

2016 national curriculum tests

# Key stage 2

## Mathematics test mark schemes

Paper 1: arithmetic

Paper 2: reasoning

Paper 3: reasoning



Standards  
& Testing  
Agency

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# 1. Introduction

The Standards and Testing Agency (STA) is responsible for the development and delivery of statutory tests and assessments. STA is an executive agency of the Department for Education.

The 2016 test is the first assessment of the 2014 national curriculum. This test has been developed to meet the specification set out in the test framework for mathematics at key stage 2. The test frameworks are on the GOV.UK website at [www.gov.uk/sta](http://www.gov.uk/sta).

A new test and mark scheme will be developed each year.

The 2016 key stage 2 tests will be marked by external markers.

Scaled score conversion tables are not included in this document. Conversion tables will be produced as part of the standard-setting process. Scaled score conversion tables for the 2016 tests will be published at [www.gov.uk/sta](http://www.gov.uk/sta) in June 2016. The standard-setting process will take place in June 2016.

This mark scheme is provided to show teachers and markers how the tests are marked. The pupil examples are based on answers gathered from the test-trialling process.

## 2. Structure of the key stage 2 mathematics test

The key stage 2 mathematics test materials comprise:

- Paper 1: arithmetic (40 marks)
- Paper 2: reasoning (35 marks)
- Paper 3: reasoning (35 marks).

## 3. Content domain coverage

The 2016 test meets the specification set out in the test framework. Table 1 sets out the areas of the content domain that are assessed in the test papers.

The references are taken from the test framework. A question assessing 4C7, for example, sets out to 'multiply two-digit and three-digit numbers by a one-digit number using a formal written layout' and is taken from the year 4 programme of study.

Table 1: content domain coverage of the 2016 key stage 2 mathematics test

Paper 1: arithmetic		Paper 2: reasoning		Paper 3: reasoning	
Qu.	Content domain reference	Qu.	Content domain reference	Qu.	Content domain reference
1	3N2b	1a	3N2a	1	3C1
2	3C2	1b	3N2a	2a	6N5
3	4C6b	2	5N2	2b	6N5
4	3C1	3	3C2	3	4M4b
5	3C2	4a	4S1	4a	6A2
6	3C7	4b	5S1	4b	6A2
7	5C2	5	5C5c	5	5F8
8	3C1	6	4G2c	6	4F10b
9	3C7	7a	6F2	7a	4G4
10	4C7	7b	6F2	7b	4G4
11	3C7	8	5F10	8	6C8
12	5C6a	9	3M9a	9a	5S1
13	5C6b	10	3F2	9b	5S1
14	5F8	11	5M9c	10	5M8
15	5C7b	12a	6A2	11	6C7a
16	5F8	12b	6A2	12	4P2
17	5F8	13	6R1	13	5F10
18	5C2	14	6C5	14a	6M5
19	6C9	15	5M5	14b	6M5
20	6F9a	16a	6N2	15	5N4
21	4F8	16b	6N2	16	6R4
22	4C6b	17a	6G4b	17	6M7b
23	5C7a	17b	6G4a	18	6G2a
24	4F4	18	6C8	19	6N6
25	6R2	19	6C8	20	5F10
26	6F9b	20	6P2	21	6C8
27	5F4				
28	6C7b				
29	6R2				
30	6C7a				
31	6F4				
32	6C7b				
33	6F5b				
34	5F5				
35	6F4				
36	6C9				

## 4. Explanation of the mark schemes

The marking information for each question is set out in the form of tables (sections 7, 8 and 9).

The purpose of the mark scheme is to define the acceptable answers for each question within the test. Answers other than those listed may be acceptable if they meet the marking criteria.

The '**Qu.**' column on the left-hand side of each table provides a quick reference to the question number and part.

The '**Requirement**' column may include two types of information:

- a statement of the requirements for the award of each mark, with an indication of whether credit can be given for a correct method
- examples of some different types of correct answer.

The '**Mark**' column indicates the total number of marks available for each question part.

The '**Additional guidance**' column indicates alternative acceptable answers and guidance, such as the range of acceptable answers, where necessary. This column may also provide details of specific types of answer which are unacceptable. For most questions, however, there will be unacceptable answers that are not listed.

## 5. General marking guidance

### 5.1 Applying the mark schemes

To ensure consistency of marking, the most frequent procedural queries are listed in section 5.2 along with the action the marker will take. This is followed by further guidance on pages 9 to 11 relating to marking questions involving money, time and other measures. Unless otherwise specified in the mark scheme, markers will apply these guidelines in all cases.

#### Recording marks awarded

Marking will take place on-screen with markers viewing scanned images of pupils' tests. Marks will be entered into the marking system in accordance with the guidance for the on-screen marking software.

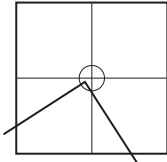
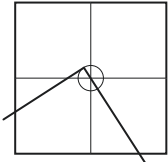
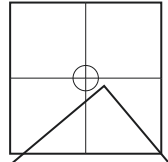
For each question, markers will record the award 3, 2, 1 or 0 as appropriate, according to the mark-scheme criteria. There will be provision in the software to record questions not attempted. The software will aggregate marks automatically.

