

**Ma**

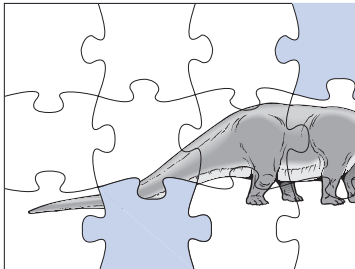
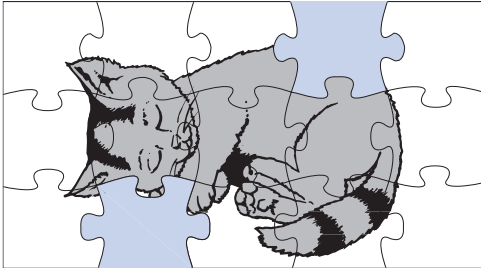
KEY STAGE  
**1**

LEVELS  
**2-3**

Mathematics tests

# Assistance for the written questions

**2009**

<b>Ma</b>	Mathematics test 2009	<b>Ma</b>	Mathematics test 2009
KEY STAGE <b>1</b>		KEY STAGE <b>1</b>	
LEVEL <b>2</b>		LEVEL <b>3</b>	
			
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Level <input type="text"/>		Level <input type="text"/>	



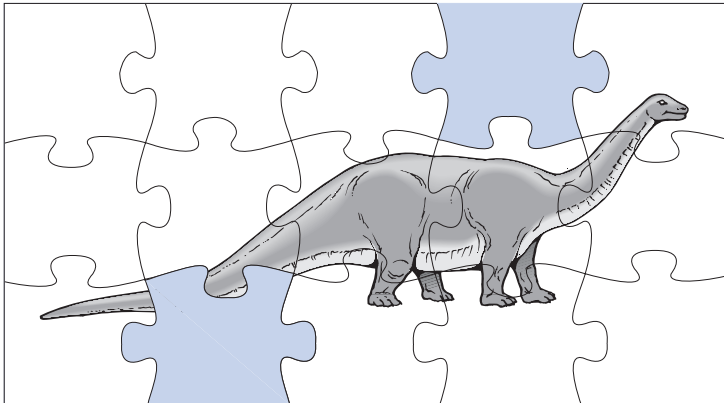
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## General guidance

- *Any person administering the tests should have a copy of this booklet for reference during the tests.*
- You may read **any** text with which children need help.
- You may only rephrase text as indicated in this guidance.
- You may read numbers or abbreviations included in sentences (eg '*Jim has 20 stickers*' or '*Tick the line that is 8cm long*').
- You **must not** read numerals or symbols within calculations, like ' $25 + 16 =$ ' or ' $\square + 8 = 68$ ', unless otherwise stated.
- You **must not** help with the interpretation of graphs, diagrams, equations, coin values, etc.
- You may rephrase or replace unfamiliar names with terms such as '*this boy*' or '*this girl*'.
- You may rephrase general instruction terms such as '*Draw a ring around*' or '*Complete*'.
- Where the guidance for specific questions indicates that you can rephrase non-mathematical words, you may indicate any artwork for the question.
- Where a child has omitted a question or questions, you may check that it was their intention to do so.
- The practice questions are not part of the test; you may therefore read or rephrase any text in these questions.

# Assistance for the level 2 written questions

<b>Ma</b>	<b>Mathematics test 2009</b>
KEY STAGE <b>1</b>	
LEVEL <b>2</b>	
	
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Score <input type="text"/>	Level <input type="text"/>

**Practice question**

Write the answer.

$$5 + 6 =$$


---

6 Write the answer.

$$4 + 4 + 2 + 2 =$$

6

Do not read the calculation.

You may **only** rephrase *missing* and *box*.

Do not read the calculation.

Do not read the numbers.

You may **only** rephrase *correct*.

You may read *odd* and *even*.

Do not help with the interpretation of the diagram.

7 Write the missing number in the box.

$$32 + \square = 42$$


---

8 Here are some numbers.

15    18    14    ~~11~~

Write these numbers in the correct set.

