NTS Assessments

National Test-style Standardised Assessments

Mathematics

Your guide to using these termly tests for Years 1 to 6

Includes:

- Curriculum maps
- Sample pages and mark schemes
- Sample reports

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RS ASSESSMENT FROM HODDER EDUCATION

NTS Assessments

Contents

About NTS Assessments

These termly, standardised, National Test-style assessments for Years 1 to 6 are designed to benchmark progress and attainment in mathematics against national averages.

- Written by National Test authors to the National Test framework.
- Standardised on thousands of pupils and trialled termly during the 2018/19 academic year.
- **Free** downloadable mark schemes and test guidance.
- **Free** online gap analysis and reports available in MARK, our online assessment and reporting tool.

NTS Assessments key information

Age range covered: 5 to 11 years.

Number of tests: One test per term for each year group from Years 1 to 6 (Autumn, Spring and Summer).

Ideal testing time: Second half of each term.

Content assessed: KS1 and KS2 National Curriculum for Mathematics, structured to follow the National Test framework.

Curriculum maps: Outline content covered in every test to ensure relevant material has been taught before each assessment is administered.

Assessing attainment and progress

NTS Assessments enable schools to build a comprehensive profile of each pupil's attainment and progress in mathematics. These include:

Standardised score

See whether the pupil's attainment is above or below the national average for their year cohort.

Age-standardised score

See how the pupil is performing against other pupils of the same age, calculated in years and months.

Mathematics age

Get a quick measure of attainment against the age at which the pupil's performance is typical.

Strand/topic analysis (including strand national average)

See strengths and weaknesses across the curriculum to inform future teaching.

Facility value for every question

See the percentage of pupils who answered each question correctly in the standardisation trial.

National Tests correlation and performance indicators

National Tests correlation: available for Years 2 and 6. Performance indicators: available for all years. These allow you to identify whether pupils are working at the expected standard for their year.

NTS Scale

Measure pupil progress with this independent scale. Useful for tracking progress and estimating future performance of children who are working outside of their age range, but continue to make small increments of progress for their year.

MARK

Using tests to guide planning, teaching and intervention

NTS Assessments come with free access to MARK, our online assessment and reporting tool designed to save you time.

- Quickly analyse gaps in learning to inform targeted teaching.
- Enter paper test scores into online marksheets.
- Effortlessly generate reports for individuals, classes, schools and tailored groups to view and compare pupil progress and attainment.
- Easily download visual reports that can be shared as PDFs with teachers, senior leaders, MAT leaders, governors, parents and Ofsted.

Using NTS Assessments

- Use with your Year 1 to 6 pupils in the second half of each term.
- Clear marking guidance is provided in the free online mark scheme.
- Raw scores can be converted to other measures, such as standardised scores, using the free online mark scheme and test guidance. Marks can also be entered into the online marksheets on MARK, enabling you to generate reports automatically.

The curriculum maps

The free online curriculum maps allow you to check what content is covered in each termly test, so that you can build this into your planning at the beginning of the year and ensure everything has been taught in class before the tests are administered. They show a breakdown of areas covered in each test, by content domain. Papers are structured so that they work alongside White Rose Maths, Maths Mastery and other popular schemes.

The structure of the tests

KS1 Mathematics

Term	Paper	Price per 10 copy pack	Timings	
Autumn	Year 1: Paper 1, Arithmetic Year 1: Paper 2, Reasoning	£17.50	15 minutes 25 minutes	FREE online mark schemes, test guidance and access to MARK
	Year 2: Paper 1, Arithmetic Year 2: Paper 2, Reasoning	£17.50	15 minutes 25 minutes	
Spring	Year 1: Paper 1, Arithmetic Year 1: Paper 2, Reasoning	£17.50	15 minutes 25 minutes	
	Year 2: Paper 1, Arithmetic Year 2: Paper 2, Reasoning	£17.50	15 minutes 25 minutes	
Summer	Year 1: Paper 1, Arithmetic Year 1: Paper 2, Reasoning	£17.50	20 minutes 35 minutes	
	Year 2: Paper 1, Arithmetic Year 2: Paper 2, Reasoning	£17.50	20 minutes 35 minutes	

