

Transcription of the Braille Version

2019 national curriculum tests

Key stage 2

English

Braille

Grammar, punctuation and spelling

Paper 1: short questions

[braille page 1]

Instructions

On your paper write

Your first name

Your last name

Your date of birth

Your school name

Questions and answers

You have 45 minutes, plus your additional time allowance, to complete this test. There are different types of question for you to answer in different ways.

Short answers

For some questions you need to write a word, a few words or a sentence.

Multiple choice answers

For other questions you need to choose the best answer from those given and write the letter or number of that answer.

Read the instructions carefully so that you know how to answer each question.

[braille page 2]

Marks

Each question has 1 mark.

You should work through the booklet until you are asked to stop.

Work as quickly and as carefully as you can. If you finish before the end, go back and check your work.

Note to test administrator

Please write the school DFE number on the pupil's braille script.

[braille page 3]

1. Which sentence must end with a **question mark**?

Write **one** letter.

- A. The teacher asked them what they were doing
- B. I wonder what time the next train arrives
- C. Did she play tennis on your team last year
- D. He asked if he could use my pen

2. Write the letter of each word below with the number of its correct **suffix**.

Word

- A. accomplish
- B. forgive
- C. joy
- D. fool

Suffix

- 1. ful
- 2. ment
- 3. ish
- 4. ness

[braille page 4]

3. Write the letter of each sentence below with **either** Q (if the sentence is a Question) **or** C (if the sentence is a Command).

- a) Do your stretches before you exercise
- b) Do you prefer tennis or cricket
- c) Do the boys always go running in the morning
- d) Do take some water with you to football practice

4. Write out the word in the sentence below which should be followed by a **comma**.
Every night Dad and my brother take the dog for a walk.

5. Write the letter of each word below with the number of its correct **prefix**.

Word

- A. approval
- B. circle
- C. social
- D. action

Prefix

- 1. inter
- 2. dis
- 3. semi
- 4. anti

[braille page 5]

6. Which sentence must **not** end with an **exclamation mark**?

Write **one** letter.

- A. You really must wear a coat
- B. What a dreadful day
- C. What is the temperature now
- D. The wind is very strong today

7. Write the letter of each sentence below with the correct word from the brackets to complete the sentence in Standard English.

- a) Pass me (them/those) cartons, please.
- b) You sang that song very (good/well).
- c) We always (did/done) our homework on time.

8. Write out a **relative pronoun** to complete the sentence below.

Everyone loved the music _____ was played last night.

[braille page 6]

9. In which sentence is *lock* a **verb**?

Write **one** letter.

- A. Aisha closed the box and fastened the *lock*.
- B. Make sure you *lock* the gate before you leave.
- C. I think I need to buy a new bike *lock*.
- D. The *lock* can only be opened with this special key.

10. Write out the word in the sentence below which should be followed by a **semi-colon**.

Frank would like to go to Cornwall next summer he might also visit France in the spring.

Using public transport such as buses and trains can reduce pollution.

11. A group of words in the sentence above should be enclosed within a **pair of brackets**.

Write out the first and last words of this group.

[braille page 7]

12. What does the **prefix** *multi-* mean in the words multicultural, multipurpose and multicoloured?

Write **one** letter.

- A. some
- B. few
- C. all
- D. many

13. Which sentence is punctuated correctly?

Write **one** letter.

- A. I will be running – a half marathon 13 miles next week!
- B. I will be – running a half marathon – 13 miles next week!
- C. I will be running a half marathon 13 – miles – next week!
- D. I will be running a half marathon – 13 miles – next week!

[braille page 8]

14. Which word is an **antonym** of *difficult*?

Write **one** letter.

The problem was *difficult* to solve.

- A. hard
- B. easy
- C. impossible
- D. challenging

15. Which sentence is the most **formal**?

Write **one** letter.

- A. The way they played was terrible, wasn't it?
- B. I wish they'd put a little more effort in today!
- C. If only they'd tried a bit harder, they would've won.
- D. The team were defeated due to mistakes that they made.

[braille page 9]

16. Which of the pairs of words in italics in the sentence below needs a **hyphen** between them?

Write **one** letter.

The *class teacher* praised the *well behaved* and *helpful group* of year six children.

- A. class teacher
- B. well behaved
- C. helpful group
- D. six children

17. What **word class** is *him* in the sentence below?

Write **one** letter.

Josef's friends rushed to meet *him*, desperate to see if he had won.

