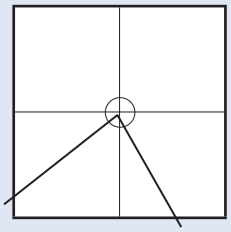
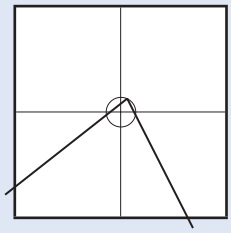
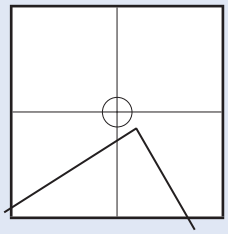
What if…	Marking procedure	
The pupil's response is numerically or algebraically equivalent to the answer in the mark scheme.	Markers should award the mark unless the mark scheme states otherwise.	
The pupil's response does not match closely any of the examples given.	Markers should use their judgement in deciding whether the response corresponds with the statement of the requirements given in the 'Correct response' column. Refer also to the 'Additional guidance'.	
The pupil has responded in a non-standard way.	Calculations, formulae and written responses do not have to be set out in any particular format. 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 a response. Any correct method of setting out working, however idiosyncratic, should be accepted. Provided there is no ambiguity, condone the continental practice of using a comma for a decimal point.	
There appears to be a misreading affecting the working.	This is when the pupil misreads the information given in the question and uses different information without altering the original intention or difficulty level of the question. For each misread that occurs, deduct one mark only.	
No answer is given in the expected place, but the correct answer is given elsewhere.	Where a pupil has shown understanding of the question, the mark(s) should be given. In particular, where a word or number response is expected, a pupil may meet the requirement by annotating a graph or labelling a diagram elsewhere in the question.	
The final answer is wrong, but the correct answer is shown in the working.	Where appropriate, detailed guidance will be given in the mark scheme and must be adhered to. If no guidance is given, markers will need to examine each case to decide whether:	
	• the incorrect answer is due to a transcription error	If so, award the mark.
	• in questions not testing accuracy, the correct answer has been given but then rounded or truncated	If so, award the mark.
	• the pupil has continued to give redundant extra working which does not contradict work already done	If so, award the mark.
	• the pupil has continued, in the same part of the question, to give redundant extra working which does contradict work already done.	If so, do not award the mark. Where a question part carries more than one mark, only the final mark should be withheld.
The pupil's answer is correct but the wrong working is shown.	A correct response should always be marked as correct unless the mark scheme states otherwise.	

What if…	Marking procedure
The pupil has made a conceptual error.	In some questions, a method mark is available provided the pupil has made a computational, rather than conceptual, error. A computational error is a 'slip' such as writing 4 × 6 = 18 in an otherwise correct long multiplication. A conceptual error is a more serious misunderstanding of the relevant mathematics; when such an error is seen, no method marks may be awarded. Examples of conceptual errors are: • misunderstanding of place value, such as multiplying by 2 rather than 20 when calculating 35 × 27 • subtracting the smaller value from the larger in calculations such as 45 – 26 to give the answer 21 • incorrect signs when working with negative numbers.
The correct response has been crossed or rubbed out and not replaced.	Any legible crossed or rubbed out work that has not been replaced should be marked according to the mark scheme. If the work is replaced, then crossed or rubbed out work should not be considered.
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 should be awarded unless prohibited by the mark scheme. If both correct and incorrect responses are given, no mark should be awarded.
The pupil's answer correctly follows through from earlier incorrect work.	Follow-through marks may be awarded only when specifically stated in the mark scheme, but should not be allowed if the difficulty level of the question has been lowered. Either the correct response or an acceptable follow-through response should be marked as correct.
The answer is correct but, in a later part of the question, the pupil has contradicted this response.	A mark given for one part should not be disallowed for working or answers given in a different part, unless the mark scheme specifically states otherwise.
The pupil's accuracy is marginal according to the overlay provided.	Overlays can never be 100% accurate. However, provided the answer is within or touches the boundaries given, the mark(s) should be awarded.
The pupil has drawn lines which do not meet at the correct point.	Markers should interpret the phrase 'lines not accurate' to mean meeting within or on a circle of radius 2mm with centre at the correct point.  within the circle accepted  on the circle accepted  outside the circle not accepted

Responses involving money

	✓ Accept	✗ Do not accept
Where the £ sign is given *for example:* *£3.20, £7*	✓ £3.20 £7 £7.00 Any unambiguous indication of the correct amount, eg £3.20p £3 20 pence £3 20 £3,20 £3-20 £3:20 320p with £ sign crossed out	✗ Incorrect placement of pounds or pence, eg £320 £320p Incorrect placement of decimal point, or incorrect use or omission of 0, eg £3.2 £3 200 £32 0 £3-2-0
Where the p sign is given *for example:* *40p*	✓ 40p Any unambiguous indication of the correct amount, eg £0.40p £.40p £0.40 with p sign crossed out	✗ Incorrect or ambiguous use of pounds or pence, eg 0.40p £40p
Where no sign is given *for example:* *£3.20, 40p*	✓ £3.20 320p 40p £0.40 Any unambiguous indication of the correct amount in £ or p as shown above At **levels 3 and 4 only** also accept omission of units, eg 3.20 320 40 0.40	✗ Omission of final zero, eg 3.2 0.4

