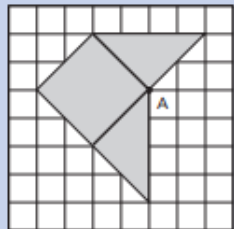


2D Shapes - Answers

Key Stage 2: 2003 Paper B

1.

10	Diagram completed correctly as shown: 	1m U1	Accept slight inaccuracies in drawing provided the intention is clear.
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Key Stage 2: 2004 Paper B

1.

8	A AND F	1m	Answers may be given in either order. Accept alternative indications, eg shapes ticked or circled, provided the intention is clear.
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Key Stage 2: 2004 Paper B

2.

12a	Triangle drawn in any orientation as shown: 	1m	Accept slight inaccuracies in drawing, provided the intention is clear.
12b	Triangle drawn in any orientation as shown: 	1m	

Key Stage 2: 2005 Paper A

1.

6a	B AND D	1m	Both letters must be given. Letters may be given in either order.
6b	C AND E	1m	Both letters must be given. Letters may be given in either order.

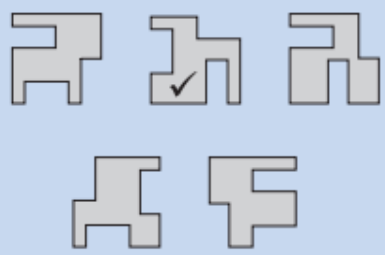
Key Stage 2: 2005 Paper A

2.

<p>21</p>	<p>Award TWO marks for boxes ticked and crossed as shown:</p> <p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>If the answer is incorrect, award ONE mark for any three boxes correctly completed.</p>	<p>Up to 2m</p>	<p>Accept alternative unambiguous indications such as Y or N.</p> <p>For TWO marks, accept:</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/></p>
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Key Stage 2: 2005 Paper B

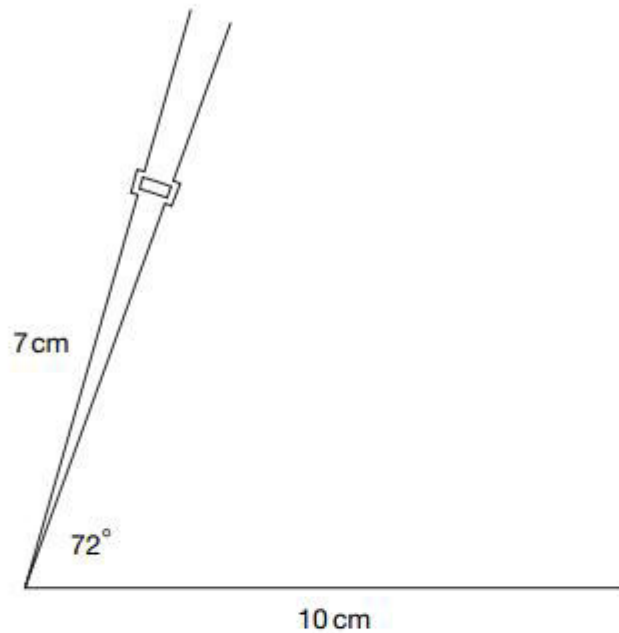
1.

<p>3</p>	<p>The correct shape ticked as follows:</p> <p></p>	<p>1m</p>	<p>Accept alternative unambiguous indications of the correct shape, eg shape circled.</p>
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1.

Test A question 21

Markers will use a transparent overlay of this page to mark pupils' answers to this question.



Question	Requirement	Mark	Additional guidance
21	<p>Award TWO marks for a triangle drawn with an angle in the range 70° to 74° inclusive AND length of sloping line in the range 6.9 cm to 7.1 cm inclusive (ie upper vertex of triangle within inner box on diagram).</p> <p>If the answer is incorrect, award ONE mark for:</p> <ul style="list-style-type: none"> ■ a completed triangle drawn with an angle in the range 70° to 74° inclusive. <p>OR</p> <ul style="list-style-type: none"> ■ a completed triangle drawn with an angle in the range 69° to 75° inclusive AND length of sloping line in the range 6.8 cm to 7.2 cm inclusive. 	Up to 2m	<p>Accept drawings where any side has been extended past a vertex.</p> <p>Accept drawings which do not use the given 10 cm base line, provided they have used a line with a length in the range 9.9 cm to 10.1 cm inclusive.</p> <p>Accept for ONE mark drawings not using the given 10 cm base line which have a base line outside the range 9.9 cm to 10.1 cm, provided they have an angle in the range 70° to 74° inclusive AND a sloping line in the range 6.9 cm to 7.1 cm inclusive.</p> <p>Accept for ONE mark drawings of incomplete triangles, provided they have an angle in the range 70° to 74° inclusive AND a sloping line in the range 6.9 cm to 7.1 cm inclusive.</p>

Key Stage 2: 2006 Paper B

1.