KS2 Mathematics

Term	Paper	Price per 10 copy pack	Timings	
Autumn	Years 3-6: Paper 1, Arithmetic Years 3-6: Paper 2, Reasoning Years 3-6: Paper 3, Reasoning	£17.50	25 minutes 30 minutes 30 minutes	FREE online mark schemes, test guidance and access to MARK
Spring	Years 3-6: Paper 1, Arithmetic Years 3-6: Paper 2, Reasoning Years 3-6: Paper 3, Reasoning	£17.50	25 minutes 30 minutes 30 minutes	
Summer	Years 3-6: Paper 1, Arithmetic Years 3-6: Paper 2, Reasoning Years 3-6: Paper 3, Reasoning	£17.50	30 minutes 40 minutes 40 minutes	

What do the tests cover?

Current and previous year content

The curriculum maps (pages 8–13) show which content in each test is taken from the current year group, and which tests previous learning.

Autumn tests will usually contain more content from previous year groups than Spring and Summer, to ensure that demand builds appropriately and children are only ever tested on content they have been taught. This enables valid results.

The Summer tests, like the National Tests, sample a range of content from the current year group and also from the years below. The balance of this in the Summer tests broadly reflects the balance in the National Tests, to ensure children are retaining knowledge. By Summer, children will have been taught the whole curriculum for their year group, so the whole curriculum is sampled in the questions.

Demand

Demand increases both within each test paper and also as the year progresses. This means that the Autumn tests are less demanding than the Spring tests and Spring papers are less demanding than Summer.

Within the test papers, facility values have been reviewed to ensure that questions with higher facility values are placed near the beginning of the paper where possible, and those with lower facility values sit towards the end. This means that a wide ability range is able to access the papers.

Content domains

The curriculum is broken down into the National Test content domains. The balance of content domains tested reflects the National Tests, and teachers can use our free online assessment and reporting tool, MARK, to analyse performance in each content domain and spot both strengths and areas in need of intervention. The number at the start of each content domain code in the curriculum maps tells you which year content is covered – so you can easily see whether it is current or previous year content.

KS1/2

Content domain reference
Number (N)
Calculations (C)
Fractions, decimals and percentages (F)
Measurement (M)
Geometry – properties of shapes (G)
Geometry – position and direction (P)
Statistics (S)
Ratio and proportion (R)
Algebra (A)

How were the tests developed?

Our standardised tests go through the stages outlined below, to ensure that the content and outcomes are valid and reliable.

Stage 1: Initial test construction

- Construction of curriculum maps by primary experts with experience teaching and writing for the National Tests.
- Test development including item-writing and collation by primary experts to accurately reflect the curriculum maps.

Stage 2: Trialling

- Recruitment of a pool of trial schools who agree to administer the draft tests on the pupils in their school.
- Careful selection of trial schools to ensure a nationally representative sample, based on 3 key criteria: geographical representation, disadvantage and performance. We ensure that our trialling sample is representative of the national average in these areas.
- Trialling of these initial tests takes place with thousands of pupils at the time the tests will be taken in the second half of each term. The same pupils take all three tests across the year to ensure reliable progress outcomes can be delivered.

Stage 3: Post-trial review

- Review of pupil performance on every single question. The test construction is reviewed and, where necessary, items reordered to ensure every paper flows correctly and accurately reflects the National Tests.
- Review of all test data by expert statisticians. This enables standardised scores, age-standardised scores and mathematics ages to be created, alongside facility values (which allow you to see which questions pupils performed well on and which pupils found more challenging during the trialling). The NTS Scale, our independent decimal scale, allows fine monitoring of progress and estimation of future performance.

Stage 4: Publication of test papers and manual for use in schools

- Final papers containing tried-and-tested questions are published.
- Free online test guidance is published alongside the papers; this contains all data from the trials and guidance on how schools and teachers should administer the tests and interpret the results.
- Online mark schemes and reports are made available on MARK, enabling teachers to input their own pupils' marks and generate a variety of attainment and progress reports for their classes and individual pupils.

Meet the authors of the tests

The writers of NTS Assessments are curriculum experts and have recent experience of teaching, assessing and writing for the National Tests.

Madeleine Barnes

Madeleine has over 20 years' teaching and leadership experience in primary education and is now a full time English consultant. Madeleine works with various providers in the development of both KS1 and KS2 National Tests and has over 12 years' experience in the external marking of KS2 papers. She is also a KS2 writing moderator. Madeleine is passionate about 'getting it right' for children.