One is done for you.

odd

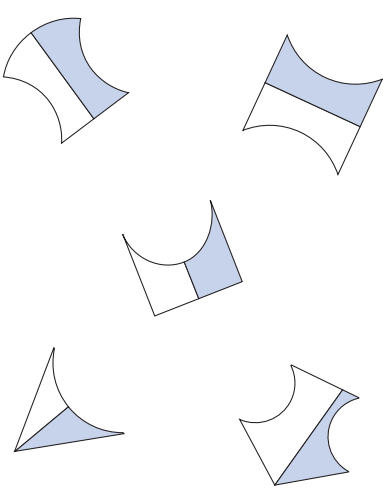
11

even

7

9 One shape is **less than half** blue.

Tick (✓) it.



8

You may **only** rephrase *blue*.


You may read the numbers in this sentence.  
 You may **only** rephrase *red, green, yellow* and *cars*.

You may **only** rephrase *sum* as *number sentence, calculation* or *addition*.

You may read the numbers in these sentences.

You may **only** rephrase *pot(s), plant(s)* and *seeds*.

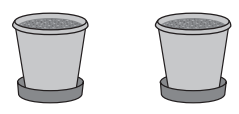
10 Ben has **4** red cars,  
**8** green cars and  
**3** yellow cars.



Write a sum to work out how many cars he has altogether.

---

11 Abi has **2** pots.  
 She plants **7** seeds in each pot.














How many seeds does she plant altogether?  seeds

9

12 Put your finger on **Start**.

Move your finger **up 1** square then **across 3** squares.

Tick (✓) the animal your finger stops on.

							
			<b>Start</b>				
							
							
							

10

In trials of this test, it was noted that children benefited from having this question read to them.

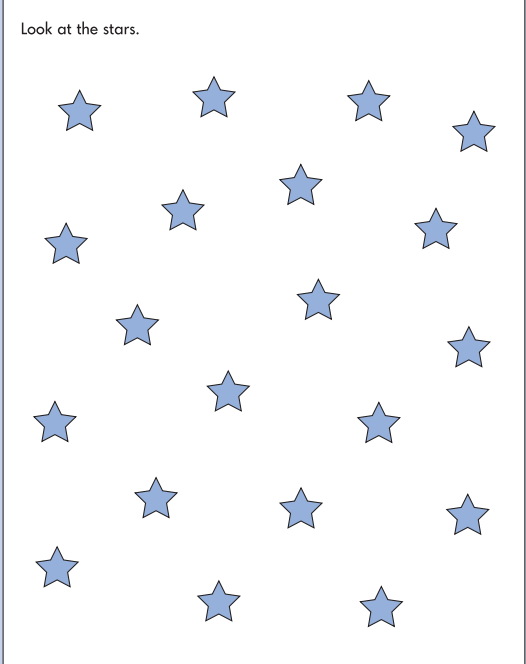
You may **only** rephrase *finger* and *animal*.

If children query the direction in which to move *across*, explain that they should choose.

**Do not** help with the interpretation of the diagram.

You may **only** rephrase *stars*.

13 Look at the stars.



How many **sets of 5 stars** can you make?

 sets
 

You may **only** rephrase *sets* as *groups*.



14 The lines show the lengths of some models.

**Two** of these models are the **same length**.

Use a ruler to find them.

Tick (✓) them.

12

You may **only** rephrase *models*.

Do not read the calculation.

In trials of this test, it was noted that children benefited from having this question read to them.

You may **only** rephrase *boxes* and *correct*.

You may read the numbers in these sentences.

15 Write the answer.

$$54 + 19 =$$


---

16 Write numbers in the boxes to make these correct.

One is done for you.

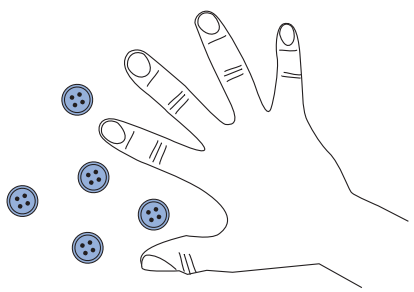
37 is more than

37 is between  and

37 has  tens

13

17 Ben puts **15** buttons on a table.  
 He hides some of them under his hand.  
 How many buttons is Ben hiding?



buttons


14

You may **only** rephrase *buttons, table, hides, hand* and *hiding*.