Responses involving negative numbers

	✓ Accept	✗ Do not accept
For example: *–2*		To avoid penalising the error below more than once within each question, do not award the mark for the *first* occurence of the error within each question. Where a question part carries more than one mark, only the final mark should be withheld. ✗ Incorrect notation, eg 2–

Responses involving time

	✓ Accept	✗ Do not accept
A time interval *for example:* *2 hours 30 minutes*	✓ 2 hours 30 minutes Any unambiguous, correct indication, eg $2\frac{1}{2}$ hours 2.5 hours 2h 30 2h 30 min 2 30 Digital electronic time, ie 2:30	✗ Incorrect or ambiguous time interval, eg 2.3 hours 2.3h 2h 3 2.30 min 2.30 2-30 2,30 2.3
A specific time *for example:* *8:40am, 17:20*	✓ 8:40am 8:40 twenty to nine Any unambiguous, correct indication, eg 08.40 8.40 0840 8 40 8-40 8,40 Unambiguous change to 12 or 24 hour clock, eg 17:20 as 5:20pm or 17:20pm	✗ Incorrect time, eg 8.4am 8.40pm Incorrect placement of separators, spaces, etc or incorrect use or omission of 0, eg 840 8:4:0 8.4 084 84

Responses involving measures

	✓ Accept	✗ Do not accept
Where units are given *(eg kg, m, l)* *for example:* *8.6kg*	✓ 8.6kg Any unambiguous indication of the correct measurement, eg 8.60kg 8.6000kg 8kg 600g	✗ Incorrect or ambiguous use of units, eg 8600kg

Note

If a pupil leaves the answer box empty but writes the answer elsewhere on the page, then that answer must be consistent with the units given in the answer box and the conditions listed above.

If a pupil changes the unit given in the answer box, then their answer must be equivalent to the correct answer, using the unit they have chosen, unless otherwise indicated in the mark scheme.

Responses involving coordinates

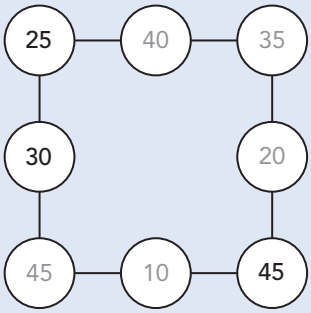
	✓ Accept	✗ Do not accept
For example: *(5, 7)*	✓ Unconventional notation, eg (05, 07) (five, seven) $\begin{matrix} x & y \\ (5, & 7) \end{matrix}$ $(x=5, y=7)$	✗ Incorrect or ambiguous notation, eg (7, 5) $\begin{matrix} y & x \\ (7, & 5) \end{matrix}$ $(5x, 7y)$ $(5^x, 7^y)$ $(x-5, y-7)$

Responses involving probability

	✓ Accept	! Take care ✗ Do not accept
A numerical probability should be expressed as a decimal, fraction or percentage only. *for example:* *0.7* $\frac{7}{10}$ *70%*	✓ Equivalent decimals, fractions and percentages, eg 0.700 $\frac{70}{100}$ $\frac{35}{50}$ 70.0%	The first **four** categories of error below should be ignored if accompanied by an acceptable response, but should not be accepted on their own. However, to avoid penalising the first **three** types of error below more than once within each question, do not award the mark for the *first* occurrence of each type of error unaccompanied by an acceptable response. Where a question part carries more than one mark, only the final mark should be withheld.
	✓ A probability correctly expressed in one acceptable form which is then incorrectly converted, but is still less than 1 and greater than 0, eg $\frac{70}{100} = \frac{18}{25}$	! A probability that is incorrectly expressed, eg 7 in 10 7 over 10 7 out of 10 7 from 10 ! A probability expressed as a percentage without a percentage sign. ! A fraction with other than integers in the numerator and/or denominator. ! A probability expressed as a ratio, eg 7:10 7:3 7 to 10 ✗ A probability greater than 1 or less than 0

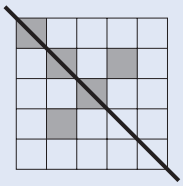
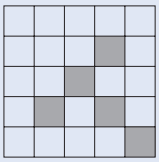
Responses involving the use of algebra

	✓ Accept	! Take care ✖ Do not accept
For example: $2 + n$ $n + 2$ $2n$ $\frac{n}{2}$ n^2	✓ Unambiguous use of a different case or variable, eg N used for n x used for n	! Unconventional notation, eg $n \times 2$, or $2 \times n$, or $n2$ or $n + n$ for $2n$ $n \times n$ for n^2 $n \div 2$ for $\frac{n}{2}$ or $\frac{1}{2}n$ $2 + 1n$ for $2 + n$ $2 + 0n$ for 2 Within a question that demands simplification, do not accept as part of a final answer involving algebra. Accept within a method when awarding partial credit, or within an explanation or general working. ✖ Embedded values given when solving equations, eg in solving $3x + 2 = 32$, $3 \times 10 + 2 = 32$ for $x = 10$ To avoid penalising the two types of error below more than once within each question, do not award the mark for the *first* occurrence of each type within each question. Where a question part carries more than one mark, only the final mark should be withheld.
	✓ Words used to precede or follow equations or expressions, eg $t = n + 2$ tiles or tiles $= t = n + 2$ for $t = n + 2$	! Words or units used within equations or expressions, eg n tiles + 2 n cm + 2 Do not accept on their own. Ignore if accompanying an acceptable response.
	✓ Unambiguous letters used to indicate expressions, eg $t = n + 2$ for $n + 2$	✖ Ambiguous letters used to indicate expressions, eg $n = n + 2$ for $n + 2$

