

# WEDNESDAY 13 MAY

Ma

KEY STAGE

2

2015

LEVELS 3-5  
PAPER 1

Levels 3–5 mathematics tests

## Paper 1 pack

# CONFIDENTIAL

This pack must be kept secure and unopened until the start of the test on **Wednesday 13 May**.

**Calculators are not allowed in any of the levels 3–5 mathematics papers.**

Early opening, up to 1 hour before the test starts, is permissible only if access to the contents is needed to make adaptations to meet individual pupil's needs.

### Guidance for modifying this paper

You may enlarge questions or parts of questions to meet specific requirements of individual pupils, however **question 12** must not be enlarged.

### Pack contents

- An overview of the levels 3–5 mathematics Paper 1 (overleaf)
- 10 copies of Paper 1 – calculator not allowed

## Levels 3–5 mathematics

The levels 3–5 mathematics tests for Wednesday 13 May consist of Paper 1 and the mental mathematics test. You can choose which order to administer them. Pupils can have a break between the papers. However test packs must not be opened until the pupils are in the test room ready to complete the test.

### Paper 1

The following information explains how to administer Paper 1. If you have any questions you should check with your headteacher or key stage 2 test co-ordinator before the test begins.

Please make sure you follow these instructions correctly in order to avoid accusations of maladministration.

<b>Format</b>	<ul style="list-style-type: none"><li>• This test consists of a single test paper.</li><li>• Pupils will have 45 minutes to complete the test, answering the questions in the test paper.</li></ul>
<b>Equipment</b>	<p>Required:</p> <ul style="list-style-type: none"><li>• blue / black pens or dark pencils, pencil sharpeners and rubbers</li><li>• a sharp pencil for mathematical drawing</li><li>• rulers (showing centimetres and millimetres)</li><li>• angle measurers or protractors</li><li>• tracing paper</li><li>• mirrors</li></ul> <p>Pupils may use the following, if this is normal classroom practice, provided they only give word for word translations:</p> <ul style="list-style-type: none"><li>• bilingual dictionaries or electronic translators</li><li>• bilingual word lists</li><li>• monolingual English electronic spell checkers</li></ul> <p>Not allowed:</p> <ul style="list-style-type: none"><li>• calculators</li></ul>
<b>Assistance</b>	<p>You must ensure that nothing you say or do during a test could be interpreted as giving pupils an advantage.</p> <p>If a pupil requests it, a question may be read to the pupil on a 1-to-1 basis.</p> <p>If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure pupils are not given an unfair advantage by having the function inadvertently explained by reading its name.</p> <p>At a pupil's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the pupil by interpreting it.</p> <p>The examples below illustrate how to deal with some common situations.</p> <p><b>Q.</b> <i>What does 'quadrilateral' mean?</i></p> <p><b>A.</b> <i>I can't tell you, but think hard and try to remember. We can talk about it after the test.</i></p> <p><b>Q.</b> <i>What does '&gt;' or '&lt;' mean?</i></p> <p><b>A.</b> <i>I can't tell you, but think hard and try to remember. We can talk about it after the test.</i></p> <p><b>Q.</b> <i>What is '0.6'?</i></p> <p><b>A.</b> <i>That's nought point six.</i></p> <p>If any everyday context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures or describe the related context.</p>

