

**REASONING**

**9ER16TS**

**The script for the  
reasoning test**



139184



Llywodraeth Cymru  
Welsh Government

## Information for administrators

This booklet provides you with the script you read to learners when presenting the stimulus materials immediately prior to the National Numeracy Test (Reasoning). Note that the script and the accompanying slide presentation should **not** be used for learners using the modified large print or Braille modified test materials. The script and stimulus materials for these learners are included in the *Notes for teachers* that accompany the modified tests.

The stimulus materials are a crucial element of the test as they enable learners to engage with the context of the first set of questions, and also reduce both reading demand and test anxiety.

It is **essential** therefore that you prepare in advance for the test by going through the script in detail, in conjunction with the slide presentation (on the computer disk). You **must** make sure that you understand the presentation and can present the information with confidence. If learners do not understand, they may be unable to engage with the test questions.

### *Before administering the presentation*

Detailed information on administering the presentation is provided in the *Test administration guidance* that accompanies the test and in the *National Reading and Numeracy Tests – Test administration handbook 2016* on the Learning Wales website [gov.wales/learning](http://gov.wales/learning)

Immediately before showing the presentation to learners, check that:

- everyone can see and hear, and is focused on what you are presenting
- access arrangements have been made by the school for any learner requiring them
- the technology works.

### *Administering the presentation*




School trials of the tests clearly show the crucial importance of the presenter in ensuring that learners engage with, and are enthusiastic about, the contexts. Your role therefore is of great significance to your learners, so please:



- make it interesting! To achieve the engagement and interest of learners, you, as presenter, need to be seen as confident and enjoying the materials. Use intonation and present with enthusiasm. You can (as appropriate for the age group) act out parts, use different voices or use any appropriate methodology to ensure that learners understand the contexts
- ask questions to engage learners. For example, if the context were about the rules of rugby, you could start by asking them who likes rugby and who knows anything about the rules. Get them involved in the context, wanting to know more
- make sure you include all the elements within the script – they are there for a good reason
- check understanding (both visually and, if necessary, by asking learners) and then expand if appropriate. However, if you do expand, you must not at any time extend discussion or commentary about the numerical content beyond that provided in the presentation, as this could help learners with the test questions. Within the script, you may be advised about issues you should not discuss (all such information is given in italics – this clearly should not be read out loud).

Learners must not be given any help that could influence their test performance.

## Presentation to be shown to learners before doing question 1

The text in the right-hand boxes (but not italics) should be read to learners. You can use your own words, or provide additional explanation of contexts, if necessary. However, help should not be given with the numeracy that is to be assessed.

Slide 1		<p><i>(Keep this slide on the screen until you are ready to start the presentation.)</i></p>
Slide 2		<p>This photograph shows the Earth as seen by someone standing on the Moon. You can see why the Earth is sometimes called the blue planet.</p> <p>It's almost 50 years since the spacecraft Apollo 11 first landed on the Moon. Since then, even though no people have yet landed on other planets, robots have landed on Mars – and now unmanned spacecraft are exploring further and further out in our solar system.</p>
Slide 3		<p>Here's a model of the planets in our solar system. Which one is Earth? <i>(The third planet from the Sun)</i> Mars is the next small planet <i>(point)</i> but which planet is this big one? <i>(Point to Jupiter, the fifth planet from the Sun.)</i></p> <p>Jupiter is the biggest planet in our solar system – it's thought to have 67 moons!</p>

Slide 4		<p>Spacecraft have been to Jupiter before, but because the planet is covered by thick clouds, scientists know very little about it.</p> <p>In August 2011, a spacecraft called Juno was launched from Earth. It's due to arrive at Jupiter in July of this year and for the first time ever scientists will see below the cover of clouds. Juno will spend a year circling the planet, sending data back to Earth to help us understand Jupiter.</p>
Slide 5		<p>This is what the spacecraft Juno looks like. You can see it has three 'wings' (<i>point</i>). These wings are solar panels. They'll use the light from the Sun to power the scientific instruments on the spacecraft.</p> <p>But the further away Juno is from the Sun, the less light reaches the solar panels. At Earth, a square metre of solar panel would give quite a lot of power, 168 watts in total. But as Jupiter is so much further from the Sun the amount of power from a square metre of solar panel is much, much less. So scientists have had to make accurate calculations to be sure that when Juno reaches Jupiter the solar panels will create enough power to do all the tasks that are needed.</p> <p>Now you are going to answer some questions about these solar panels.</p> <p>All the information you need is in your booklet. When you have finished there are other questions to answer.</p> <p>Remember that for some of the questions you will need to use your calculator, and it is very important to show your working so that someone else can understand what you are doing and why. You have 30 minutes.</p>

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