	<table border="1"> <tr> <td>x</td> <td>✓</td> </tr> <tr> <td>✓</td> <td>✓</td> </tr> <tr> <td>✓</td> <td>x</td> </tr> <tr> <td>x</td> <td>✓</td> </tr> </table>	x	✓	✓	✓	✓	x	x	✓		Accept alternative unambiguous indications such as Y and N .
x	✓										
✓	✓										
✓	x										
x	✓										
7a	First column of table completed correctly.	1m									
7b	Second column of table completed correctly.	1m									


Key Stage 2: 2007 Paper A

1.

17	A AND C	1m	Answers may be given in either order.
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Key Stage 2: 2007 Paper A

2.

25	<p>An explanation (or diagram) which recognises that the sum of two obtuse angles would be greater than 180 degrees, eg:</p> <ul style="list-style-type: none"> ■ 'An obtuse angle is greater than 90 degrees and the angles of a triangle add up to 180 degrees' ■ 'Two obtuse angles add up to more than 180' ■ '180 degrees is less than two obtuse angles' ■ 'It must have at least two acute angles' ■ 'The shape would need more than 3 sides to join up' 	1m U1	<p>Do not accept answers that refer only to the properties of obtuse angles OR to the angles of a triangle, eg:</p> <ul style="list-style-type: none"> ■ 'The angles of a triangle add up to 180 degrees' ■ 'Obtuse angles are greater than 90 degrees'. <p>Do not accept vague or incomplete explanations, eg:</p> <ul style="list-style-type: none"> ■ 'A triangle cannot have two obtuse angles' ■ 'Obtuse angles would be too big' ■ 'You can only have acute angles'.
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Key Stage 2: 2007 Paper B

1.

4	Answer in the range 5.4cm to 5.6cm inclusive.	1m	Accept $5\frac{1}{2}$ cm.
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Key Stage 2: 2007 Paper B

2.

10	Award TWO marks for all three letters in the correct order as shown: F E B If the answer is incorrect, award ONE mark for two of the three letters correct.	Up to 2m	
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Key Stage 2: 2007 Paper B

3.

14	B AND C	1m	Answers may be given in either order.
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Key Stage 2: 2007 Paper B

4.

23a	34	1m	
23b	82	1m	

Key Stage 2: 2008 Paper A

1.

<p>7</p>	<p>An explanation which recognises that a quadrilateral must have particular properties to be a square, eg:</p> <ul style="list-style-type: none"> ■ 'It can only be a square if all the angles are right angles' ■ 'It can only be a square if all the sides are equal' <p>OR</p> <p>an explanation (or diagram) which recognises that there are quadrilaterals other than squares, eg:</p> <ul style="list-style-type: none"> ■ 'It could be a rectangle' ■ 'A rhombus has four sides' ■ 'It could be a kite or a trapezium or a parallelogram' ■ 'It could be an oblong' ■ 'The sides could be unequal' ■ 'The angles might be different' ■  	<p>1m</p> <p>U1</p>	<p>No mark is awarded for circling 'No' alone.</p> <p>Do not accept vague or incomplete explanations, eg:</p> <ul style="list-style-type: none"> ■ 'It might not be a square' ■ 'Not all four-sided shapes are squares' ■ 'A four-sided shape is a quadrilateral' ■ 'It could be a diamond'. <p>If 'Yes' is circled but a correct, unambiguous explanation is given, then award the mark.</p>
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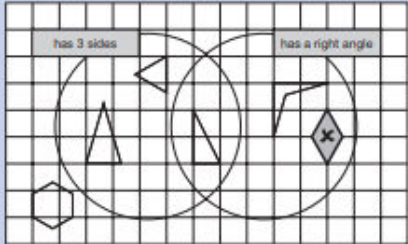
Key Stage 2: 2008 Paper A

2.