Tier & Question				Mark	Correct response	Additional guidance	Circle totals
3–5	4–6	5–7	6–8				
1							
				2m	Completes the diagram correctly, ie 		
				or			
				1m	Gives two correct values	! ***For 1m, follow-through from their 25*** Accept follow-through for their 30 as 55 – their 25	
				U1			

Tier & Question							
3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance	**Dishes**
2							
a				**1m**	£11		
b				**2m** **or** **1m**	£2.50 Gives the answer 2.5 or 250 or Shows the value 7.5(0) or 750 or Shows or implies a complete correct method with not more than one computational error eg • 1.50 + 2.50 + 3.50 = *7.00 (error)* Answer given as 3		
c				**1m**	Gives a correct pair of colours, in any order, ie Green and Orange or Blue and Red	✓ ***Unambiguous indication of colour*** eg • G and O • B and R ! ***Response gives costs rather than colours*** Withhold 1 mark only for the first occurrence. Allow costs given in pence eg • 1.50 and 3(.00) 2(.00) and 2.50 • 150 and 300 200 and 250 Mark as 0, 1	
				1m U1	Gives a correct pair of colours, other than any previously credited		

Five squares

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
3 a				1m	Draws the correct line of symmetry, ie 	! ***Line not ruled, accurate or extended*** Accept lines of at least 3 diagonals in length provided the pupil's intention is clear
b				1m	Completes the diagram correctly, ie 	! ***Squares not shaded*** Accept provided indication of squares is unambiguous

Javelin

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
4 a				1m	16 to 18 inclusive	
b				1m	4	
c				1m	17 to 19 inclusive	

Digit cards

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
5				1m	Gives four of the digits to make a correct calculation eg • 7 + 8 = 15 • 5 + 6 = 11 • 9 + 9 = 18	! ***Zero used at the end of a number*** eg, for the first mark • 2 + 8 = 10 Penalise only the first occurrence
				1m	Gives four of the digits to make a correct calculation eg • 6 × 7 = 42 • 7 × 5 = 35 • 9 × 9 = 81	× ***Zero used or card left blank at the beginning of a two-digit number*** eg, for the second mark, do not accept • 2 × 3 = 06
				1m	Gives five of the digits to make a correct calculation eg • 23 – 4 = 19 • 67 – 5 = 62 • 24 – 2 = 22	× ***Card left blank at the end of a number*** eg, for the third mark, do not accept • 2 – 1 = 1
				1m U1	Gives four of the digits to make a correct calculation eg • 14 ÷ 2 = 7 • 24 ÷ 4 = 6 • 36 ÷ 6 = 6	× ***Extra digit inserted*** eg, for the fourth mark, do not accept • 36 ÷ 2 = 18

Heights

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
6						
a				1m	Indicates 1.8 metres, ie 	
b				1m	Indicates 7 metres, ie 	

Change

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
7						
a				1m	3	
b				2m	Completes all three rows of the table correctly in any order eg •	✓ ***Cell that should contain zero left blank***

Number of 50p coins	Number of 20p coins	Number of 10p coins
2	3	0
2	2	2
2	1	4
2	0	6

				or 1m	Completes two rows of the table correctly	

Doctors

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
8	1					
a	a			1m	Gives a value between 49 and 53 inclusive	✓ ***Value qualified*** eg, for part (a) • About 50
b	b			1m	Gives a value between 23 and 27 inclusive	
c	c			1m	Gives a possible reason eg • They might think their doctor's treatment is sometimes very good, but not at other times • They might not think that any of the possible answers is what they think • They don't have a doctor • They might not want to comment • They could be worried about giving an opinion • They may have only ever had one doctor • They don't always see the same doctor	✓ ***Minimally acceptable reason*** eg • Could be sometimes one category and sometimes another • They may not like the choices • If they're not sure • They don't see their doctor very often • They have just got a new doctor • Not relevant • They don't want to answer • They can't tell what is meant by good ✗ ***Incomplete reason*** eg • They don't know

Using tens

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
9	2			1m	÷ 10	! ***Correct operation indicated, but 10 omitted*** eg, for the first mark • ÷ Penalise only the first occurrence
				1m	÷ 10 ⟶ – 10	
				1m	+ 10 ⟶ ÷ 10	

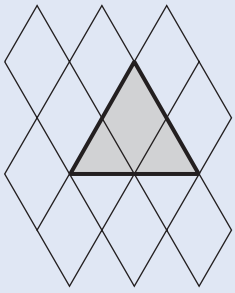
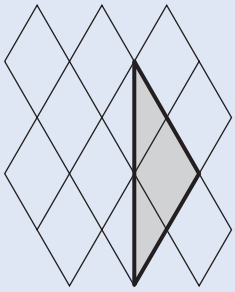
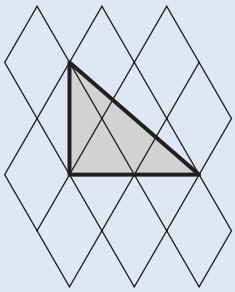
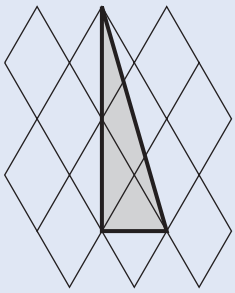
Card shape