Trevor Dixon

Trevor has over 35 years' teaching experience and has been a maths coordinator in 3 primary schools, as well as working as an advanced skills teacher. He has worked as a marker of KS2 maths National Tests for over 20 years and, in recent years, as a team leader. Trevor has written maths National Test questions for both KS1 and KS2. He has been a member of Expert Review panels reviewing National Tests questions, test papers and mark schemes for STA.

Shareen Wilkinson (née Mayers)

Shareen is a primary English consultant and experienced primary teacher. She advises at national level and is currently a DfE subject specialist for reading and grammar (KS1 and KS2). For 7 years, she was a part of the Expert Review panel.

Siobhan Skeffington

Siobhan has extensive experience in primary English as a classroom teacher, working with children of all age ranges over the past 28 years. She is also an author and an educational consultant and works on the KS1 and KS2 pre-tests, leading a team in KS1 and KS2 test development and attending Expert Review panels for English, maths and science. Siobhan writes, edits and reviews a variety of materials for the new curriculum. She has been a KS2 National Tests marker and team leader for reading for 10 years.

Sarah-Anne Fernandes

Sarah-Anne was previously a Deputy Head Teacher in a London primary and is an established mathematics author. She has previously been involved in the STA test development for maths, alongside writing and series editing many other educational assessments.

Marie Lallaway

Marie teaches in a middle school and has extensive experience as a curriculum leader for English across KS2-KS4. As well as contributing to the development of materials for the National Tests, she has created assessment materials for reading, writing and grammar across KS1-KS3 and has led marking and reporting processes for National Test-style assessments across KS2.

NTS Assessments

To view full curriculum maps for all year groups, visit risingstars-uk.com/ntsassessments

Curriculum map - Mathematics

Autumn - Curriculum map

Year 2: Autumn	
Strand	**Content Assessed**
Number (N)	**Prior Learning from Year 1 curriculum:** **1N2a** - count, read and write numbers to 100 in numerals **1N2b** - given a number, identify one more and one less **1N4** - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most and least **From Year 2 curriculum:** **2N1** - count in steps of 2, 3 and 5, from 0, and in tens from any number, forward or backward **2N3** - recognise the place value of each digit in a two-digit number (tens and ones) **2N4** - identify, represent and estimate numbers using different representations, including the number line
Calculation (C)	**Prior Learning from Year 1 curriculum:** **1C2a** - add and subtract one-digit and two-digit numbers to 20, including zero **1C2b** - read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs **1C8** - solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher **From Year 2 curriculum:** **2C2a** - add and subtract numbers mentally, including: a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers **2C2b** - add and subtract numbers using concrete objects and pictorial representations, including: a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers **2C3** - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems **2C6** - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers **2C7** - calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs **2C9a** - show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot **2C9b** - show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
Fractions (F)	-
Measurement (M)	**Prior Learning:** n/a **From Year 2 curriculum:**

	2M3a - recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. **2M3b** - find different combinations of coins that equal the same amounts of money **2M9** - solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
Geometry – properties of shapes (G)	**-**
Geometry – position and direction (P)	-
Statistics (S)	-

Spring - Curriculum map

Year 3: Spring	
Strand	**Content Assessed**
Number (N)	**Prior Learning from Years 1 and 2 curricula:** **1N2b** – given a number, identify one more and one less **1N2c** – read and write numbers from 1 to 20 in numerals and words **1N4** – identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most and least **2N1** – count in steps of 2, 3 and 5, from 0, and in tens from any number, forward or backward **2N2b** – compare and order numbers from 0 up to 100; use <, > and = signs **2N3** – recognise the place value of each digit in a two–digit number (tens and ones) **From Year 3 curriculum:** **3N2b** – find 10 or 100 more or less than a given number
Calculation (C)	**Prior Learning from Years 1 and 2 curricula:** **1C2a** – add and subtract one–digit and two–digit numbers to 20, including zero **1C4** – solve one–step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = [ ] – 9 **2C2a** – add and subtract numbers mentally, including: a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers **2C6** – recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers **2C8** – solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts **From Year 3 curriculum:** **3C2** – add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction **3C6** – recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