## 5.2 General marking principles

Table 2: General marking principles

<p><b>1. The pupil's answer does not match closely any of the examples given in the mark scheme.</b></p>	<p>Markers will use their judgement in deciding whether the answer corresponds with details in the 'Requirement' column of the mark scheme. Reference will also be made to the 'Additional guidance' column.</p>
<p><b>2. The pupil has answered in a non-standard way.</b></p>	<p>Pupils may provide evidence in any form as long as its meaning can be understood. Diagrams, symbols or words are acceptable for explanations or for indicating an answer.</p>
<p><b>3. The answer in the answer box is wrong due to a misread of numbers (papers 2 and 3 only).</b></p>	<p>A misread occurs when a pupil misreads a <b>number</b> given in the question and consistently uses a different number that does not alter the original intention or difficulty of the question. For example, if '243' is misread as '248', both numbers may be regarded as comparable in difficulty. However, if '243' is misread as '245' or '240', the misread number may be regarded as making the question easier. The misread of a number may affect the award of marks.</p> <p>Where appropriate, detailed guidance will be given in the mark scheme, which markers will follow. If no guidance is given, markers will examine each case to decide whether the mark(s) will be awarded.</p> <p><b>No marks</b> are awarded if:</p> <ul style="list-style-type: none"> <li>• it is a <b>ONE-mark</b> question</li> <li>• there is more than one misread number in a question</li> <li>• the mathematics is simplified</li> <li>• it is an explanation question</li> <li>• it is a misread of other information (not numbers).</li> </ul> <p>For <b>TWO-mark</b> questions that have a method mark, <b>ONE</b> mark will be awarded if the correct method is correctly followed through with the misread number provided the mathematics has not been simplified.</p> <p>For <b>THREE-mark</b> questions, refer to the additional guidance.</p>
<p><b>4. No answer is given in the expected place, but the correct answer is given elsewhere.</b></p>	<p>Where a pupil has unambiguously indicated the correct answer, the mark(s) will be awarded. In particular, where a word or number is expected, a pupil may meet the requirement by annotating a graph or labelling a diagram elsewhere in the question.</p>

5. The pupil's answer is correct, but the wrong working is shown.	A correct final answer will be awarded the mark(s).
6. The answer in the answer box is wrong due to a transcription error.	<p>A transcription error occurs when a pupil miscopies the correct answer from the <b>end of their working</b> into the answer box.</p> <p>Where appropriate, detailed guidance will be given in the mark scheme, which markers will follow. For questions with no guidance, marks <b>will not</b> be awarded for a transcription error unless the following rules apply:</p> <ul style="list-style-type: none"> <li>• the wrong answer is due to a transcription error; i.e. <ul style="list-style-type: none"> <li>▪ the wrong answer is due to transposed digits in a number (e.g. 243 is written as 423); if so, the mark(s) <b>will</b> be awarded</li> </ul> </li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>▪ the wrong answer is due to one digit being changed in a number of 4 or more digits (e.g. 2345 is written as 2845); if so, the mark(s) <b>will</b> be awarded</li> </ul> <ul style="list-style-type: none"> <li>• the pupil has continued to give redundant extra working which does not contradict the work already done; if so, the mark(s) <b>will</b> be awarded</li> <li>• the pupil has continued to give redundant extra working which does contradict work already done; if so, the mark(s) <b>will not</b> be awarded.</li> </ul>
7. The pupil's answer correctly follows through from earlier incorrect work.	'Follow through' marks for an answer will only be awarded when specifically stated in the mark scheme.
8. The correct answer has been crossed out and not replaced.	No marks will be awarded for crossed-out answers or working.
9. More than one answer is given.	If all answers given are correct (or a range of answers is given, all of which are correct), the mark(s) will be awarded unless the mark scheme states otherwise. If both correct and incorrect answers are given, no mark(s) will be awarded unless the mark scheme states otherwise.

<p><b>10. The pupil's answer is numerically or algebraically equivalent to the answer in the mark scheme.</b></p>	<p>Answers should be given as single values in their simplest form unless the mark scheme states otherwise, e.g. for <math>\square = 536 - 30</math>, the answer <math>500 + 6</math> will not be accepted. Reference will also be made to the 'Additional guidance' column to determine if the mark(s) will be awarded.</p>
<p><b>11. The pupil has used a symbol as a separator of thousands.</b></p>	<p>Markers will only accept the use of a comma as a separator of thousands (either correctly or incorrectly placed). If the digits are in the correct order, the mark(s) will be awarded.</p> <p>If any other symbol is used the mark(s) will not be awarded.</p>
<p><b>12. The correct answer is embedded in the working (papers 2 and 3 only).</b></p>	<p>An embedded answer occurs when a pupil shows the correct answer within their working but then selects the wrong answer from their working as their final answer or leaves the answer box blank. For example, if a pupil shows '<math>2.5 \times 6 = 3 \times 5</math>' in the last line of their working and writes 5 in the answer box whereas the correct answer is 3, then this will affect the award of marks.</p> <p>Where appropriate, detailed guidance will be given in the mark scheme, which markers will follow. If no guidance is given, markers will examine each case to decide whether the mark(s) will be awarded.</p> <p>For <b>ONE-mark</b> questions, no mark will be awarded.</p> <p>For <b>TWO-mark</b> questions that have a method mark, <b>ONE-mark</b> will be awarded provided the pupil does not give redundant extra working which contradicts work already done.</p> <p>For <b>THREE-mark</b> questions, refer to the additional guidance.</p>
<p><b>13. The pupil has drawn lines which do not meet at the correct point.</b></p>	<p>Markers will interpret the phrase 'slight inaccuracies in drawing' to mean 'within or on a circle of radius 2 mm with its centre at the correct point'.</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>within the circle - accepted</p> </div> <div style="text-align: center;">  <p>on the circle - accepted</p> </div> <div style="text-align: center;">  <p>outside the circle - <b>not</b> accepted</p> </div> </div>