You may read any of the numbers in this question.

You may **only** rephrase *bus*.

18



**12** children are on a bus.  
**8** children get **off** the bus.  
 Then **4** more children get **off** the bus.  
 Tick (✓) the number of children left on the bus.

8                      2                      0

                                         1                      4

15

19 Ben made a graph.

**Sweets in my bag**

Sweet Type	Number of Sweets
Round	1
Diamond	2
Heart	4
Square	3

number of sweets

Tick (✓) the bag that shows Ben's sweets.

16

You may **only** rephrase *sweets* and *bag*.

**Do not** help with the interpretation of the graph.

You may read the numbers on the vertical axis of the graph if children ask you to do so.

You may **only** rephrase *candles* and *packet*.

You may **only** rephrase *correct* and *boxes*.

You may read 12 as *twelve*.

20

There are **10** candles in a packet.

Abi needs **50** candles.

How many **packets** does Abi need altogether?  packets

---

21 Write the correct numbers in the boxes.

**Half of 12** is

**Double 12** is

17

22 Look at the number sentences.

Use **46** and **54** each time to make these correct.

$$\boxed{8} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

$$\boxed{\phantom{00}} + \boxed{8} = \boxed{\phantom{00}}$$

$$\boxed{\phantom{00}} - \boxed{8} = \boxed{\phantom{00}}$$

$$\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{8}$$

18

You may rephrase *number sentences* as *calculations*.

You may **only** rephrase *correct*.

**Do not** read the signs in the calculations.

**Do not** help with the interpretation of the calculations.

You may **only** rephrase *correct*.

23 **Two** of these sentences are correct.

Tick (✓) them.

A cube has **curved faces**.

A cube has **6 faces**.

A cube has **more than 6 corners**.

A cube has **fewer than 6 edges**.

19

24 Ben works out the answer to this

$$57 - 16 =$$

Ben gets the answer **14**

Ben's answer is **wrong**.

Show Ben how to work out the **correct** answer in the box.

20

Do not read the calculation.

You may read 14 as *fourteen*.

You may **only** rephrase *answer*, *wrong*, *correct* and *box*.

Remind the children to show a method that they could use to find the correct answer. They may get a mark even if their answer is wrong.

Do not help with the interpretation of the table.

You may **only** rephrase *object* and the object names, eg *ruler*.

You may read the lengths in the table, eg *30cm* as *thirty centimetres*.

25 Look at this table.

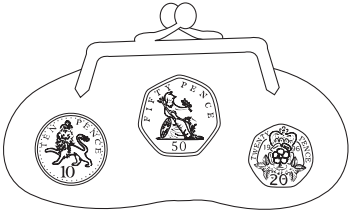
object	length
ruler	30cm
paintbrush	19cm
book	24cm
pencil	15cm
crayon	12cm

a Which object is **half** the length of the ruler?

b The ruler is **longer than** the crayon.  
How much longer?  cm

21

26



Abi had **80p** in her purse.

Then she lost **one** of the coins.

How much **altogether** could be left in her purse now?

Write **all** the different amounts.

p

p

p

22


You may **only** rephrase *purse* and *lost*.

You may **only** rephrase *sticks* and *book*.

Do not help with the interpretation of the diagram.

27

Three sticks fit along one side of this book.

