

Ma

YEAR

7

LEVELS

3-4

2005

# 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	( <b>not</b> five tenths)
%	per cent	( <b>not</b> 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

PAPER 1



### 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	Question	Word or phrase	Suggested paraphrase
Beanbag	5	Centre	Middle
Pairs of values	17	Values	What the letters stand for

### 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.

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

### 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.

Paper 1	Question
Areas	16