## 6. Marking specific types of question: summary of additional guidance

### 6.1 Answers involving money

	Accept	Do not accept
<p><b>Where the £ sign is given, e.g.</b></p> <p>£3.20, £7</p> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">£</div>	<p>£3.20                      £7</p> <p style="text-align: right;">£7.00</p> <p>Any unambiguous indication of the correct amount, e.g.</p> <p>£3.20p</p> <p>£3 20 pence</p> <p>£3 20</p> <p>£3-20</p> <p>£3:20</p>	<p>Incorrect placement of pounds or pence, e.g.</p> <p>£320</p> <p>£320p</p> <p>Incorrect placement of decimal point or incorrect use or omission of 0 or use of comma as a decimal point, e.g.</p> <p>£3.2</p> <p>£3 200</p> <p>£32 0</p> <p>£3-2-0</p> <p>£3,20</p>
<p><b>Where the p sign is given, e.g.</b></p> <p>40p</p> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px;">p</div>	<p>40p</p> <p>Any unambiguous indication of the correct amount, e.g.</p> <p>£0.40p</p>	<p>Incorrect or ambiguous use of pounds or pence or use of comma as a decimal point, e.g.</p> <p>0.40p</p> <p>£40p</p> <p>£0,40p</p>

	Accept	Do not accept
<b>Where no sign is given, e.g.</b> £3.20, 40p <input type="text"/>	£3.20                      40p 320p                        £0.40 Any unambiguous indication of the correct amount, e.g. £3.20p                      £0.40p £3 20 pence                £.40p £3 20                         £.40 £3-20                         40 £3:20                         0.40 3.20 320 3 pounds 20	Incorrect or ambiguous use of pounds or pence or use of comma as a decimal point, e.g. £320                         £40 £320p                        £40p £3.2                         0.4 3.20p                        0.40p £3,20                        0,40p £0,40p

## 6.2 Answers involving time

	Accept	Do not accept
<b>A time interval, e.g.</b> 2 hours 30 minutes	2 hours 30 minutes Any unambiguous, correct indication, e.g. (0)2h 30                      150 minutes (0)2h 30 min                150 (0)2 30                        2.5 hours (0)2-30                        2 $\frac{1}{2}$ hours Digital electronic time, i.e. (0)2:30                        (0)2;30	Incorrect or ambiguous time interval or use of comma as a decimal point, e.g. 2.30                         2.3 hours 2,30                         2.3h 230                         2h 3 2.3                         2.30 min 2,5 hours

	Accept	Do not accept
<p><b>A specific time, e.g.</b> 8:40am, 17:20</p>	<p>(0)8:40am (0)8:40 twenty to nine Any unambiguous, correct indication, e.g. (0)8.40 (0)8;40 0840 (0)8 40 (0)8-40 Unambiguous change to 12- or 24-hour clock, e.g. 17:20 as 5:20pm or 17:20pm</p>	<p>Incorrect time, e.g. 8.4am 8.40pm Incorrect placement of separators, spaces, etc. or incorrect use or omission of 0 or use of a comma as a decimal point, e.g. 840 8:4:0 8.4 084 8,40</p>

### 6.3 Answers involving measures

	Accept	Do not accept
<p><b>Where units are given, e.g.</b> 8.6kg</p> <p><input type="text"/> kg</p> <p><input type="text"/> m</p> <p><input type="text"/> l</p>	<p>8.6kg Any unambiguous indication of the correct measurement, e.g. 8.60kg 8.6000kg 8kg 600g</p>	<p>Incorrect or ambiguous use of units or use of comma as a decimal point, e.g. 8600kg 8kg 600 8,60kg 8,6000kg</p>

If a pupil gives an answer with a unit different to the unit in the answer box, then their answer must be equivalent to the correct answer provided, unless otherwise indicated in the mark scheme.

If a pupil leaves the answer box empty but writes the answer elsewhere on the page without any units, then that answer is assumed to have the units given in the answer box and the conditions listed above.