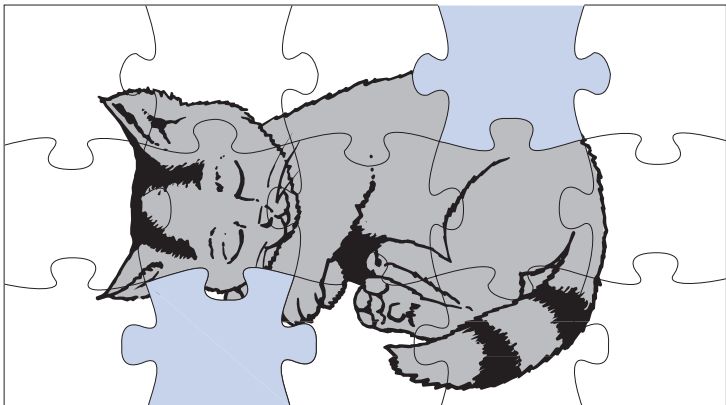


Estimate how many sticks fit around **all four sides** of the book.

sticks

23

# Assistance for the level 3 written questions

<b>Ma</b>	Mathematics test 2009
KEY STAGE <b>1</b>	
LEVEL <b>3</b>	
	
<input type="text" value="Name"/>	
Score <input type="text"/>	Level <input type="text"/>

**Practice question**

Here are some signs.

+

-

Write the correct sign in each box.

One is done for you.

$10 \boxed{+} 20 = 30$

$30 \boxed{\phantom{+}} 20 = 10$

6

Do not read the signs.

You may only rephrase *correct* and *box*.

Do not read the signs or the calculations.

6 Here are some signs.

+

-

×

÷

Write the correct sign in each box.

One is done for you.

$3 \boxed{+} 3 = 6$

$3 \boxed{\phantom{+}} 3 = 1$

$3 \boxed{\phantom{+}} 3 = 9$

7



7 Here is a diagram for sorting numbers.

Write each number in the correct box.

One is done for you.

~~45~~    46    20    53

8

You may **only** rephrase *correct* and *box*.

Do not read the numbers.

Do not help with the interpretation of the diagram.

You may **only** rephrase *start*.

You may **only** rephrase *kitten*.

8 Ravi has a kitten.

The scale shows the weight of the kitten.

How much does the kitten weigh?  grams

9

Do not help with the interpretation of the scale.

9 Write the total.

$$36 + 44 + 24 =$$


---

10 Look at these **three** numbers.

5      12      60

Use **all three** numbers to make these correct.

$$\square \times \square = \square$$

$$\square \div \square = \square$$

10

Do not read the calculation.

Do not read the numbers.

You may **only** rephrase *correct*.

Do not read the signs in the calculations.

Do not help with the interpretation of the calculations.

You may rephrase *toy*.

You may read 72p as *seventy-two pence*.

You may rephrase *smallest* as *fewest* or *least*.

















Do not help with the interpretation of the diagram.

11 Ravi has these coins.

He buys a toy that costs **72p**

He pays exactly 72p using the **smallest number** of coins.

Draw a tick (✓) on each coin he uses.

11

I2 Tara does not know how to work out the answer to this

$$16 \times 5 =$$

Show Tara how to work out the correct answer in the box.

I2

Do not read the calculation.

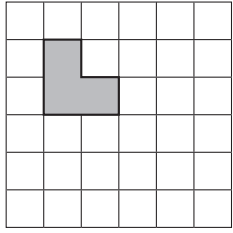
You may **only** rephrase *correct* and *box*.

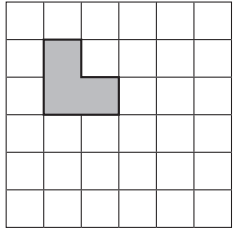
Remind the children to show a method that they could use to find the correct answer. They may get a mark even if their answer is wrong.

You may **only** rephrase *L shape*.

You may read the letters and numbers on the axes of the grid if children ask you to do so. Do not help with the interpretation of the grid.

You may read *B5* as *B five* but do not explain how this relates to the diagram.

I3 Look at the  shape on the grid.




Part of it is in square **B5**

Write the other **two** squares it is in.

and

I3

14 Tara has **4** books.  
Ravi has **3 times as many** books as Tara.




How many books do Tara and Ravi have **altogether**?

books

---

15 Miss West needs **28** paper cups.  
She has to buy them in packs of **6**



How many packs does she have to buy?

packs

14

You may **only** rephrase *books*.