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
10	3			2m	Indicates only the three correct shapes, ie 	✓ ***Unambiguous indication*** eg • ✓ for yes and **×** for no
				or 1m	Indicates any two of the correct shapes with the third incorrect or omitted or Indicates the three correct shapes with not more than one other incorrect	! ***For 1 mark, response indicates only the three shapes showing the grey side of the shape, eg***  Condone

Number lines

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
11	4			1m	Gives both the values 2 and 8 in the correct positions	
				1m	Gives the value –4 in the correct position	
				1m	Gives the value (+)6 in the correct position	! ***Follow-through from their –4*** Accept the sum of their –4 and 10 provided their –4 is a negative number

Rhombus grid

Tier & Question 3–5	Tier & Question 4–6	Tier & Question 5–7	Tier & Question 6–8	Mark	Correct response	Additional guidance
12	5					
a	a			1m	12	
b	b			1m	Draws a correct triangle eg •  •  •  • 	! ***Lines not ruled or accurate, or triangle not shaded*** Accept provided the pupil's intention is clear ! ***Vertices of triangle not on the intersections of the grid*** Accept vertices within 2mm of the intersections of the grid ! ***Other shapes drawn*** As these may be trials, ignore

Missing digits

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
13	6			1m	Completes the second calculation correctly, ie 1 7 × 3 = 5 1	! ***Both digits placed in the same box*** eg • 17 □ × 3 = 5 1 Condone
				1m	Completes the third calculation correctly, ie 1 4 × 3 = 4 2 or 1 5 × 3 = 4 5 or 1 6 × 3 = 4 8	
				U1		

Clocks

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
a	a			1m	10am	! ***Indication of am or pm incorrect or omitted*** Condone omission of am or pm but do not accept incorrect times eg, for part (a) accept • 10 (o'clock) eg, for part (a) do not accept • 10pm • 22:00 eg, for part (b) accept • 6 (o'clock) • 18:00 eg, for part (b) do not accept • 6am • 06:00
b	b			1m	6pm	

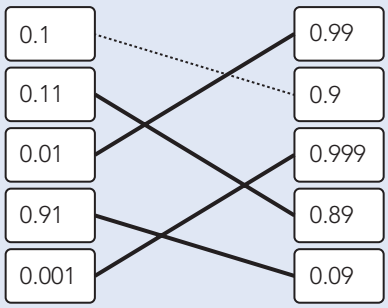
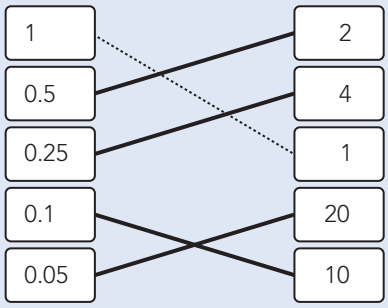
Sum of 80

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
15	8			1m U1	Indicates Set A and gives a correct explanation eg • A = 74 and 80 – 74 = 6 B = 90 and 90 – 80 = 10 • A is –3, –2, –1, (0) and B is +1, +2, +3, +4, so A is only 6 less than 80, but B is 10 more	✓ ***Minimally acceptable explanation*** eg • 6 and 10 seen • 74 and 90 seen • (–)3, (–)2, (–)1, (0) and 1, 2, 3, 4 seen ✗ ***Incomplete or incorrect explanation*** eg • A adds up to 74 • B is 10 more than 80 • A adds up to 74, B adds up to 110 • 17, 18 and 19 are all under 20 so A is smaller

Number chains

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
16	9					
a	a			1m	Gives the values 14 and 41 in the correct positions	
b	b			1m	Shows a correct rule eg • × 3 • Multiply by 3 • Triple • × 3 then + 0	✓ ***Minimally acceptable rule*** eg • Add the number 3 times • Add on double itself • Double then add the number • It's the next power of 3 • 3× ! ***Rule embedded or shown in working*** Accept provided a correct rule is shown explicitly, even if an incorrect value for the next number in the chain is shown on the answer line eg, accept • 81 × 3 seen • (4 – 1) × 81 eg, do not accept • 81 + 81 + 81 • 81 × 2 + 81 ✗ ***Incomplete or incorrect rule*** eg • 3 • +54 • $3n$

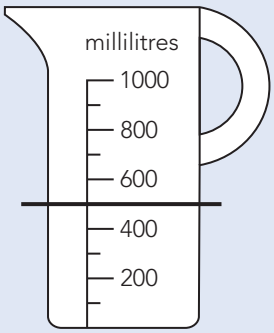
Making 1

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
a	a	a		**2m**	Joins all four pairs of numbers correctly, ie 	✗ ***Number matched to more than one other*** For 2m or 1m, do not accept as a correct match
				or **1m**	Joins at least two pairs of numbers correctly	
b	b	b		**2m**	Joins all four pairs of numbers correctly, ie 	
				or **1m**	Joins at least two pairs of numbers correctly	