## 7. Mark schemes for Paper 1: arithmetic

Qu.	Requirement	Mark	Additional guidance
1	1,087	1m	
2	350	1m	
3	326	1m	
4	459	1m	
5	1,221	1m	
6	19	1m	
7	97,637	1m	
8	405	1m	
9	24	1m	
10	2,637	1m	
11	568	1m	
12	3,500	1m	
13	41,200	1m	
14	9.125	1m	
15	162	1m	
16	42.294	1m	
17	53.18	1m	
18	110,457	1m	
19	19	1m	
20	0.09	1m	
21	2.85	1m	
22	110	1m	

Qu.	Requirement	Mark	Additional guidance
23	<p>Award <b>TWO</b> marks for the correct answer of 3,266</p> <p>If the answer is incorrect, award <b>ONE</b> mark for the formal method of long multiplication with no more than <b>ONE</b> arithmetical error, e.g.</p> <ul style="list-style-type: none"> <li>• <math display="block">\begin{array}{r} 71 \\ \times 46 \\ \hline 426 \\ 2840 \\ \hline 3260 \text{ (error)} \end{array}</math></li> <li><b>OR</b></li> <li>• <math display="block">\begin{array}{r} 71 \\ \times 46 \\ \hline 426 \\ 2440 \text{ (error)} \\ \hline 2866 \end{array}</math></li> </ul>	Up to 2m	<p>Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.</p> <p><b>Do not</b> award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens:</p> $\begin{array}{r} 71 \\ \times 46 \\ \hline 426 \\ 284 \text{ (place value error)} \\ \hline 710 \end{array}$
24	$1\frac{2}{7}$ OR $\frac{9}{7}$	1m	<p>Accept equivalent fractions or the <b>exact</b> decimal equivalent, e.g. <math>1.\overline{285714}</math> (accept any unambiguous indication of the recurring digits).</p> <p><b>Do not</b> accept rounded or truncated decimals.</p>
25	360	1m	<b>Do not</b> accept 360%
26	91.5	1m	
27	$\frac{1}{4}$	1m	Accept equivalent fractions or an <b>exact</b> decimal equivalent, e.g. 0.25

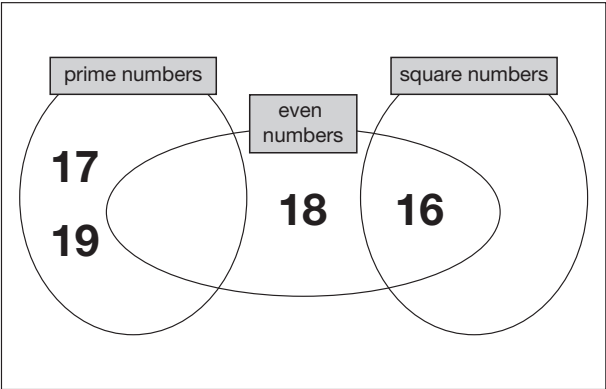
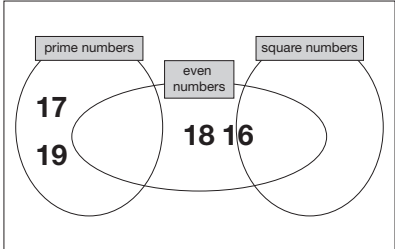
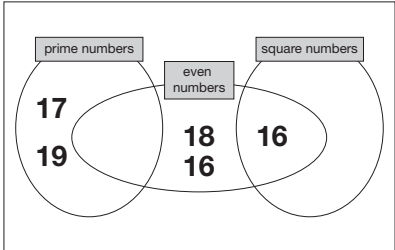
Qu.	Requirement	Mark	Additional guidance
28	<p>Award <b>TWO</b> marks for the correct answer of 25</p> <p>If the answer is incorrect, award <b>ONE</b> mark for the formal methods of division with no more than <b>ONE</b> arithmetical error, i.e.</p> <ul style="list-style-type: none"> <li>long division algorithm, e.g.</li> </ul> $\begin{array}{r} 25r2 \\ 29 \overline{) 725} \\ - 580 \quad (20 \times 29) \\ \hline 145 \\ - 116 \quad (4 \times 29) \\ \hline 31 \quad (error) \\ - 29 \quad (1 \times 29) \\ \hline 2 \end{array}$ <p><b>OR</b></p> $\begin{array}{r} 24 \quad (error) \\ 29 \overline{) 725} \\ - 58 \quad (2 \times 29) \\ \hline 145 \\ - 145 \quad (5 \times 29) \\ \hline 0 \end{array}$ <ul style="list-style-type: none"> <li>short division algorithm, e.g.</li> </ul> $\begin{array}{r} 2 \ 6 \quad (error) \\ 29 \overline{) 72^{14}5} \end{array}$	Up to 2m	<p>Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.</p> <p>Short division methods must be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure must be less than the divisor.</p>
29	66	1m	<b>Do not</b> accept 66%