<p>12</p>	<p>D AND E</p>	<p>1m</p> <p>U1</p>	<p>Letters may be written in either order.</p> <p>Accept A AND A.</p> <p>Accept C AND C.</p>
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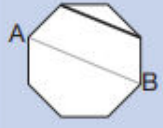
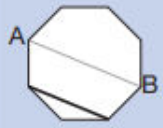
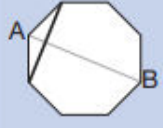
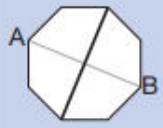
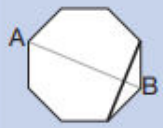
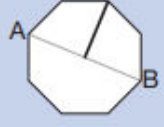
Key Stage 2: 2008 Paper B

1.

<p>2</p>	<p>One shape crossed as shown:</p> 	<p>1m</p> <p>Do not award the mark if additional incorrect shapes are indicated.</p> <p>Accept alternative unambiguous indications of the correct shape, eg shape ticked or circled.</p>
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Key Stage 2: 2008 Paper B

2.

<p>21a</p>	<p>Two vertices joined as shown:</p>  <p>OR</p> 	<p>1m</p>	<p><i>Accept slight inaccuracies in drawing, provided the intention is clear.</i></p> <p><i>Accept two lines if both are correct.</i></p>
<p>21b</p>	 <p>OR</p>  <p>OR</p> 	<p>1m</p>	<p><i>Accept slight inaccuracies in drawing, provided the intention is clear.</i></p> <p><i>Accept more than one line if all are correct.</i></p> <p><i>Accept a line perpendicular to AB, drawn from one vertex, which meets or crosses AB, eg</i></p> 

Key Stage 2: 2009 Paper A

1.

<p>13a</p>	<p>rhombus</p>	<p>1m</p>	<p>Accept unambiguous abbreviations or recognisable misspellings.</p>
<p>13b</p>	<p>kite</p>	<p>1m</p>	<p>Accept unambiguous abbreviations or recognisable misspellings.</p>

Key Stage 2: 2009 Paper A

2.

24	Award TWO marks for the correct answer of 20 If the answer is incorrect, award ONE mark for evidence of appropriate working, eg Small square = $36 - 28 = 8$ Large square = $28 - 8$ = wrong answer	Up to 2m U1	Working must be carried through to reach an answer for the award of ONE mark.
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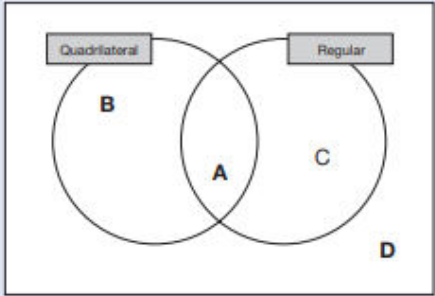
Key Stage 2: 2009 Paper B

1.

6	D B A C	1m U1	Accept C A B D.
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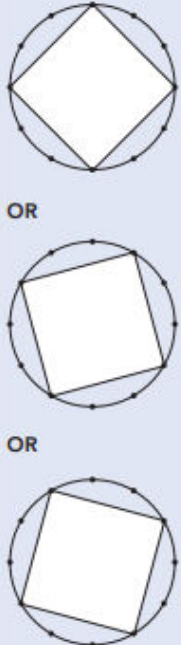
Key Stage 2: 2009 Paper B

2.

9	Award TWO marks for the three letters written in the correct regions as shown:  If the answer is incorrect, award ONE mark for two letters written in the correct regions.	Up to 2m U1	Do not accept letters written in more than one region. Accept alternative unambiguous indications, eg lines drawn from the shapes to the appropriate regions of the diagram. Accept unambiguous shapes drawn in the appropriate regions of the diagram.
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Key Stage 2: 2009 Paper B

3.

<p>13</p>	<p>Square drawn as shown:</p>  <p>OR</p> <p>OR</p>	<p>1m</p> <p>U1</p>	<p>Accept slight inaccuracies in drawing, provided the intention is clear.</p>
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Key Stage 2: 2010 Paper A

1.

<p>8a</p>	<p>B AND F</p>	<p>1m</p>	<p>Letters may be given in either order.</p>
<p>8b</p>	<p>C AND D AND G</p>	<p>1m</p>	<p>Letters may be given in any order.</p>

Key Stage 2: 2010 Paper A

2.