T-shirts

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
a	a	a		**1m**	$\frac{1}{5}$ or equivalent probability	
b	b	b		**1m**	$\frac{2}{3}$ or equivalent probability	! ***Value rounded*** Accept 0.66(…) or 0.67 or the percentage equivalents
c	c	c		**1m**	$\frac{1}{3}$ or equivalent probability	! ***Value rounded*** Accept 0.33(…) or the percentage equivalent

Water

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
19	12	3		1m U1	Indicates the value 500 on the jug, ie  	✓ ***Unambiguous indication*** ! ***Inaccurate indication*** Accept provided the pupil's intention is clear

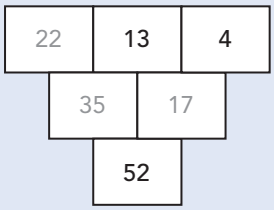
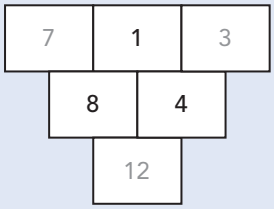
Boxes

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
20	13	4		2m *or* 1m U1	90 Shows or implies a complete correct method with not more than one computational error eg • 72 ÷ 4 = *16 (error)* 72 + 16 = 88 • 72 ÷ 4 = 18 18 × 5 = *80 (error)*	

Percentages

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
21	14	5				
a	a	a		1m	18	! ***Throughout the question, incorrect use of % sign*** eg • 18% 54% Penalise only the first occurrence
b	b	b		1m	54	! ***For part (b) follow-through*** Accept follow-through as their (a) × 3, or as 36 + their (a) provided the result is less than 360

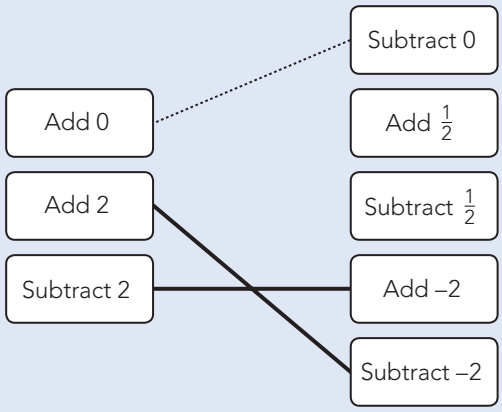
Number grids

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
22	15	6		1m	Completes the first grid correctly, ie 	
				1m	Completes the second grid correctly, ie 	
				U1		

Angles in a triangle

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
23	16	7		3m	Gives all three correct angles, ie $x = 90$ $y = 20$ $z = 20$	
				or		
				2m	Gives any two correct angles or Gives $x = 90$ and $y = z$, provided this value is < 90 and > 0	
				or		
				1m	Gives any one correct angle or Gives $y = z$, provided this value is < 90 and > 0	

Tier & Question				Finding b		
3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
	24	**17**	**8**	**2m** ***or*** **1m**	2 Shows or implies that a = 5 and shows the intention to substitute this value into the second equation eg • $5 + 7 = 10 + b$ • $b = 12 - 10$ or Shows a complete correct method with not more than one computational error eg • $b = 11 - 6 + 7 - 10$ • $a = 11 - 6 = 6$ *(error)* $6 + 7 = 10 + b$ $b = 3$	✗ ***Conceptual error*** eg • $a = 11 + 6 = 17$

Tier & Question				Matching		
3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
	18	**9**	**1**	**1m**	Matches both instructions on the left to the equivalent instruction on the right, ie  	✗ ***Instruction on the left matched to more than one instruction on the right***

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School shop

Tier & Question 3–5 4–6 5–7 6–8	Mark	Correct response	Additional guidance
1			
a	1m	19	
b	1m	Friday	✓ ***Unambiguous indication*** eg, for part (b) • F eg, for part (c) • R
c	1m U1	Ruler	

Missing numbers

Tier & Question 3–5 4–6 5–7 6–8	Mark	Correct response	Additional guidance
2			
	1m	26	
	1m	3	

Parcels

Tier & Question 3–5 4–6 5–7 6–8	Mark	Correct response	Additional guidance
3			
	2m or 1m	£ 6.10 Gives the answer 6.1 or Shows the value 3.9(0) or 390 or Shows a complete correct method with not more than one computational error eg • 1.3(0) × 3 = *3.6(0) (error)*, 10 – 3.6(0) = 6.4(0)	

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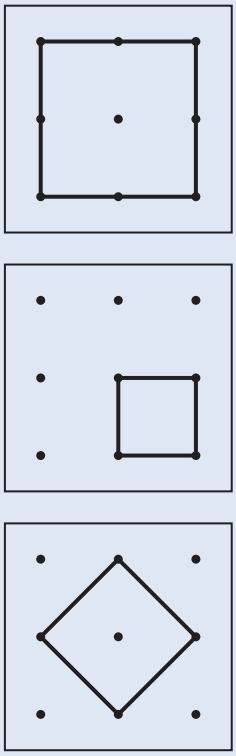
Tier & Question				Mark	Correct response	Additional guidance
3–5	4–6	5–7	6–8			**Joining**
4				2m	Draws all three different sized squares, in any order eg • 	! ***Lines not ruled or accurate*** Accept provided the pupil's intention is clear ! ***Internal lines shown*** Only the outline of any shape drawn should be considered × ***Vertices of square do not use the pins***
				or 1m	Draws any two of the three different sized squares	
				U1		