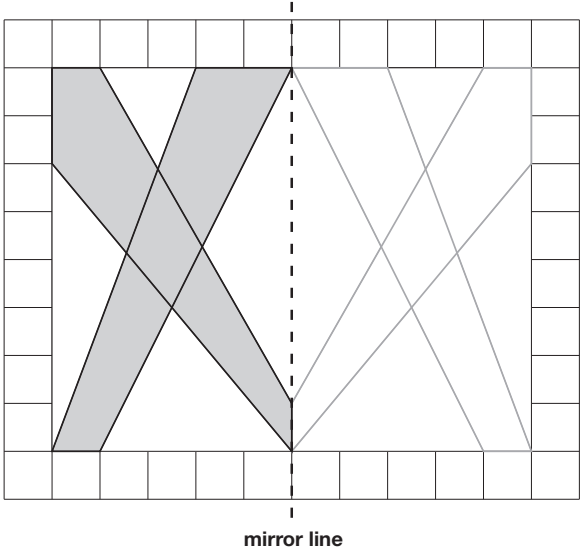
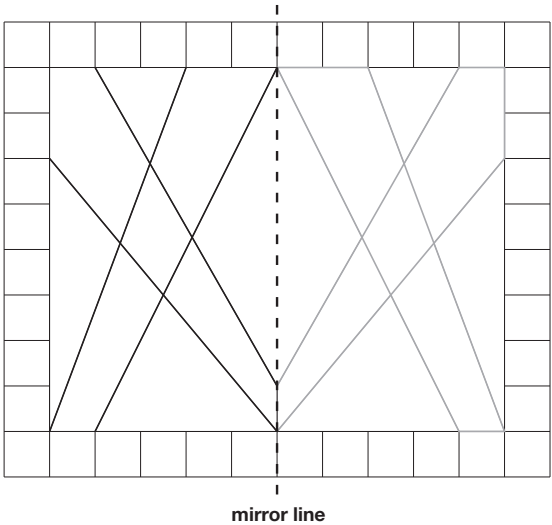
Qu.	Requirement	Mark	Additional guidance
30	<p>Award <b>TWO</b> marks for the correct answer of 203,794</p> <p>If the answer is incorrect, award <b>ONE</b> mark for the formal method of long multiplication with no more than <b>ONE</b> arithmetical error, e.g.</p> <ul style="list-style-type: none"> <li> <math display="block">\begin{array}{r} 6574 \\ \times \quad 31 \\ \hline 6574 \\ 143790 \\ \hline 150364 \end{array} \text{ (error)}</math> </li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li> <math display="block">\begin{array}{r} 6574 \\ \times \quad 31 \\ \hline 6574 \\ 197220 \\ \hline 193794 \end{array} \text{ (error)}</math> </li> </ul>	Up to 2m	<p>Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.</p> <p><b>Do not</b> award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens:</p> $\begin{array}{r} 6574 \\ \times \quad 31 \\ \hline 6574 \\ 19722 \\ \hline 26296 \end{array} \text{ (place value error)}$
31	$2 \frac{1}{10}$ OR $\frac{21}{10}$	1m	<p>Accept equivalent fractions or an <b>exact</b> decimal equivalent, e.g. 2.1</p> <p><b>Do not</b> accept <math>1 \frac{11}{10}</math></p>

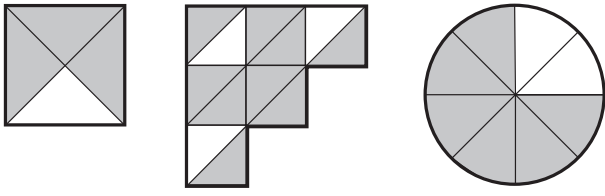
Qu.	Requirement	Mark	Additional guidance
32	<p>Award <b>TWO</b> marks for the correct answer of 26</p> <p>If the answer is incorrect, award <b>ONE</b> mark for the formal methods of division with no more than <b>ONE</b> arithmetical error, i.e.</p> <ul style="list-style-type: none"> <li>long division algorithm, e.g.</li> </ul> $\begin{array}{r} 28r14 \\ 43 \overline{)1118} \\ \underline{- 645} \phantom{00} \\ 573 \phantom{00} \text{ (error)} \\ \underline{- 430} \phantom{00} \\ 143 \\ \underline{- 129} \\ 14 \end{array}$ <p>OR</p> $\begin{array}{r} 25r23 \\ 43 \overline{)1118} \\ \underline{- 88} \phantom{00} \text{ (error)} \\ 238 \\ \underline{- 215} \\ 23 \end{array}$ <ul style="list-style-type: none"> <li>short division algorithm, e.g.</li> </ul> $\begin{array}{r} 2 \ 5 \text{ (error)} \\ 43 \overline{)111^{25}8} \end{array}$	Up to 2m	<p>Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.</p> <p>Short division methods must be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure must be less than the divisor.</p>
33	$\frac{1}{5}$	1m	Accept equivalent fractions or an <b>exact</b> decimal equivalent, e.g. 0.2
34	56	1m	
35	$\frac{11}{12}$	1m	<p>Accept equivalent fractions or the <b>exact</b> decimal equivalent e.g. <math>0.9\overline{16}</math> (accept any unambiguous indication of the recurring digit).</p> <p><b>Do not</b> accept rounded or truncated decimals.</p>
36	53	1m	