<p>13a</p>	<p>5</p>	<p>1m</p>	
<p>13b</p>	<p>15</p>	<p>1m</p> <p>U1</p>	<p>If the answer is incorrect, award the mark if the answers to 13a and 13b total 20</p>



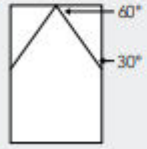
Key Stage 2: 2010 Paper B

1.

<p>16a</p>	<p>C AND D</p>	<p>1m</p>	<p>Letters may be given in either order.</p>
<p>16b</p>	<p>A AND D</p>	<p>1m</p>	<p>Letters may be given in either order.</p>

Key Stage 2: 2011 Paper A

1.

8	<p>1m</p> <p>Indicates No and gives a correct explanation eg</p> <ul style="list-style-type: none"> The angles are not the same size A regular pentagon looks like this, with its angles all the same size All the angles should be 108° It doesn't have rotation symmetry It's got more sides than a square so all its angles should be obtuse, but they're not 	<p>✓ Minimally acceptable explanation eg</p> <ul style="list-style-type: none"> $90 \neq 150$ Different angles A regular pentagon doesn't have right angles in it A regular one can't have 150° angles It doesn't look the same when it's turned Not all the angles are obtuse <p>! Incorrect angle size for a regular pentagon given Condone alongside a correct response eg, accept</p> <ul style="list-style-type: none"> The angles are different, they should be 60° (error, but all equal implied) The angles should all be 70° (error) <p>eg, do not accept</p> <ul style="list-style-type: none"> The 90° angles should be 60° (does not imply the angles should all be the same) <p>× Incomplete explanation eg</p> <ul style="list-style-type: none"> Not the same It has two right angles Two angles are the same A regular pentagon looks like this A regular pentagon doesn't have any vertical lines  <p>! Indicates Yes, or no decision made, but explanation clearly correct Condone provided the explanation is more than minimal</p>
	<p>2m</p> <p>60°</p> <p>or</p> <p>1m</p> <p>Shows that the 150° angle can be split into 90° and 60°</p> <p>or</p> <p>Divides the pentagon vertically and shows that half a is 30°</p> <p>or</p> <p>Draws triangles to show a rectangle, labelling the non-right angles on at least one side correctly eg</p> <ul style="list-style-type: none">  <p>or</p> <p>Shows or implies that the angle sum of a pentagon is 540°</p>	

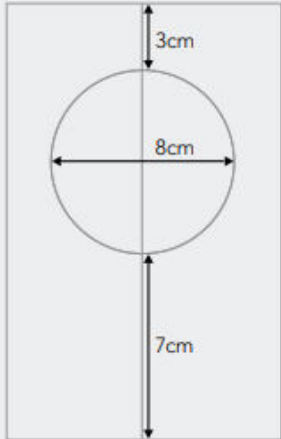
Key Stage 2: 2011 Paper A L6

1.

10	<p>1m</p> <p style="text-align: center;">(U1)</p>	<p>Joins dots to make a triangle that has only one side of 4cm and only one angle of 45°.</p>	<p>! Lengths or angles shown on their triangle(s) Ignore, even if incorrect</p> <p>* Dots not used</p>
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Key Stage 2: 2011 Paper B L6

1.

6	<p>3m</p> <p>or</p> <p>2m</p> <p>or</p> <p>1m</p>	<p>Completes the drawing according to the following conditions, with a tolerance of 3mm in each case</p> <p>the circle has a diameter of 8cm</p> <p>the highest point at which the circle crosses the central vertical line is 3cm from the top of the answer box</p> <p>the lowest point at which the circle crosses the central vertical line is 7cm from the bottom of the answer box</p>  <p>Any two of the three conditions given above are correct</p> <p>Any one of the three conditions given above is correct</p>	<p>✓ Flag constructed 'upside down'</p> <p>! Shading incorrect or omitted, or additional lines drawn Condone, provided the response is unambiguous</p> <p>! Compasses not used For pupils who meet one or more of the conditions without using compasses, deduct ONE mark</p>
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Key Stage 2: 2011 Paper A