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Spinner

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
5				2m	Makes all four correct decisions, ie True False ☑ ☐ ☐ ☑ ☐ ☑ ☑ ☐	✓ ***Unambiguous indication*** eg • ✓ for True, ✗ for False
				or 1m	Makes three correct decisions	

Fractions

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
6						
a				1m	Indicates any three squares	! ***Squares not shaded*** Accept any unambiguous indication ! ***Part squares indicated*** Accept provided the pupil's intention is clear
b				1m	$\frac{3}{5}$ or equivalent	✗ ***Equivalent decimals***

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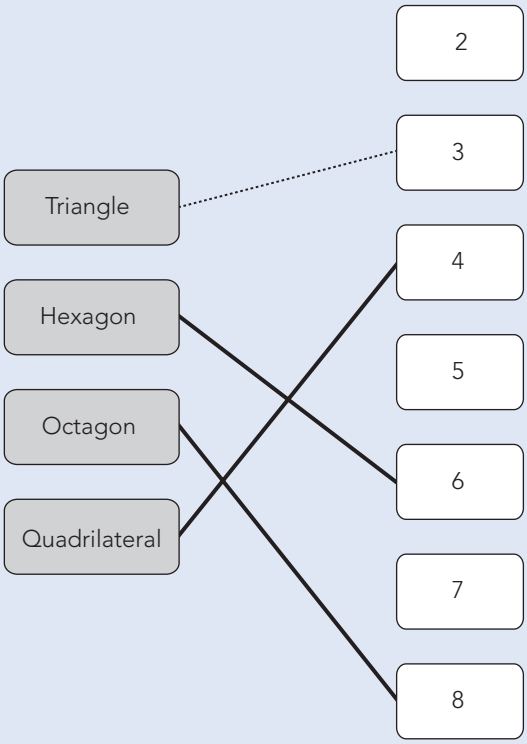
Tier & Question

3–5	4–6	5–7	6–8
7			

Number of sides

Mark	Correct response	Additional guidance
2m	Matches all three shapes correctly, ie 	! ***Shape matched to more than one number*** For 2m or 1m, do not accept as a correct match ! ***Extra shapes added*** Ignore extra shapes and any lines drawn from them
or 1m	Matches any two shapes correctly	

Tier & Question

3–5	4–6	5–7	6–8
8			

Grid

Mark	Correct response	Additional guidance
2m	Completes the grid correctly, ie	

2	3	1
1	2	3
3	1	2

or 1m	Completes both the middle column and the bottom row correctly	
U2		

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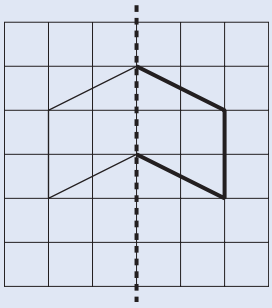
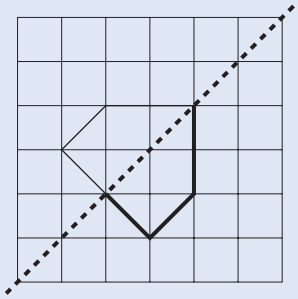
Digital

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
9				1m	10:45	! *Indication of am or pm* Condone either am or pm shown or implied eg, accept • 10:45 am • 22:45
				1m	Gives a correct description of the time in words eg • Five past ten	! *Words and numbers used in description* Condone, provided the time has been interpreted correctly eg, accept • 5 past 10 × *'Digital time' described in words* eg • Ten O five × *Description of time incorrect or using numbers* eg • Ten five • 10 5

Reflecting

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
10	1			1m	Reflects the shape correctly in the mirror line, ie 	! *Throughout the question, lines not ruled or accurate* Accept provided the pupil's intention is clear ! *Throughout the question, extra lines drawn* Accept provided the pupil's intention is clear
				1m	Reflects the shape correctly in the mirror line, ie 	

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Test

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
12	2					
a	a			1m	C	
b	b			1m U1	21	

Rounding

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
13	3					
a	a			1m 1m	2700 3000	
b	b			1m	Gives a value greater than or equal to 795 but less than 805	✓ ***800***

Castle

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
				2m ***or*** 1m	£ 5(.00) Shows the value 22(.00) or Shows or implies a complete correct method with not more than one computational error eg • *12.00 (error)* + 9 = 21.00 Answer given as 4.00	

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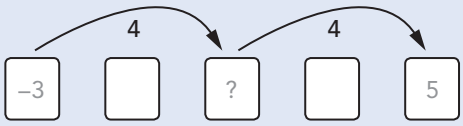
Baby

Tier & Question 3–5	Tier & Question 4–6	Tier & Question 5–7	Tier & Question 6–8	Mark	Correct response	Additional guidance
14	5					
a	a			1m	4	✗ *Any reference to extra days*
b	b			1m	9	✗ *Any reference to extra weeks or days*

Count on

Tier & Question 3–5	Tier & Question 4–6	Tier & Question 5–7	Tier & Question 6–8	Mark	Correct response	Additional guidance
15	6					
a	a			1m	27	
b	b			2m *or* 1m	1 Shows or implies that the size of two steps is 4 eg •  • –3 + 4 or Shows or implies that the size of one step is 2 eg • The gaps are 2 • –3 + 2 • Second number is –1 • Fourth number is 3 • –3 to 5 is 8, 8 ÷ 4	✗ *Shows steps of unequal size*
				U1		