## 8. Mark schemes for Paper 2: reasoning

Qu.	Requirement	Mark	Additional guidance
1a	499	1m	
1b	555	1m	
2	Award <b>ONE</b> mark for the correct answer as shown: • <u>E</u> <u>B</u> <u>C</u> <u>D</u> <u>A</u>	1m	Accept: • <u>£91,500</u> <u>B</u> <u>£130,500</u> <u>£131,500</u> <u>£135,300</u>
3	Award <b>TWO</b> marks for: $\begin{array}{r} 15\boxed{1} \\ + 4\boxed{6}4 \\ \hline \boxed{6}15 \end{array}$ If the answer is incorrect, award <b>ONE</b> mark for two digits correct.	Up to 2m	
4a	191,118	1m	
4b	48,361	1m	
5	Award <b>TWO</b> marks for all four numbers placed correctly as shown:  If the answer is incorrect, award <b>ONE</b> mark for three numbers placed correctly.	Up to 2m	Accept alternative unambiguous indications, e.g. lines drawn from the numbers to the appropriate regions of the diagram. <b>Do not</b> accept numbers written in more than one region, e.g.  <b>OR</b> 

Qu.	Requirement	Mark	Additional guidance
6	<p>Diagram completed correctly as shown:</p> 	1m	<p>Accept inaccurate drawing, provided the intention is clear.</p> <p>Diagram need not be shaded.</p> <p>Diagram need not include edges drawn along the gridlines, e.g.</p> 
7a	$\frac{\boxed{2}}{3} = \frac{8}{12} = \frac{4}{\boxed{6}}$	1m	
7b		1m	
8	<p>Numbers circled as shown:</p> <p><math>\textcircled{0.05}</math>   0.23   <math>\textcircled{0.2}</math>   0.5</p>	1m	<p>Accept alternative unambiguous positive indications, e.g. numbers ticked or underlined.</p>
9	<p>Award <b>TWO</b> marks for the correct answer of 25p</p> <p>If the answer is incorrect, award <b>ONE</b> mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none"> <li>• <math>168 \div 2 = 84</math> 109 – 84</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• <math>168 \div 6 = 28</math> <math>3 \times 28 = 84</math> 109 – 84</li> </ul>	Up to 2m	<p>Accept for <b>TWO</b> marks, an answer given in the acceptable notation (see page 10 for guidance).</p> <p>Answer need not be obtained for the award of <b>ONE</b> mark.</p> <p>Accept for <b>ONE</b> mark an answer of 0.25p <b>OR</b> £25p <b>OR</b> £25 as evidence of an appropriate method.</p>

Qu.	Requirement	Mark	Additional guidance
10	<p>Award <b>TWO</b> marks for all three diagrams completed to show three-quarters shaded, e.g.</p>  <p>If the answer is incorrect, award <b>ONE</b> mark for two diagrams correct.</p>	Up to 2m	Accept alternative unambiguous indications of parts shaded.
11	<p>Award <b>TWO</b> marks for the correct answer of 30</p> <p>If the answer is incorrect, award <b>ONE</b> mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none"> <li><math>1.5 \text{ kg} = 1,500 \text{ g}</math> <math>1,500 \div 50</math></li> </ul>	Up to 2m	<p>Answer need not be obtained for the award of <b>ONE</b> mark.</p> <p>Units must be converted correctly for the award of <b>ONE</b> mark.</p>
12a	53	1m	
12b	48	1m	
13	<p>Award <b>TWO</b> marks for the correct answer of 119</p> <p>If the answer is incorrect, award <b>ONE</b> mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none"> <li><math>140 \div 20 = 7</math> <math>3 \times 7 = 21</math> <math>140 - 21</math></li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><math>140 \div 20 = 7</math> <math>20 - 3 = 17</math> <math>17 \times 7</math></li> </ul>	Up to 2m	Answer need not be obtained for the award of <b>ONE</b> mark.

Qu.	Requirement	Mark	Additional guidance
14	24 <b>AND</b> 48 only	1m	Numbers may be given in either order.
15	<p>Award <b>TWO</b> marks for the correct answer of 77 °F</p> <p>If the answer is incorrect, award <b>ONE</b> mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none"> <li>• <math>86 - 68 = 18</math> <math>18 \div 2 = 9</math> <math>9 + 68</math></li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• <math>86 - 68 = 18</math> <math>18 \div 2 = 9</math> <math>86 - 9</math></li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• <math>86 + 68 = 154</math> <math>154 \div 2</math></li> </ul>	Up to 2m	Answer need not be obtained for the award of <b>ONE</b> mark.
16a	9,999,995	1m	
16b	5,900,000	1m	
17a	160	1m	
17b	20	1m	If the answers to a and b are incorrect, award <b>ONE</b> mark if $a + b = 180^\circ$ unless $b$ is between $33^\circ$ and $37^\circ$ inclusive, or $90^\circ$
18	20	1m	