	3C7 – write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two–digit numbers times one–digit numbers, using mental and progressing to formal written methods **3C8** – solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects
Fractions, decimals and percentages (FDP)	**Prior Learning from Years 1 and 2 curricula:** **1F1a** – recognise, find and name a half as one of two equal parts of an object, shape or quantity **1F1b** – recognise, find and name a quarter as one of four equal parts of an object, shape or quantity **2F1a** – recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity **2F2** – recognise the equivalence of 2/4 and 1/2 **From Year 3 curriculum:** **3F1a** – count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one–digit numbers or quantities by 10 **3F1b** – recognise, find and write fractions of a discrete set of objects: unit fractions and non–unit fractions with small denominators **3F1c** – recognise and use fractions as numbers: unit fractions and non–unit fractions with small denominators **3F2** – recognise and show, using diagrams, equivalent fractions with small denominators **3F3** – compare and order unit fractions and fractions with the same denominators
Measurement (M)	**Prior Learning from Year 2 curriculum:** **2M1** – compare and order lengths, mass, volume / capacity and record the results using >, < and = **2M3a** – recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value **From Year 3 curriculum:** **3M2a** – measure lengths (m / cm / mm) **3M7** – measure the perimeter of simple 2–D shapes **3M9a** – add and subtract amounts of money to give change, using both pounds (£) and pence (p) in practical contexts
Geometry – properties of shapes (G)	**Prior Learning from Years 1 and 2 curricula:** **1G1a** – recognise and name common 2–D shapes [e.g. rectangles (including squares), circles and triangles] **1G1b** – recognise and name common 3–D shapes [e.g. cuboids (including cubes), pyramids and spheres] **2G3 –** identify 2–D shapes on the surface of 3–D shapes, [e.g. a circle on a cylinder and a triangle on a pyramid] **From Year 3 curriculum:** n/a
Geometry – position and direction (P)	**Prior Learning from Year 1 curriculum:** **1P2** – describe position, directions and movement, including half, quarter and three–quarter turns **From Year 3 curriculum:**

	n/a
Statistics (S)	**Prior Learning:** n/a **From Year 3 curriculum:** **3S1** – interpret and present data using bar charts, pictograms and tables **3S2** – solve one–step and two–step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts, pictograms and tables

Summer - Curriculum map

Year 5: Summer	
Strand	**Content Assessed**
Number (N)	**Prior Learning from Year 3 and 4 curricula:** **3N2a** – compare and order numbers up to 1,000 read and write numbers to 1,000 in numerals and in words **3N2b** – find 10 or 100 more or less than a given number **3N4** – identify, represent and estimate numbers using different representations **4N2a** – order and compare numbers beyond 1,000 **From Year 5 curriculum:** **5N1** – count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 **5N3a** – determine the value of each digit in numbers up to 1,000,000 **5N3b** – read Roman numerals to 1,000 (M) and recognise years written in Roman numerals **5N4** – round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
Calculation (C)	**Prior Learning from Year 3 and 4 curricula:** **3C2** – add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction **3C4** – solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction **3C7** – write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods **4C2** – add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate **4C6b** – use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers **4C6c** – recognise and use factor pairs and commutativity in mental calculations **4C7** – multiply two-digit and three-digit numbers by a one-digit number using formal written layout **From Year 5 curriculum:** **5C2** – add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) **5C4** – solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why **5C5d** – recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})