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Shoe sizes

Tier & Question				Mark	Correct response	Additional guidance
3–5 16	4–6 7	5–7	6–8			
a	a			1m	12	
b	b			1m	3	
c	c			1m	Indicates Both the same and gives a correct explanation The most common correct explanations: Use given values eg • Range of boys is 4, range of girls is 4 • 8 – 4 is the same as 9 – 5 • 5 to 9 = 4 to 8 Reason generally about spread eg • Boys cover 5 sizes, girls cover 5 sizes	✓ ***Minimally acceptable explanation*** eg • 4, 4 • 8 – 4, 9 – 5 • Both 4 ! ***Ambiguous notation*** eg • 4 – 8, 5 – 9 Condone ✓ ***Minimally acceptable explanation*** eg • Both have the same number of sizes ! ***Explanation implies references to the number of blank sizes*** eg • Boys have one blank, girls have one blank • Because the girls didn't have size 9 and the boys didn't have size 4 Condone ✗ ***Ambiguous or incorrect explanation*** eg • 5 in each • They both have a range of five sizes • Girls: 4, 5, 6, 7, 8 Boys: 5, 6, 7, 8, 9
				U1		

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Finding x and y

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
17	8			1m	652	
				1m	442	

Seventy

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
18	9			1m U1	Indicates No and gives a correct explanation that shows or implies at least one odd factor eg • Factors of 70 are 1, 2, 5, 7, 10, 14, 35 and 70, so some are odd and some are even • There are four odd factors and four even factors of 70 • It could be 1 (odd) • 5 × 14 = 70 • 70 ÷ 2 = 35 • 70 is even, but 1 is odd and goes into everything	✓ ***Minimally acceptable explanation*** eg • 1, 2, 5, 7, 10, 14, 35 and 70 • 7 ! ***Incomplete list of factors given*** Condone, provided none is incorrect and at least one odd factor is shown eg, accept • The factors of 70 are 1, 2, 5 and 7 ✗ ***Incomplete or incorrect explanation*** eg • 70 has some odd and some even factors • 70 is a factor of 1 • All factors of 70 are odd

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Units

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
20	10	1		**2m**	Completes all five rows of the table correctly, ie	

	L	A	V	M
cm	✓			
l			✓	
miles	✓			
g				✓
m^2		✓		
oz				✓

				or **1m**	Completes at least three rows of the table correctly

Rainforest

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
a	a	a		**1m**	27	
b	b	b		**1m**	175 to 185 inclusive	
c	c	c		**1m**	Indicates January, ie 	

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Doughnuts

Tier & Question				Mark	Correct response	Additional guidance
3–5	4–6	5–7	6–8			
21	12	3				
				2m	Indicates shop A and gives a correct justification, based on correctly calculating a pair of comparable values eg • At shop A: 2 × 5 = 10, at shop B: 3.5(0) × 3 = 10.5(0) • 3.5 × 3 – 2 × 5 = 0.5 • 2 ÷ 3 = 0.6(…), 3.50 ÷ 5 = 0.7 • For £1 you get $1\frac{1}{2}$ doughnuts or $1\frac{3}{7}$ doughnuts • You pay £1.50 extra for 2 more doughnuts, but at shop A they're less than 75p each so shop A must be a better deal	✗ ***For 2m, no decision*** ✓ ***For 2m, correct decision and any pair of comparable values shown*** Note that common pairs (in pounds) are: 10 and 10.5(0) (per 15 doughnuts) 0.6(…) and 0.7(0) (per 1 doughnut) 2 and 2.1(0) (per 3 doughnuts) 3.3(…) and 3.5(0) (per 5 doughnuts) 1.5 and 1.4(…) (doughnuts per pound) ! ***For 2m or 1m, comparison is per 3 doughnuts or per 5 doughnuts but the given price is not restated*** Condone eg, for 2m accept • At shop B, 3 doughnuts would be £2.10 ! ***Additional incorrect working*** Ignore
				or **1m**	Shows a correct pair of comparable values but makes either an incorrect or no decision or Shows a complete correct method for finding a pair of comparable values with not more than one computational or rounding error, and follows through to make their correct decision eg • 5 × 2, 3 × 3.50, shop A indicated • 2 ÷ 3 = *0.75 (error)*, 3.50 ÷ 5 = 0.7, shop B indicated or Makes a correct decision but the justification uses only the difference between a pair of comparable values eg • A doughnut is 3.3(…)p cheaper at shop A	

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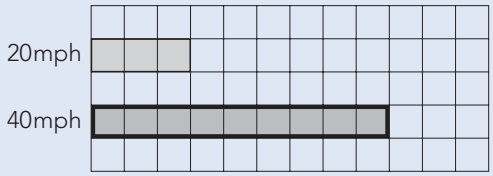
Stopping distances

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
22	**13**	**4**				
a	a	a		**1m**	Draws a bar for the stopping distance for 40mph of length 9cm, ie 	! ***Bar incorrectly positioned*** Condone if bar is drawn correctly one line above or below the position shown
b	b	b		**1m**	18	! ***Follow-through*** Allow follow-through as 2 × the length of their bar in (a), provided the result is greater than 12

