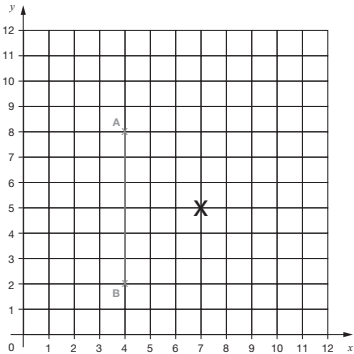
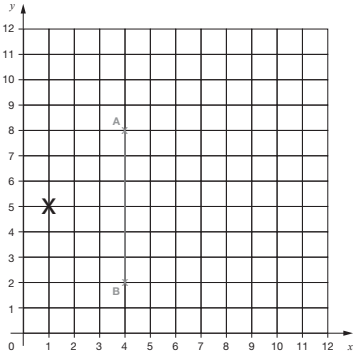
Key stage 2 mathematics test mark schemes

Qu.	Requirement	Mark	Additional guidance
5	<p>Award TWO marks for the correct answer of (£)3.92</p> <p>If the answer is incorrect, award ONE mark for evidence of an appropriate, complete method, e.g.</p> <ul style="list-style-type: none"> $6 \times 28p = 164$ (<i>error</i>) $7 \times 32p = 224$ $\pounds 1.64 + 224 = \pounds 3.88$ <p>Award ONE mark for sight of:</p> <ul style="list-style-type: none"> 168(p) AND 224(p) <p>OR</p> <ul style="list-style-type: none"> (£)1.68 AND (£)2.24 <p>OR</p> <ul style="list-style-type: none"> Mixed units e.g. (£)1.68 AND 224(p) 	Up to 2m	<p>Accept for ONE mark an answer of £392, £392p, £3,92 as evidence of an appropriate method.</p> <p>Refer to section 6.1 on pages 14 and 15 for additional guidance on marking answers involving money.</p> <p>Within an appropriate, complete method, the final answer must be provided using acceptable notation as in accordance with section 6.1.</p>
6	<p>Award ONE mark for the correct order, as shown:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">$\frac{9}{8}$</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">$1\frac{3}{8}$</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">$1\frac{5}{8}$</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">$\frac{15}{8}$</div> </div> <p style="margin-left: 20px;">least</p>	1m	<p>Misreads and miscopies are not allowed.</p> <p>Accept equivalent fractions and exact decimal equivalents provided they are given in the correct order.</p> <p>Accept numbers in reverse order AND the label 'least' changed to follow suit.</p>
7	9	1m	
8a	14	1m	
8b	March	1m	Accept alternative unambiguous positive indications of the correct month, e.g. Mar.

Key stage 2 mathematics test mark schemes

Qu.	Requirement	Mark	Additional guidance
9	<p>Award ONE mark for an explanation that demonstrates why rounding 3.7 to the nearest whole number is not 3, e.g.</p> <ul style="list-style-type: none"> Olivia is wrong because if the number ends in 5,6,7,8 or 9 you round up. If the number ends in 7 you round up to the next whole number. 3.7 is greater than 3.5, therefore you round up. <p>OR</p> <p>An explanation that corrects Olivia's statement, e.g.</p> <ul style="list-style-type: none"> 3.7 rounds up to 4 (not 3) 3.7 is closer to 4 than 3 3.7 is more than 3.5, therefore it is closer to 4 (not 3) 	1m	<p>Do not accept responses that restate the question, e.g.</p> <ul style="list-style-type: none"> 3.7 rounded to the nearest whole number is not 3 <p>Do not accept vague or incomplete explanations, e.g.</p> <ul style="list-style-type: none"> 3 is much smaller than 3.7 3.7 is nearer to the whole number 3.7 is more than 3.5 <p>Do not accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g.</p> <ul style="list-style-type: none"> 3.7 rounds down to 4
10	<p>Award ONE mark for two correct numbers circled, as shown:</p> <p>  </p>	1m	Accept alternative unambiguous positive indication of the correct answer.
11	<p>Award TWO marks for the correct answer of 1,684</p> <p>If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none"> $14 \times 46 = 544$ (error) $10 \times 62 = 620$ $6 \times 70 = 420$ $544 + 620 + 420$ <p>Award ONE mark for sight of 644 (as evidence of 14×46 completed correctly).</p>	Up to 2m	Answer need not be obtained for the award of ONE mark.

Key stage 2 mathematics test mark schemes

Qu.	Requirement	Mark	Additional guidance
12a	(4,2)	1m	
12b	<p>Award ONE mark for a cross drawn on the grid at the correct co-ordinate for point C, e.g.</p> <p>(10,2)</p>  <p>OR (10,8)</p>  <p>OR (7,5)</p>  <p>OR (1,5)</p> 	1m	<p>The right-angled triangle does not need to be completed for the award of the mark.</p> <p>Accept alternative unambiguous positive indication of the correct answer.</p>