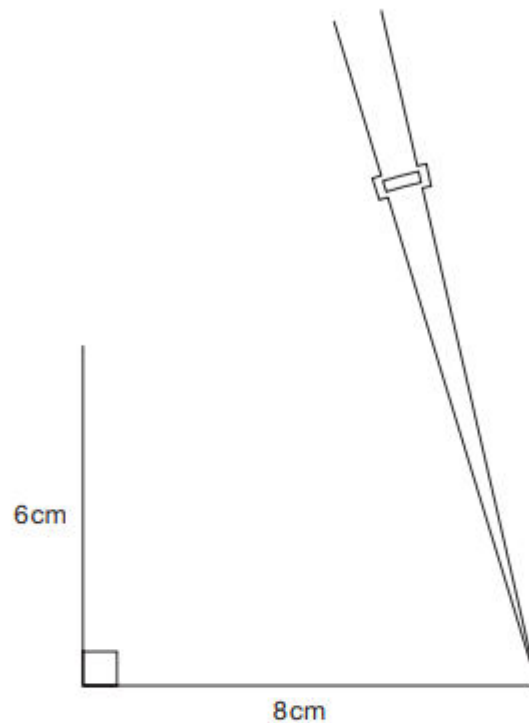
1.

5	A AND D AND E	1m	Letters may be given in any order.
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Key Stage 2: 2011 Paper A

2.

Markers will use a transparent overlay of this page to mark pupils' answers to this question. A copy is enclosed.



Question	Requirement	Mark	Additional guidance
24	<p>Award TWO marks for a quadrilateral drawn with an angle in the range 73° to 77° inclusive AND length of sloping line in the range 9.1cm to 9.3cm inclusive (ie upper vertex of quadrilateral within inner box on diagram).</p> <p>If the answer is incorrect, award ONE mark for:</p> <ul style="list-style-type: none"> ■ a completed quadrilateral drawn with an angle in the range 73° to 77° inclusive <p>OR</p> <ul style="list-style-type: none"> ■ a completed quadrilateral drawn with an angle in the range 72° to 78° inclusive AND length of sloping line in the range 9.0cm to 9.4cm inclusive. 	Up to 2m	<p>Accept drawings where any side has been extended past a vertex.</p> <p>Accept drawings which do not use the given 8cm base line, provided they have used a line with a length in the range 7.8cm to 8.2cm inclusive.</p> <p>Accept for ONE mark drawings not using the given 8cm base line which have a base line outside the range 7.8cm to 8.2cm, provided they have an angle in the range 73° to 77° inclusive AND a sloping line in the range 9.1cm to 9.3cm inclusive.</p> <p>Accept for ONE mark drawings of incomplete quadrilaterals, provided they have an angle in the range 73° to 77° inclusive AND a sloping line in the range 9.1cm to 9.3cm inclusive.</p>

Key Stage 2: 2011 Paper A

3.

<p>25 Award TWO marks for the correct answer of 39 If the answer is incorrect, award ONE mark for evidence of appropriate working, eg:</p> <p>■ $36 \div 3 = 12$ $36 \div 4 = 9$ $12 + 9 + 9 + 9 = \text{wrong answer}$</p> <p>OR</p> <p>■ <table border="1" data-bbox="337 548 415 625"><tr><td>12</td></tr><tr><td>9</td></tr></table> $12 - 9 = 3$ $36 + 3 = \text{wrong answer}$</p>	12	9	<p>Up to 2m</p> <p>U1</p> <p>Accept for ONE mark an answer of 42 supported by appropriate working, eg $36 + 3 + 3$</p> <p>Working must be carried through to reach an answer for the award of ONE mark.</p>
12			
9			

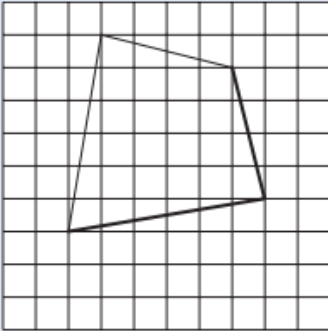
Key Stage 2: 2011 Paper B

1.

<p>14a</p>	<p>E</p>	<p>1m</p>	
<p>14b</p>	<p>D</p>	<p>1m</p>	

Key Stage 2: 2011 Paper B

2.

<p>23 Diagram completed correctly as shown:</p> 	<p>1m</p> <p>Accept slight inaccuracies in drawing (see page 3 for guidance).</p>
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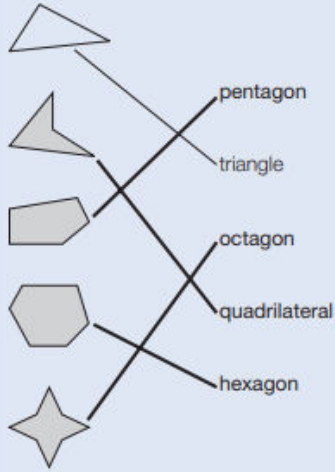
Key Stage 2: 2012 Paper A L6

1.