	5C6b – multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 **5C7a** – multiply numbers up to 4 digits by a one-or two-digit number using a formal written method, including long multiplication for two-digit numbers **5C7b** – divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context **5C8a** – solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes **5C8b** – solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
Fractions (F)	**Prior Learning from Year 3 and 4 curricula:** **3F4** – add and subtract fractions with the same denominator within one whole [e.g. 5/7 + 1/7 = 6/7] **3F10** – solve problems that involve 3F1–3F4 **4F2** – recognise and show, using diagrams, families of common equivalent fractions **4F4** – add and subtract fractions with the same denominator **4F8** – compare numbers with the same number of decimal places up to two decimal places **4F10a** – solve problems involving increasingly harder fractions to calculate quantities and fractions to divide quantities, including non-unit fractions where the answer is a whole number **4F10b** –solve simple measure and money problems involving fractions and decimals to two decimal places **From Year 5 curriculum:** **5F2a** – recognise mixed numbers and improper fractions and convert from one form to the other; write mathematical statements >1 as a mixed number [e.g. 2/5 + 4/5 = 6/5 = 1 1/5] **5F3** – compare and order fractions whose denominators are all multiples of the same number **5F4** – add and subtract fractions with the same denominator and denominators that are multiples of the same number **5F5** – multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams **5F7** – round decimals with two decimal places to the nearest whole number and to one decimal place **5F8** – read, write, order and compare numbers with up to three decimal places **5F10** – solve problems involving numbers up to three decimal places **5F12** – solve problems that require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25
Measurement (M)	**Prior Learning from Year 3 and 4 curricula:** **3M7** – measure the perimeter of simple 2–D shapes **3M9d** – add and subtract volume / capacity (l / ml) **4M5** – convert between different units of measurement [e.g. kilometre to metre; hour to minute] **From Year 5 curriculum:** **5M9a** – use all four operations to solve problems involving measures [money] using decimal notation, including scaling **5M9c** – use all four operations to solve problems involving measure [e.g. mass] using decimal notation, including scaling
Geometry –	**Prior Learning from Year 3 and Year 4 curricula:**

properties of shapes (G)	**3G4a** – recognise that angles are a property of shape or a description of a turn **4G2b** – identify lines of symmetry in 2-D shapes presented in different orientations **4G4** – identify acute and obtuse angles and compare and order angles up to two right angles by size **From Year 5 curriculum:** **5G2a** – use the properties of rectangles to deduce related facts and find missing lengths and angles **5G3b** – identify 3-D shapes including cubes and other cuboids, from 2-D representations **5G4b** – Identify: • angles at a point and one whole turn (total 360o) • angles at a point on a straight line and 12 a turn (total 180o) • other multiples of 90^{o}
Geometry – position and direction (P)	**Prior Learning from Year 4 curriculum:** **4P3a** – describe positions on a 2-D grid as co-ordinates in the first quadrant **Year 5 curriculum:** **5P2** – identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed
Statistics (S)	**Prior Learning:** n/a **From Year 5 curriculum:** **5S2** – solve comparison, sum and difference problems using information presented in a line graph

5 $41 - 1 =$ ☐

1N2b

1 mark

6 $13 - 9 =$ ☐

2C2b

1 mark

7 Tick (✓) the number that has **3 tens** and **6 ones**.

0 9	☐
3 6	☐
6 3	☐
9 0	☐

2N3
1 mark

8 Max has these coins.

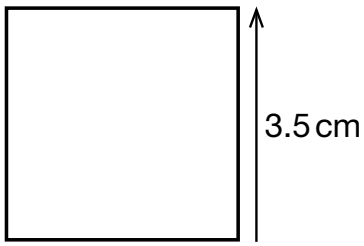
He buys a pen for **45p**.

How much money will Max have left?

Show your working	p

2M9
2 marks

13 What is the **perimeter** of this square?



cm

4M7a

1 mark

14 Kyle, Dev, Joe and Samir play a computer game.

This table shows the points they scored.

Kyle	Dev	Joe	Samir
6,939	6,943	6,897	6,928

Tick the correct order of scores which has the **highest** scorer first.

1st	2nd	3rd	4th	
Kyle	Dev	Joe	Samir	☐
Dev	Samir	Kyle	Joe	☐
Dev	Kyle	Joe	Samir	☐
Dev	Kyle	Samir	Joe	☐

4N2a

1 mark

/2

Total for this page

16 $\frac{11}{12} - \frac{3}{4} =$

5F4

1 mark

17 $1{,}532 \times 100 =$

5C6b

1 mark

18 $941 \times 7 =$

5C7a

1 mark

/3

Total for this page

13 Sam has a bunch of flowers.

There are equal numbers of roses, lilies and tulips.

(a) A **third** of the bunch of flowers are roses.

A **half** of the roses are red.

What **fraction** of the bunch of flowers are red roses?

6F5a
6F5b
1 mark

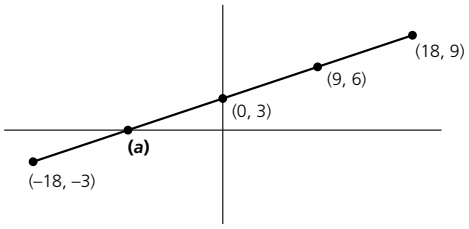
(b) A **third** of the whole bunch of flowers are yellow.