Key stage 2 mathematics test mark schemes

Qu.	Requirement	Mark	Additional guidance
13a	150	1m	
13b	450	1m	
14	<p>Award ONE mark for the calculation completed correctly, e.g.</p> <p>126 ÷ 1 = 18 × 7</p> <p>OR</p> <p>126 ÷ 2 = 9 × 7</p> <p>OR</p> <p>126 ÷ 3 = 6 × 7</p> <p>OR</p> <p>126 ÷ 9 = 2 × 7</p>	1m	<p>The correct numbers can be completed in any order, e.g.</p> <p>1 AND 18</p> <p>OR</p> <p>18 AND 1</p>
15	<p>Award TWO marks for the correct answer of 250</p> <p>If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none"> 1,250 × 8 = 10,000 10,000 ÷ 40 <p>OR</p> <ul style="list-style-type: none"> 1,250 × 8 = 9,750 (<i>error</i>) 9,750 ÷ 40 	Up to 2m	<p>Answer need not be obtained for the award of ONE mark.</p>

Key stage 2 mathematics test mark schemes

Qu.	Requirement	Mark	Additional guidance
16	<p>Award TWO marks for the three numbers completed correctly, as shown:</p> <p>a prime number 2 3</p> <p>a square number 3 6</p> <p>a multiple of 7 6 3</p> <p>If the answer is incorrect, award ONE mark for any two numbers completed correctly.</p>	Up to 2m	Also accept a single digit prime number.
17	<p>Award TWO marks for three boxes ticked correctly, as shown:</p> <p>$\frac{1}{2} = 0.5$ ✓</p> <p>$\frac{2}{5} = 0.2$ </p> <p>$\frac{7}{10} = 0.07$ </p> <p>$\frac{9}{20} = 0.45$ ✓</p> <p>$\frac{27}{100} = 0.27$ ✓</p> <p>If the answer is incorrect, award ONE mark for:</p> <ul style="list-style-type: none"> three correct boxes ticked and one incorrect box ticked. <p>OR</p> <ul style="list-style-type: none"> two correct boxes ticked and no incorrect boxes ticked. 	Up to 2m	Accept alternative unambiguous positive indication of the correct answer.

Key stage 2 mathematics test mark schemes

Qu.	Requirement	Mark	Additional guidance
18	<p>Award TWO marks for the correct answer of (£)48</p> <p>If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none"> • $60 \div 5 = 13$ (<i>error</i>) 13 \times 4 <p>Award ONE mark for sight of (£)12 (as evidence of finding mum's contribution).</p>	Up to 2m	Answer need not be obtained for the award of ONE mark.

Key stage 2 mathematics test mark schemes

Qu.	Requirement	Mark	Additional guidance
19a	<p>Award ONE mark for one pair of correct values for A and B, i.e.</p> <p>A = <input type="text" value="11"/> B = <input type="text" value="1"/></p> <p>OR</p> <p>A = <input type="text" value="9"/> B = <input type="text" value="4"/></p> <p>OR</p> <p>A = <input type="text" value="5"/> B = <input type="text" value="10"/></p> <p>OR</p> <p>A = <input type="text" value="3"/> B = <input type="text" value="13"/></p> <p>OR</p> <p>A = <input type="text" value="1"/> B = <input type="text" value="16"/></p>	1m	
19b	<p>Award ONE mark for a different pair of correct values for A and B, e.g.</p> <p>A = <input type="text" value="3"/> B = <input type="text" value="13"/></p> <p>A = <input type="text" value="1"/> B = <input type="text" value="16"/></p>	1m	<p>Do not award the mark, if a correct pair of values for A and B has been repeated from the first part of the question (19a).</p> <p>If the answer to (19a) is incorrect, award ONE mark for one pair of correct values for A and B given in (19b).</p>

Key stage 2 mathematics test mark schemes

Qu.	Requirement	Mark	Additional guidance
20a	45	1m	
20b	135	1m	If a and b are incorrect, award ONE mark when $a + b = 180$, where a is acute and b is obtuse.
21	<p>Award THREE marks for the correct answer of 974</p> <p>If the answer is incorrect, award TWO marks for:</p> <ul style="list-style-type: none"> evidence of an appropriate, complete method which contains no more than one arithmetic error, e.g $38 \times 27 = 1028 \text{ (error)}$ $8 \times 13 \div 2 = 52$ $1028 - 52 = 976$ <p>OR</p> <ul style="list-style-type: none"> sight of 1026 AND 52 (as evidence of the areas of both the rectangle and the triangle calculated correctly). <p>Award ONE mark for:</p> <ul style="list-style-type: none"> evidence of an appropriate method with more than one error. <p>OR</p> <ul style="list-style-type: none"> sight of 1026 OR 52 	Up to 3m	<p>Answer need not be obtained for the award of ONE mark.</p> <p>A misread of a number may affect the award of marks. No marks are awarded if there is more than one misread or if the mathematics is simplified.</p> <p>TWO marks will be awarded for an appropriate method with the misread number followed through correctly.</p> <p>ONE mark will be awarded for evidence of an appropriate method using the misread number followed through correctly with no more than one error.</p>



Standards
& Testing
Agency

Key stage 2 mathematics test mark schemes

Paper 1: arithmetic, Paper 2: reasoning and Paper 3: reasoning

Electronic PDF version product code: STA/26/9020/e ISBN: 978-1-83507-471-8

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