4	<p>5 cm</p> <p>Answer of 2.5</p> <p>OR</p> <p>Shows understanding of a correct method even if there are computational errors, eg</p> <ul style="list-style-type: none"> • $90 \div 3 = 36$ (error) $12 \div 2 = 6$ $36 \div 6 = 6$ 	<p>2m</p> <p style="border: 1px solid black; border-radius: 50%; padding: 2px; display: inline-block;">U1</p> <p>or</p> <p>1m</p>	
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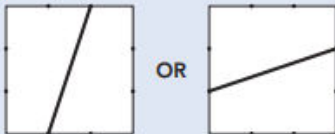
Key Stage 2: 2012 Paper A

1.

1	<p>Award TWO marks for four shapes correctly matched as shown:</p>  <p style="text-align: right;"> pentagon triangle octagon quadrilateral hexagon </p> <p>If the answer is incorrect, award ONE mark for at least two shapes correctly matched.</p>	<p>Up to 2m</p>	<p>Lines need not touch shapes or names, provided the intention is clear.</p> <p>Do not credit any shape which has been matched to more than one name.</p>
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Key Stage 2: 2012 Paper A

2.

8	<p>Dots joined to divide square into two congruent parts, eg</p> 	<p>1m</p> <p style="border: 1px solid black; border-radius: 50%; padding: 2px; display: inline-block;">U1</p>	<p>Accept slight inaccuracies in drawing (see page 3 for guidance).</p> <p>Accept more than one answer if all are correct.</p>
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Key Stage 2: 2012 Paper B

1.

6a	A AND B AND D	1m	Letters may be given in any order.
6b	A AND C	1m	Letters may be given in either order.

Key Stage 2: 2012 Paper B

2.

16	B AND C AND G	1m (U1)	Letters may be given in any order.
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Key Stage 2: 2013 Paper A L6

1.

<p>8</p> <p>Indicates No and gives a correct explanation that includes indicating two different areas, eg:</p> <ul style="list-style-type: none"> A rectangle with sides 6cm by 2cm has a perimeter of 16cm and an area of 12cm² but a rectangle with sides 5cm and 3cm has the same perimeter of 16cm but it has an area of 15cm² which is different so she is not correct A square with sides 3cm by 3cm and a rectangle with sides 4cm by 2cm have the same perimeter of 12cm but they have different areas of 9cm² and 8cm² 	<p>1m</p> <p>✓ Minimally acceptable explanation, eg:</p> <ul style="list-style-type: none"> $6 \times 2 = 12, 5 \times 3 = 15$ <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> 5 35 7 </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> 4 32 8 </div> </div> <p>! Ignore any incorrect units given in an otherwise correct explanation, eg:</p> <ul style="list-style-type: none"> 6^2 for 6cm² <p>! Indicates Yes, or no decision made, but explanation clearly correct</p> <p>Condone, provided the explanation is more than minimal</p> <p>x Incomplete or incorrect explanation, eg:</p> <ul style="list-style-type: none"> $6 \times 2, 5 \times 3$ Two rectangles, one with sides 6cm by 5cm and one with sides 8cm by 3cm have the same perimeter of 22cm but they don't have the same area <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> 5 35 7 </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> 4 8 </div> </div>
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Key Stage 2: 2014 Paper A

1.

14	Award TWO marks for all four boxes ticked or crossed correctly as shown: <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> If the answer is incorrect, award ONE mark for three boxes ticked or crossed correctly.	Up to 2m	Accept alternative unambiguous indications eg Y or N . For TWO marks accept: <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
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Key Stage 2: 2014 Paper B

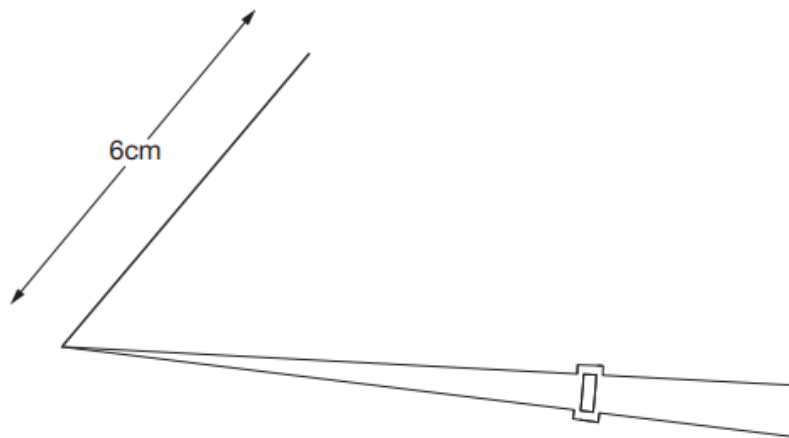
1.

