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KEY STAGE

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ALL TIERS

2006**MATHEMATICS
PAPER 1**

Mathematics tests

Subject-specific guidance

Paper 1: Non-calculator

One hour

Key points

You should:

- ensure that pupils have the correct test paper, for the correct tier, ie either tier 3–5, 4–6, 5–7 or 6–8
- ensure that pupils have the equipment listed on the front cover of the relevant test (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, to the instructions on page 2, and, where appropriate, to the formulae 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.

For information only: Some of the 2006 test papers have been printed with bar codes and computer recognition marks. This is for a trial in electronic marking, which will take place after the 2006 test series. You should administer the tests in the usual way.

During this 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:

$-4x$	minus/negative four x	(not minus/negative four times x)
x^2	x squared	(not x times x or x times itself)
10^4	ten to the power (of) four	(not 10 000 or $10 \times 10 \times 10 \times 10$)
%	per cent	(not out of every hundred)
$4(t-1)^2$	four open bracket, t minus one, close bracket, squared	(not t minus one all squared, times four)

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 it.

Please turn over

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.

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.

Paper 1					Word or phrase	Suggested paraphrase
	3-5	4-6	5-7	6-8		
Red Kites	10	4			Represents	Stands for
CD player	16	10	4		Values	Numbers
Solving	17	11	5		Solve	Work out the answers to
Test		21	14	7	Region	Area
Building			18	11	Estimate	Give an approximation for the height of the building
					Over-estimated	Gave too tall a height for the building
x and y			20	13	Algebraic method	Use algebra to solve
Factorising				17	Factorisations/ Factorise	Put an expression into brackets
Tangent				21	Intersect	Where the circles touch
					Prove	Show that it must be true

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 questions and some guidance are set out below.

Paper 1					Guidance for using models
	3-5	4-6	5-7	6-8	
Spinners	7	1			Pupils may be shown a pentagonal spinner, but they must not be allowed to experiment with it
Paper	15	9	2		Pupils may be shown the square folded and folded again in part (a), and the square folded in part (b), but they must not be allowed to measure or compare with the original square