Qu.	Requirement	Mark	Additional guidance
19	<p>Award <b>THREE</b> marks for the correct answer of £111.70</p> <p>If the answer is incorrect, award <b>TWO</b> marks for:</p> <ul style="list-style-type: none"> <li>sight of £90 <b>AND</b> £7.90 <b>AND</b> £13.80 as all multiplication steps completed correctly</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>evidence of an appropriate complete method with no more than one arithmetic error, e.g.</li> </ul> $\begin{array}{r} 7.50 \\ \times 12 \\ \hline 88.80 \\ \text{(error)} \end{array} \quad \begin{array}{r} 79 \\ \times 10 \\ \hline 790 \end{array} \quad \begin{array}{r} 6.90 \\ \times 2 \\ \hline 13.80 \end{array}$ $88.80 + 7.90 + 13.80 = 110.50$ <p>Award <b>ONE</b> mark for evidence of an appropriate complete method.</p>	Up to 3m	<p>Accept for <b>TWO</b> marks, sight of 9,000p <b>AND</b> 790p <b>AND</b> 1,380p as all multiplication steps completed correctly.</p> <p>Answer need not be obtained for the award of <b>ONE</b> mark.</p> <p>A misread of a number may affect the award of marks. No marks are awarded if there is more than one misread or if the mathematics is simplified.</p> <p><b>TWO</b> marks will be awarded if an appropriate complete method with the misread number is followed through correctly.</p> <p><b>ONE</b> mark will be awarded for:</p> <ul style="list-style-type: none"> <li>all multiplication steps completed correctly with the misread number</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>evidence of an appropriate complete method with the misread number followed through correctly with no more than one arithmetic error.</li> </ul>
20	(-10, -40)	1m	

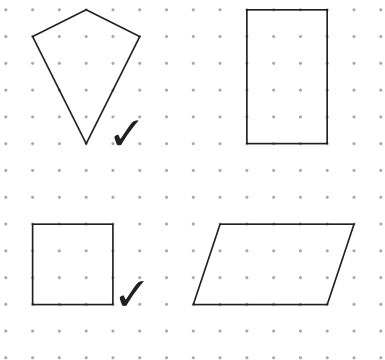
## 9. Mark schemes for Paper 3: reasoning

Qu.	Requirement	Mark	Additional guidance
1	Award <b>TWO</b> marks for numbers in order as shown: <p style="text-align: center;"><b>68</b> 82 96 <b>110</b> 124 138 <b>152</b></p> If the answer is incorrect, award <b>ONE</b> mark for two numbers correct.	Up to 2m	
2a	9	1m	<b>Do not</b> accept -9 or 9-
2b	-6	1m	<b>Do not</b> accept 6-
3	Both clocks ticked, as shown: <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">03:45</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">02:45 ✓</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">09:45</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">21:45</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">14:45 ✓</div> </div>	1m	Accept alternative unambiguous positive indications, e.g. clocks circled or underlined.
4a	▲ = 32	1m	If the answers to ○ and ▲ are incorrect, award <b>ONE</b> mark if $\blacktriangle + \bigcirc = 50$ unless $\bigcirc = 25$
4b	○ = 18	1m	
5	Numbers in order, as shown: <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">0.098</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">0.607</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">0.78</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">4.003</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">5.6</div> </div>	1m	

Qu.	Requirement	Mark	Additional guidance
6	<p>Award <b>TWO</b> marks for the correct answer of 1.07</p> <p>If the answer is incorrect, award <b>ONE</b> mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none"> <li><math>1.28 + 1.65 = 2.93</math> <math>4 - 2.93</math></li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><math>4 - 1.28 = 2.72</math> <math>2.72 - 1.65</math></li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><math>4 - 1.65 = 2.35</math> <math>2.35 - 1.28</math></li> </ul>	Up to 2m	<p>Accept for <b>ONE</b> mark an answer of 107 metres as evidence of an appropriate method.</p> <p>Answer need not be obtained for the award of <b>ONE</b> mark.</p>
7a	c <b>AND</b> e	1m	Letters may be given in either order.
7b	a <b>AND</b> d	1m	Letters may be given in either order.
8	<p>Award <b>TWO</b> marks for the correct answer of 35p <b>OR</b> £0.35</p> <p>If the answer is incorrect, award <b>ONE</b> mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none"> <li><math>50p + 20p + 10p + 10p + 5p = 95p</math> <math>£2.00 - 95p = £1.05</math> <math>£1.05 \div 3</math></li> </ul>	Up to 2m	<p>Accept for <b>ONE</b> mark an answer of £35 <b>OR</b> £35p <b>OR</b> 0.35p as evidence of an appropriate method.</p> <p>Answer need not be obtained for the award of <b>ONE</b> mark.</p>
9a	46	1m	The answer is a time interval (see page 10 for guidance).
9b	10:44	1m	The answer is a specific time (see page 11 for guidance).
10	C	1m	Accept 18
11	<p>Award <b>TWO</b> marks for the correct answer of 2,970</p> <p>If the answer is incorrect, award <b>ONE</b> mark for evidence of an appropriate method with no more than one arithmetic error, e.g.</p> <ul style="list-style-type: none"> <li><math>11 \times 6 = 66</math> <math>66 \times 45</math></li> </ul>	Up to 2m	<p><b>Do not</b> accept sight of a correct multiplication only, e.g. <math>11 \times 6 \times 45</math>, for <b>ONE</b> mark.</p> <p>Misreads are <b>not</b> allowed.</p>