10	Award TWO marks for the correct answer of B AND C If the answer is incorrect, award ONE mark for: ■ B only OR ■ C only	Up to 2m	Letters may be given in either order.
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2.

Paper 2: question 22 copy of overlay

Markers will use a transparent overlay of this diagram to mark children's answers to question 22. The overlay is attached to the printed version of this mark scheme.



<p>22</p>	<p>Award TWO marks for a triangle drawn with an angle in the range 53° to 57° inclusive AND length of base line in the range 8.2cm to 8.4cm inclusive (ie lower vertex of the triangle within the inner box on the diagram, see overlay).</p> <p>If the answer is incorrect, award ONE mark for:</p> <ul style="list-style-type: none">■ a completed triangle drawn with an angle in the range 53° to 57° inclusive. <p>OR</p> <ul style="list-style-type: none">■ a completed triangle drawn with an angle in the range 52° to 58° inclusive AND length of base line 8.1cm to 8.5cm inclusive.	<p>Up to 2m</p>	<p>Accept drawings where any side has been extended past a vertex.</p> <p>Accept drawings which do not use the given 6cm line, provided they have used a line with a length in the range 5.9cm to 6.1cm inclusive.</p> <p>Accept for ONE mark drawings not using the given 6cm line which have used a line outside the range 5.9cm to 6.1cm inclusive, provided they have an angle in the range 53° to 57° inclusive AND a base line in the range 8.2cm to 8.4cm inclusive.</p> <p>Accept for ONE mark drawings of incomplete triangles, provided they have an angle in the range 53° to 57° inclusive AND a base line in the range 8.2cm to 8.4cm inclusive.</p>
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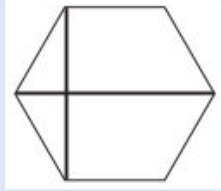

Key Stage 2: 2015 Paper A

1.

12a	Answer in the range 65mm to 69mm inclusive .	1m	
12b	Answer in the range 123° to 127° inclusive .	1m	

Key Stage 2: 2015 Paper A

2.

13	Diagram completed as shown:	1m U1	Accept slight inaccuracies in drawing, provided the intention is clear. Diagrams may be completed in any orientation.
	 <p>OR</p> 		

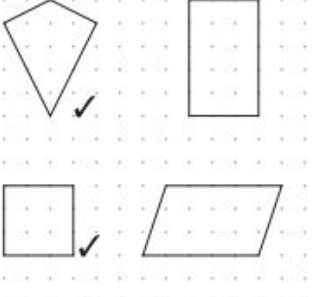
Key Stage 2: 2016 Paper 2 Reasoning - Sample

1.

9a	Answer in the range 5.5cm to 5.9cm inclusive .	1m	
9b	Answer in the range 143° to 147° inclusive .	1m	
<p>Question 9b commentary: Some measures questions specify the unit to be used. Where the unit is given in the question lozenge and in the answer box, it must be used. If pupils express their answers using a different unit, e.g. as 57mm in the first part of this question, the mark will not be awarded.</p>			

Key Stage 2: 2016 Paper 3 Reasoning

1.

18	<p>Award TWO marks for both kite AND square ticked as shown.</p>  <p>If the answer is incorrect, award ONE mark for:</p> <ul style="list-style-type: none"> • kite AND square and not more than one incorrect shape ticked <p>OR</p> <ul style="list-style-type: none"> • one correct shape only ticked. 	Up to 2m	Accept alternative unambiguous positive indications, e.g. shapes circled.
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Key Stage 2: 2017 Paper 3 Reasoning

1.

11	32	1m	
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Key Stage 2: 2017 Paper 3 Reasoning

1.

