Mathematics tests

Subject-specific guidance

Paper 1: Non-calculator
45 minutes

Key points

You should:

■ ensure that pupils have the equipment listed on the front cover of the test paper
(a calculator must not be used for any question in paper 1)
■ 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
and to the instructions 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.

During the 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:

0.5 nought point five (not five tenths)
% per cent (not out of every hundred)

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 them.

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.

Please turn over
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 1 that may be explained are set out below and some paraphrases are suggested.

<table>
<thead>
<tr>
<th>Paper 1</th>
<th>Question</th>
<th>Word or phrase</th>
<th>Suggested paraphrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beanbag</td>
<td>5</td>
<td>Centre</td>
<td>Middle</td>
</tr>
<tr>
<td>Pairs of values</td>
<td>17</td>
<td>Values</td>
<td>What the letters stand for</td>
</tr>
</tbody>
</table>

Using models
For some questions, objects or models may be useful for pupils given access arrangements, provided they do not give an unfair advantage. For paper 1, the relevant question and some guidance are set out below.

<table>
<thead>
<tr>
<th>Paper 1</th>
<th>Question</th>
<th>Guidance for using models</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making models</td>
<td>1</td>
<td>Pupils may be shown a model of a cube, but they must not be allowed to experiment with it</td>
</tr>
</tbody>
</table>

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 question must not be enlarged. This is because enlargement may affect the pupils’ responses.

<table>
<thead>
<tr>
<th>Paper 1</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas</td>
<td>16</td>
</tr>
</tbody>
</table>