Qu.	Requirement	Mark	Additional guidance								
12	The triangle has moved <input type="text" value="6"/> squares to the right and <input type="text" value="5"/> squares down.	1m									
13	Award <b>TWO</b> marks for the correct answer of 15  If the answer is incorrect, award <b>ONE</b> mark for evidence of an appropriate method, e.g. <ul style="list-style-type: none"> <li><math>4.5 \times 3 = 13.5</math></li> <li><math>13.5 - 6 = 7.5</math></li> <li><math>7.5 \times 2</math></li> </ul>	Up to 2m	Answer need not be obtained for the award of <b>ONE</b> mark.  Misreads are <b>not</b> allowed.								
14a	3,600	1m	Misreads and transcription errors are <b>not</b> allowed.								
14b	1,440	1m									
15	Award <b>TWO</b> marks for three boxes completed correctly as shown: <table border="1" style="margin: 10px auto;"> <thead> <tr> <th></th> <th>Rounded to nearest hundred</th> </tr> </thead> <tbody> <tr> <td>20,906</td> <td>20,900</td> </tr> <tr> <td>2,090.6</td> <td>2,100</td> </tr> <tr> <td>209.06</td> <td>200</td> </tr> </tbody> </table> If the answer is incorrect, award <b>ONE</b> mark for two boxes correct.		Rounded to nearest hundred	20,906	20,900	2,090.6	2,100	209.06	200	Up to 2m	
	Rounded to nearest hundred										
20,906	20,900										
2,090.6	2,100										
209.06	200										
16	Award <b>TWO</b> marks for the correct answer of 3  If the answer is incorrect, award <b>ONE</b> mark for evidence of an appropriate method, e.g. <ul style="list-style-type: none"> <li><math>2.5 \times 6 = 15</math></li> <li><math>15 \div 5</math></li> </ul>	Up to 2m	Answer need not be obtained for the award of <b>ONE</b> mark.  Misreads are <b>not</b> allowed.								
17	A	1m	Accept alternative unambiguous positive indications of the correct triangle, e.g. $2\frac{1}{2}$ or 2.5								



Qu.	Requirement	Mark	Additional guidance
18	<p>Award <b>TWO</b> marks for both kite <b>AND</b> square ticked as shown.</p>  <p>If the answer is incorrect, award <b>ONE</b> mark for:</p> <ul style="list-style-type: none"> <li>kite <b>AND</b> square and not more than one incorrect shape ticked</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>one correct shape only ticked.</li> </ul>	Up to 2m	Accept alternative unambiguous positive indications, e.g. shapes circled.
19	<p>Numbers circled as shown:</p> <p><u>200</u>    2,000    <u>5,000</u>    50,000</p>	1m	Accept alternative unambiguous positive indications, e.g. numbers ticked or underlined.
20	<p>Award <b>TWO</b> marks for the correct answer of £11.40</p> <p>If the answer is incorrect, award <b>ONE</b> mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none"> <li><math>£1.25 + £1.60 = £2.85</math> <math>£2.85 \times 4</math></li> </ul>	Up to 2m	<p>Accept for <b>ONE</b> mark an answer of £1,140 <b>OR</b> £1,140p <b>OR</b> £11.4 as evidence of an appropriate method.</p> <p>Answer need not be obtained for the award of <b>ONE</b> mark.</p>
21	<p>An explanation that shows that 5,868 can be made by adding 326 to <math>17 \times 326</math>, e.g.</p> <ul style="list-style-type: none"> <li>'<math>5542 + 326 = 18 \times 326</math>'</li> <li>'<math>18 \times 326</math> is 326 more than 5,542'</li> <li>'Because this is the same as <math>17 \times 326 = 5542</math> so add one more 326 to get the answer'</li> <li>'You add 326 to 5,542 and your answer will be correct'</li> <li>'Because you can add 326 to the answer of <math>17 \times 326</math>'</li> <li>'<math>5542 + 326</math>'.</li> </ul>	1m	<p><b>Do not</b> accept an explanation that simply calculates <math>326 \times 18 = 5,868</math></p> <p><b>Do not</b> accept vague or incomplete, or incorrect explanations, e.g.</p> <ul style="list-style-type: none"> <li>'You could add another 326'</li> <li>'The difference between 17 and 18 is 1 so you add 326 and that is one more'</li> <li>'Because if you turn the question around you would see that <math>17 \times 326 = 5542</math> so all you need to do is times the number one more time'</li> <li>'<math>5,542 + 326</math> because it is one more'.</li> <li><math>5868 - 326 = 5542</math></li> </ul>

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2016 key stage 2 mathematics test mark schemes

Paper 1: arithmetic, Paper 2: reasoning and Paper 3: reasoning

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