A **third** of the yellow flowers are roses.

What **fraction** of the bunch of flowers are yellow roses?

6F5a
6F5b
1 mark

14 Here is a line joining equally spaced points on coordinate axes.



Circle the correct coordinates of point ***a***.

(0, 9) (–9, 0) (–9, –3) (–9, 3) (9, 0)

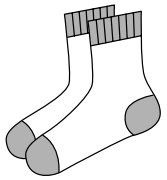
6P3
1 mark

/3
Total for this page

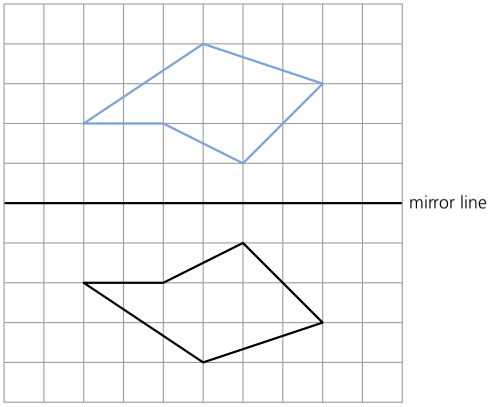
Paper 1 arithmetic: answers and mark scheme

Question number & content domain	Question & answer	Marking guidance	Mark
Practice a 2C2a	12 + 2 = **14**		n/a
Practice b 2C2a	12 + **10** = 22		n/a
1 1N2b	19 + 1 = **20**		1
2 2C2b	7 + 12 = **19**		1
3 1C2a	7 + 5 = **12**		1
4 1C2a	11 – 3 = **8**		1
5 1N2b	41 – 1 = **40**		1
6 2C2b	13 – 9 = **4**		1
7 2C6	6 × 10 = **60**		1
8 2C2b	74 – 20 = **54**		1
9 1C2a	0 + 14 = **14**		1
10 2C2b	15 – 8 = **7**		1

Paper 2 reasoning: answers and mark scheme

Question number & content domain	Question and answer	Marking guidance	Mark
Practice question a 2C2a	Here are two numbers. What is the difference between the two numbers? 17 **8** 9		n/a
Practice question b 2C6	Here are four numbers. Circle the odd number. 50 46 (67) 38	67 indicated only.	n/a
1 1N2a	Write the number thirty-four in numerals. **34**		1
2 1C8	 The picture shows one pair of socks. Max has six pairs of socks. How many socks does he have? **12** socks	Accept 6 × 2 or 2 × 6	1

Question number & content domain	Question & answer	Marking guidance	Mark
3 3N1b	The numbers in this sequence decrease in equal steps. Write the missing numbers in the sequence. 64 **60** 56 52 **48** **44** 40	Award **two** marks for **three** correct numbers. Award **one** mark for **two** correct numbers. Accept an incorrect third missing number if it is 4 less than an incorrect second missing number.	2
4 2C6	Circle the calculation that has a different answer to the other three. 80 ÷ 10 = 2 × 4 = 40 ÷ 5 = 18 ÷ 2 =	Accept any indication of correct answer only.	1
5 2M9	Javid has one 50p, one 20p and three 5p coins.  He buys 2 pencils for 19p each and a pen for 29p. How much money does Javid have left? **18** p	Award **two** marks for a correct answer. Award **one** mark for a correct method, e.g. 50 + 20 + 5 + 5 + 5 = 85 19 + 19 + 29 = 67 85 – 67 =	2

Question number & content domain	Question & answer	Marking guidance	Mark
7 5P2	Reflect the shape in the mirror line. Use a ruler.  		1
8 5N2	Write this number in **numerals**. **eight hundred and three thousand, seven hundred and forty** **803,740**	Ignore comma in answer if not placed or incorrectly placed.	1
9 4F10a	Poppy, Milly and Jess share **100** counters. Two of the friends have the **same** number of counters. Poppy takes $\frac{2}{5}$ of the counters. Complete this sentence with the missing numbers. Jess could have **20**, **30** or **40** counters.	Award **two** marks for all **three** correct missing numbers. Award **one** mark for **two** correct missing numbers.	2

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