You may **only** rephrase *paper cups* and *packs*.

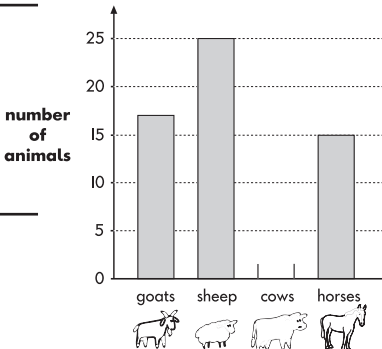
You may **only** rephrase *animals, farm, goats, sheep, cows* and *horses*.

Do not help with the interpretation of the graph.  
You may read the numbers on the vertical axis of the graph if children ask you to do so.

Make sure children attempt part (b). This was missed by some children in trials of the test.

16 Here is a graph.

**Animals on the farm**



Animal	Number of Animals
goats	17
sheep	25
cows	0
horses	15

a The farm has **more** sheep than horses.  
How many more?

b The farm has **5 more** cows than horses.  
Complete the graph to show the number of cows.

15

17 The table shows how many 10p, 5p and 2p coins Tara has.

Coin	Number of coins
10p	8
5p	4
2p	5

How much money does she have altogether?

Work it out in the box.

£

16

You may read the coin values, eg 10p as *ten pence*.

Do not help with the interpretation of the table.

You may **only** rephrase *box*.

Remind the children to show their method. They may get a mark even if their answer is wrong.

Do not read the calculation.

18 Write the answer.

$248 - 35 =$

---

19 Write **always** **sometimes** or **never** in each box to make the sentences correct.

Multiples of **2**  end in **3**

Multiples of **5**  end in **5**


Multiples of **10**  end in **0**

17

You may **only** rephrase *box, sentences, correct and end*.

You may read the numbers in these sentences.

20



There are **1000** pieces in a puzzle.

**12** pieces go missing.

How many pieces are left?  pieces


18

You may **only** rephrase *pieces*, *puzzle*, *missing* and *left*.

You may **only** rephrase *front door* and *house*.

21

Ravi walks through the front door of his house.




Tick (✓) the height the door is most likely to be.

- 1 metre
- 2 metres
- 5 metres
- 10 metres
- 100 metres

19


You may read the numbers in the list of heights, eg *1 metre* as *one metre*.

22



small bottle  
of water

$\frac{1}{4}$  litre



large bottle

2 litres

How many small bottles of water will fill the large bottle?

small bottles

20

You may read 2 litres as *two litres*.

Do not read  $\frac{1}{4}$  litre. Rephrase as *this fraction of a litre*.

You may rephrase *bottle(s)* and *water*.

Do not read any of the numbers in the sequence.

You may **only** rephrase *continues*.

You may read *10th* as *tenth*.

Do not read the calculation.

23 Here are the first five numbers in a sequence.

1st	2nd	3rd	4th	5th
420	400	380	360	340

The sequence continues in the same way.

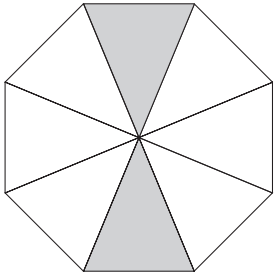
Write the number that will be **10th** in the sequence.

24 Write the answer.

$348 - 99 =$

21

25 This shape is divided into equal parts.  
What fraction of this shape is shaded?



22

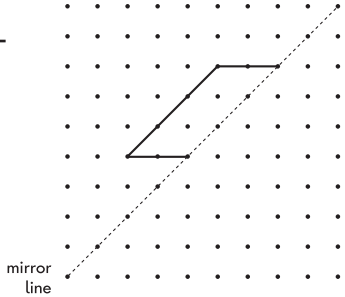
ou may *only* rehrase diidid

hildren may need a ruer if they wish to change their answer.

ou may *only* rehrase didid

o *not* read the calculation.

26 Draw the **reflection** of this shape in the **mirror line**.  
You may use a mirror.



27 Write the **same number** in each box to make this sum correct.

++= 42

23









