

PROCEDURAL

8EP18MS

Markscheme



165122



Llywodraeth Cymru
Welsh Government

Markscheme

General marking rules

It is essential that you apply this markscheme, the marking guidance and the general marking rules given below to your own marking, in order for the standardised scores to be valid.

- Incorrect or unacceptable answers are given a mark of 0. No half marks are awarded.
- At the end of each double-page spread of marking, record the total number of marks in the 'total' box in the bottom right-hand corner. Check that the mark recorded does not exceed the maximum number of marks available.
- Once the marking has been completed, add up the total number of marks awarded. This is the total score and should be recorded on the cover of the test booklet and input onto the relevant mark sheet on the school's management information system, together with the details and date of the test taken.
- This data should then be submitted as part of the Welsh National Tests Data Collection (WNTDC). Further details are available from the [National Reading and Numeracy Tests – Test administration handbook 2018](#) on the Learning Wales website and in [Welsh National Tests Data Collection and reporting arrangements 2017/18](#) available on the Welsh Government website.
- Markers should record their initials on the cover of the test booklet to assist quality assurance.

Marking the modified tests

For learners using the modified large print or Braille test materials, some questions have been adapted or replaced. When marking a modified large print or Braille test, please use this markscheme alongside the adapted markscheme which is included in the *Notes for teachers* that accompany the modified tests.

Marking guidance

It is important that the tests are marked accurately. The questions and answers below help to develop a common understanding of how to mark fairly and consistently.

Must learners use the answer boxes?

Provided there is no ambiguity, learners can respond anywhere on the page. If there is more than one answer, the one in the answer box must be marked, even if incorrect. However, if the incorrect answer is clearly because of a transcription error (e.g. 65 has been copied as 56), mark the answer shown in the working.

Does it matter if the learner writes the answer differently from that shown in the markscheme?

Numerically equivalent answers (e.g. eight for 8, or two-quarters or 0.5 for half) should be marked as correct unless the markscheme states otherwise.

How should I mark answers involving money?

Money can be shown in pounds or pence, but a missing zero, e.g. £4.7, should be marked as incorrect unless the markscheme states otherwise.

How should I mark answers involving time?

In the real world, specific times are shown in a multiplicity of ways so accept, for example, 02:30, 2.30, half past 2, etc. Do not accept 2.3 as this is ambiguous. The same principle should be used for marking time intervals, e.g. for two and a half hours accept 2.5 but not 2.5pm.

What if the method is wrong but the answer is correct?

Unless the markscheme states otherwise, correct responses should be marked as correct even if the working is incorrect as learners may have started again without showing their revised approach.

What if the learner has shown understanding but has misread information in the question?

For a two (or more) mark item, if an incorrect answer arises from misreading information given in the question and the question has not become easier as a result, then deduct one mark only. For example, if the two-mark question is 86×67 and the learner records 96×67 then gives the answer 6432, one mark should be given. In a one-mark question, no marks can be given.

What should I do about crossed-out work?

Working which has been crossed out and not replaced can be marked if it is still legible.

What is the difference between a numerical error and a conceptual error?

A numerical error is one in which a slip is made, e.g. within 86×67 the learner works out $6 \times 7 = 54$ within an otherwise correct response. A conceptual error is a more serious misunderstanding for which no method marks are available, e.g. if 86×60 is recorded as 516 rather than 5160

What if learners use a method that is not shown within the markscheme?

There can be a wide range of approaches to a question (e.g. long multiplication) and any correct method, however idiosyncratic, is acceptable.

In one-mark questions, the mark should be given for the correct answer, whatever the method used.

In two-mark questions, the correct answer should be given two marks, whatever the method used, unless the markscheme states otherwise. Most two-mark questions give one mark if the answer is incorrect but the learner shows a correct method: a correct method is one that would lead to a correct answer if there were no numerical errors.

8EP18 Procedural test: Markscheme

Q	Marks	Answer	Comments
1i	1m	8.58	Accept equivalent fractions and decimals
1ii	1m	7.02	Accept equivalent fractions and decimals
2	1m	30 minutes	
3i	1m	20	
3ii	1m	24	Accept their answer to $3i \div 5 \times 6$
4i	1m	5 months	Also accept 4 months (graph ignored)
4ii	1m	£50	Also accept \$60 (graph ignored)
5	1m	(5, 4)	Do not accept only the point marked on the diagram
6	1m	£4.40	
7	1m	38	
8	1m	10 cakes	
9	1m	15:08 or 3:08pm	Accept 3:08 or 03:08pm or 15:08pm Do not accept 03:08 or 03:08am or 15:08am

Q	Marks	Answer	Comments
10i	1m	33	
10ii	1m	20%	
11i	2m Or 1m	0.381(0) metres Shows only the digits 381 (ignore leading or trailing zeroes and/or a decimal point) Or Shows the intent to multiply the digits 254 by the digits 15 and gives an answer that is greater than 0 but less than 1	 Do not accept repeated addition
11ii	1m	pints = litres \times 1.7598 Or pints = 1.7598 \times litres	Accept any unambiguous indication for litres, e.g. L Do not accept litres omitted
12	2m Or 1m	All three correct, i.e. 6.86 6.9 7 Any two correct	
13	2m Or 1m	12 reserved spaces Shows the intent to divide 300 by 25	

Q	Marks	Answer	Comments
14i	1m	$\frac{1}{6}$	Do not accept equivalent fractions or decimals
14ii	1m	$12\frac{1}{2}\%$ or 12.5%	Do not accept equivalent fractions or decimals
14iii	1m	13	Accept 13 fifths or $\frac{13}{5}$
15	2m	Both 150 and cm^3	Accept cm^3 written in different ways, e.g. cubic cm
	Or 1m	150 Or cm^3	
16	1m	£370(.00)	Accept the correct answer in balance column for Campbell D provided it is not then contradicted Otherwise ignore numbers elsewhere
17	2m	56	
	Or 1m	Answer greater than 50 but less than 60	Example for 1m: Answer 54r2

Q	Marks	Answer	Comments
18	1m	Any two numbers that multiply to 70	Example: base = 10cm, height = 7cm
19	1m	300°	
20i	1m	10	Accept -10
20ii	1m	4 and 5, in either order	Both needed for the mark
21	1m	0.25	
22	2m	2.4	
	Or 1m	Shows 48 Or Multiplies each score by its frequency, then adds, then shows the intent to $\div 20$	Example for 1m: $1 \times 6 + 2 \times 5 + 3 \times 4 + 4 \times 5$ $= 46$ (error), $46 \div 10 \div 2$