22	<p>Award TWO marks for the correct answer of 7</p> <p>If the answer is incorrect, award ONE mark for evidence of an appropriate method, e.g.</p> <ul style="list-style-type: none"> • $18 + 9 + 2 \text{ widths} = 34 + 1 \text{ width}$ • $27 + 2 \text{ widths} = 34 + 1 \text{ width}$ • $27 + 1 \text{ width} = 34$ • $34 - 27$ <p>OR</p> <ul style="list-style-type: none"> • $34 - (18 + 9)$ 	Up to 2m	<p>Answer need not be obtained for the award of ONE mark.</p> <p>Award ONE mark for a method which uses algebraic representation correctly, e.g.</p> <ul style="list-style-type: none"> • $34 + w = 18 + w + 9 + w$ • $34 + w = 27 + w + w$
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Key Stage 2: 2018 Paper 3 Reasoning

1.

9	108	1m	
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Key Stage 2: 2018 Paper 3 Reasoning

2.

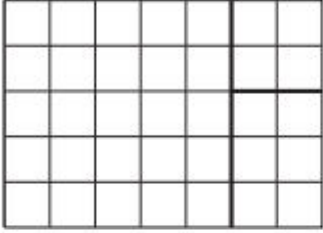
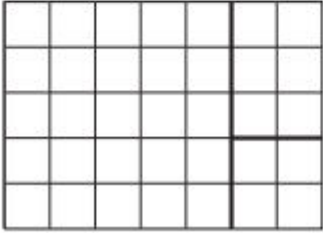
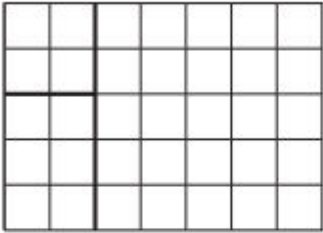
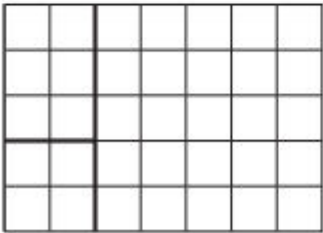
14	<p>An explanation showing an understanding:</p> <ul style="list-style-type: none"> that this specific triangle has angles 70, 70 and 40 <p>OR</p> <ul style="list-style-type: none"> of the properties of an equilateral triangle – all angles are equal (60°) <p>and therefore that this triangle cannot be equilateral, e.g.</p> <ul style="list-style-type: none"> The angles aren't 60° There is not a 60° angle It has two different angles (70° and 40°) so it can't be equilateral The angles aren't the same An equilateral triangle has 60° + 60° + 60° All the angles are the same in an equilateral triangle It's an isosceles triangle. <p>(In the context of this question, the term isosceles triangle is treated as not including equilateral triangles as a special type, as the national curriculum does not specify this at key stage 2.)</p>	1m	<p>Do not accept vague or incomplete explanations, e.g.</p> <ul style="list-style-type: none"> The other angle is 70° They aren't (all) the same. <i>(No reference to angles)</i> An equilateral triangle has equal angles. <i>(Does not say all.)</i> <p>Do not accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g.</p> <ul style="list-style-type: none"> $40 + 70 = 110 + 70 = 180$
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Key Stage 2: 2019 Paper 2 Reasoning

1.

13	<p>Award TWO marks for a completed triangle that has all of the following three points:</p> <ul style="list-style-type: none">• an angle in the range 33° to 37° inclusive for the angle marked 35°• an angle in the range 88° to 92° inclusive for the right angle• the triangle has been drawn on an 8cm line (either on the given line or a line drawn), provided they have constructed both angles within the tolerance of the line 7.9cm to 8.1cm. <p>If the answer is incorrect, award ONE mark for a completed triangle and two of the three points correct.</p>	Up to 2m	<p>Accept drawings where any side has been extended past a vertex.</p> <p>When considering whether the triangle is completed, do not accept:</p> <ul style="list-style-type: none">• a quadrilateral or another shape drawn <p>OR</p> <ul style="list-style-type: none">• a curved line that is used to complete the shape <p>OR</p> <ul style="list-style-type: none">• sides not meeting to form a vertex.
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2.

21	<p>Rectangle divided, as shown:</p>  <p>OR</p>  <p>OR</p>  <p>OR</p> 	1m Accept slight inaccuracies in drawing provided the intention is clear.
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Key Stage 2: 2019 Paper 3 Reasoning

1.

22	10.5 (cm)	1m	Accept $10\frac{1}{2}$
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