<p><b>Before the test begins</b></p>	<ul style="list-style-type: none"> <li>● Review the list of pupils with any particular individual needs, eg pupils who are allowed additional time or who may need a transcript made at the end of the test. Ensure you know how to administer these access arrangements correctly.</li> <li>● It is important that the pupils' names on their scripts match the names on the test attendance register. Check with your test co-ordinator whether any pupil in your group is known by a different name in school, or has changed their name since pupil registration. This is so you can remind the pupil to write the correct name on their test paper.</li> <li>● Check that there are enough administrators to maintain adequate supervision for the test. You should consider the possibility of at least 1 test administrator needing to leave the room with a pupil.</li> <li>● Ensure you understand how to deal with issues during the tests.</li> <li>● Write the school's name and Department for Education (DfE) number on a board that is visible to all pupils.</li> </ul>
<p><b>How to deal with issues during the test</b></p>	<p>It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.</p> <p>In the following circumstances you will need to stop the test either for an individual pupil or for the whole cohort:</p> <ul style="list-style-type: none"> <li>● test papers are incorrectly collated or the print is illegible</li> <li>● an incorrect test has been administered</li> <li>● a fire alarm goes off</li> <li>● a pupil is unwell</li> <li>● a pupil needs to leave the test room during the tests</li> <li>● a pupil is caught cheating</li> </ul> <p>If you need to stop the test:</p> <ul style="list-style-type: none"> <li>● make a note of the time</li> <li>● make sure pupils are kept under test conditions and that they are supervised - if they have to leave the room, ensure they don't talk about the test</li> <li>● speak to your test co-ordinator or a senior member of staff for advice on what to do next</li> </ul> <p>You should brief your headteacher on how the incident was dealt with once the test is over.</p>
<p><b>What to do at the start of the test</b></p>	<ul style="list-style-type: none"> <li>● Check that pupils don't have mobile phones or other disruptive items.</li> <li>● Check that pupils don't have any materials or equipment that may give them extra help.</li> <li>● Check that spacing is appropriate and that no pupil can see another pupil's test paper.</li> <li>● Ensure each pupil has a copy of mathematics Paper 1.</li> <li>● Write the start and finish times on a board so that all the pupils can see them.</li> </ul>
<p><b>What to say at the start of the test</b></p>	<p>It is important to brief pupils fully at the start of each test. You should use this script to introduce mathematics Paper 1.</p> <ul style="list-style-type: none"> <li>● This is the key stage 2 mathematics Paper 1.</li> <li>● For this test you will need a blue / black pen or dark pencil, a rubber, a sharp pencil for mathematical drawing, a ruler, a protractor, tracing paper and a mirror.</li> <li>● You must not use a calculator.</li> <li>● This test is 45 minutes long.</li> <li>● Clearly write your name, school and DfE number on the front of your mathematics test paper. (If any pupil's name differs to the name provided during pupil registration, instruct the pupil to write both names on the paper.)</li> </ul>

<p><b>What to say at the start of the test (continued)</b></p>	<ul style="list-style-type: none"> <li>• Open your test paper to page 3. I will read the instructions to you.</li> <li>• You should try to answer all of the questions. If you can't answer a question, move on and return to it later.</li> <li>• To make sure your answers are marked, don't write in the grey areas, on the barcode or on the lines at the top and bottom of the edge of the page and don't crumple your test paper.</li> <li>• If you want to change your answer, put a line through the response you don't want the marker to read.</li> <li>• If you want to change a drawing, you should either put a line through the response you don't want the marker to read or use a rubber.</li> <li>• Remember to check your work carefully.</li> <li>• If you have any questions during the test, you should put your hand up and wait for someone to come to you. Remember, I can't help you answer any of the test questions.</li> <li>• You must not talk to each other.</li> <li>• Are there any questions you want to ask me now?</li> <li>• I will tell you when you have 5 minutes left. I will tell you when the test is over and to stop writing.</li> <li>• You may now start the test.</li> </ul>
<p><b>What to do at the end of the test</b></p>	<ul style="list-style-type: none"> <li>• If any pupil needs a transcript, complete it with the pupil at the end of the test under test conditions. Particular care should be taken to ensure accurate transcriptions are made and pupil's answers are not corrected or amended.</li> <li>• Ensure you inform your senior member of staff / test co-ordinator if you have made a transcript, or if a pupil has used a scribe, or word processor or other electronic or technical device. This is so that they can complete the appropriate online notification.</li> <li>• Make sure you have collected every test script. Return them immediately to the senior members of staff who are responsible for collating the test scripts.</li> </ul> <p>Do not:</p> <ul style="list-style-type: none"> <li>• Look at, annotate or review pupils' answers in any way (unless it is necessary to make a transcript). If you amend or tamper with pupils' answers in test scripts, it will be considered maladministration and results could be annulled.</li> <li>• Keep or photocopy test scripts for any reason.</li> </ul>

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