Rotate 180

Marking overlay available

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
23	**14**	**5**				
				2m ***or*** **1m**	Draws the correct shape with all four vertices within the tolerances as shown on the overlay Shows at least three vertices within the tolerances as shown on the overlay or Shows a correct shape in the correct orientation, with all four vertices within the tolerances as shown on the overlay, but in an incorrect position on the grid	! ***Lines not ruled or accurate*** Accept provided the pupil's intention is clear

Value

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
24	**15**	**6**				
				1m	196	× ***Incomplete processing***
				1m	4	
				1m	1225	

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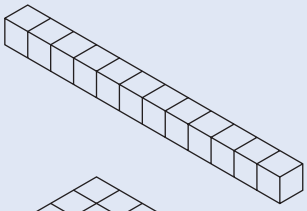
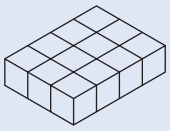
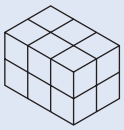
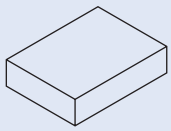
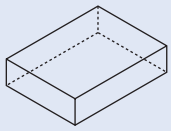
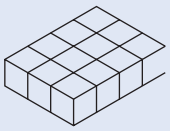
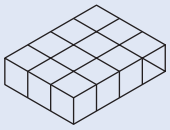
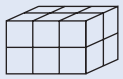
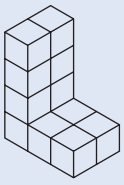
12 cubes

Tier & Question				Mark	Correct response	Additional guidance
3–5	4–6	5–7	6–8			
25	16	7				
				2m	Draws a 1 by 1 by 12, a 1 by 3 by 4 or a 2 by 2 by 3 cuboid, using the isometric grid eg •  •  • 	✗ ***1 by 2 by 6 cuboid repeated***
						✓ ***For 2m or 1m, internal lines omitted*** eg, for 2m accept • 
						! ***For 2m or 1m, hidden lines shown*** For 2m, accept provided they are clearly indicated as hidden lines eg, for 2m accept • 
				or **1m**	The only error is to omit some external lines or to show some hidden lines eg •  • 	! ***Lines not ruled*** Accept provided the pupil's intention is clear
						! ***Drawing not accurate*** Accept vertices within 2mm of the dots of the grid
						✗ ***Isometric grid not used correctly*** eg • 
					or Correctly draws a possible 3-D shape made from 12 cubes that is not a cuboid, using the isometric grid eg • 	! ***Other shapes drawn*** As these could be trials, ignore

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Cost of delivery

Tier & Question				Mark	Correct response	Additional guidance
3–5 **26**	4–6 **17**	5–7 **8**	6–8			
a	a	a		**1m**	Gives both correct values correctly positioned, ie 7 then 20	✓ ***Range given instead of 20*** eg • 0 – 20
				1m	Gives a correct value with the correct unit for that value eg • 25p • 25 pence • £0.25	
b	b	b		**1m**	18.25	

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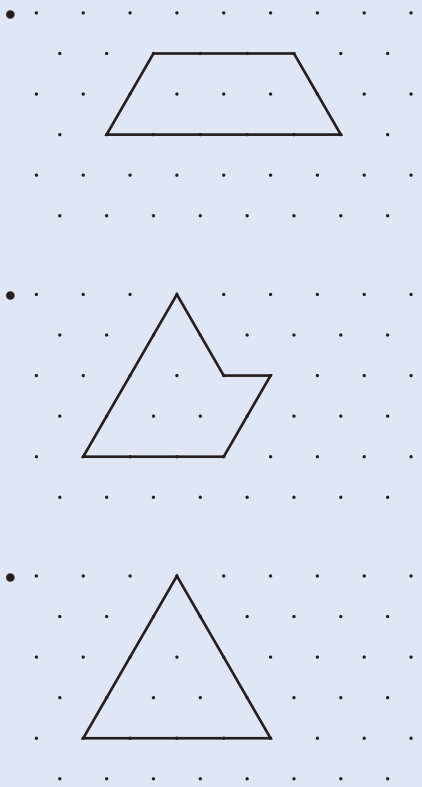
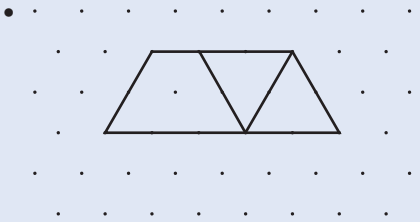
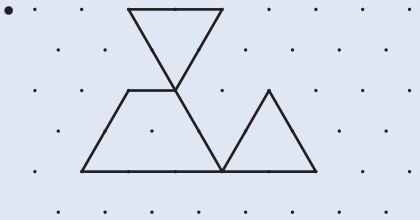
Shape area

Tier & Question 3–5	4–6	5–7	6–8	Mark	Correct response	Additional guidance
a	a	a		1m	Gives a shape with area $a + 2b$, ie 16 small triangles eg 	! ***Lines not ruled or accurate*** Accept provided the pupil's intention is clear ✓ ***Internal lines shown*** eg, for part (a)  ✘ ***Shape formed with triangles and trapezium not joined side to side*** eg, for part (a)  ! ***Other shapes drawn*** As these could be trials, ignore
b	b	b		1m U1	Gives a shape with area $a - b$, ie 4 small triangles eg