- A. a preposition
- B. an adjective
- C. a pronoun
- D. a noun

18. Write out two words in the passage below that are **synonyms** of each other.

Having queued for over an hour, Sanjit found that his tolerance was being severely tested. Most of the other children had lost patience and gone elsewhere.

[braille page 10]

19. What kind of **clause** is written in italics in the sentence below?

If they could afford to, the ancient Romans ate well.

20. Write the word in the sentence below which should be followed by a **dash**.

It was a very exciting lesson we learnt how parachutes work and designed one of our own.

21. What is the **word class** of the word written in italics?

Write **one** letter.

Our school is bigger than *theirs*.

- A. a co-ordinating conjunction
- B. a subordinating conjunction
- C. a possessive pronoun
- D. a relative pronoun

22. Write out the word in the sentence below which should be followed by a **colon**.

Joshua has mastered two new skateboarding skills he could do a perfect aerial jump and execute a complete 180 degree turn.

[braille page 11]

23. Write out the three words in the sentence below each of which should be followed by a **comma**.

She wore a dark red skirt a woollen jumper a scarf with matching hat thick socks and black boots.

24. Which sentence uses **tense** correctly?

Write **one** letter.

- A. We sat and ate our lunch once we had found a sunny picnic spot.
- B. Once we find a sunny picnic spot, we sat and ate our lunch.
- C. Once we had found a sunny picnic spot, we sit and eat our lunch.
- D. We sat and eat our lunch once we had found a sunny picnic spot.

25. Which sentence below is the most **formal**?

Write **one** letter.

- A. Hope you can make it to my birthday party next week!
- B. It's going to be great!
- C. The venue is yet to be confirmed.
- D. I'm still checking out a couple of places.

[braille page 12]

26. Write out the word that shows the sentence below is a **command**.

To see pictures of the rugby match, [click here](#).

27. Write the letter of each of the words in italics in the sentence below. Next to each letter, write **either** S (if it is a Subject) **or** O (if it is an Object).

Sam baked *cakes* for charity and *he* sold *them* at breaktime.

- a) Sam
- b) cakes
- c) he
- d) them

28. Rewrite the verbs in italics in the **simple past**.

The sky *begins* to look darker as the storm *approaches*.

[braille page 13]

29. Which sentence is closest in meaning to the one below?

Write **one** letter.

My dad has had this bike for two years.

- A. My dad no longer has this bike.
- B. My dad is having this bike for his birthday.
- C. My dad has this bike now.
- D. My dad will have a bike in two years' time.

30. Write out the three **adjectives** in the sentence below.

He made his way up the cobbled street, striding like the bold and determined man he was.

[braille page 14]

31. Which sentence is punctuated correctly?

Write **one** letter.

- A. Our parents always say "work hard and do your best."
- B. Our parents always say, "work hard and do your best."
- C. Our parents always say, "Work hard and do your best."
- D. Our parents always say "Work hard and do your best."

32. Which word in italics is an **adverb**?

Write **one** letter.

- A. The spring garden looks *lovely*.
- B. My little sister has a *wobbly* tooth.
- C. The clothes are folded *neatly*.
- D. Her brown hair is long and *curly*.

[braille page 15]

33. What **word class** do the words in italics belong to?

You can have an apple *or* an orange for your snack.

Since it is sunny, you can eat your snack outside.

Although I prefer oranges, apples are easier to eat.

34. Explain how the **comma** changes the meaning of the second sentence.

- 1. I asked if Jake Thomas and Lily were coming to the barbecue.
- 2. I asked if Jake, Thomas and Lily were coming to the barbecue.

35. Write out the **adverbial** in the sentence below.

Last week, Jake went swimming and played football.

[braille page 16]

His sister, _____, is learning to speak Polish.

36. Write a **relative clause** to complete the sentence above.

Remember to punctuate your answer correctly.

37. How does the **conjunction** change the meaning of the second sentence?

- 1. We listened to the music after we ate our lunch.
- 2. We listened to the music while we ate our lunch.

38. Write out the **modal verb** in the sentence below.

Kate hoped that she would see goats and sheep at the farm.

The wind damaged the fence.

39. Rewrite the sentence above in the **passive**.

Remember to punctuate your answer correctly.

[braille page 17]

40. a) Write out the two separate words in the passage below which should be followed by a **comma**.

b) Write out the word in the passage below which should be followed by a **semi-colon**.

Last Wednesday we performed a play at school I invited my parents to come and watch. When I first went on stage I was so nervous that I nearly forgot my lines.

41. Write out the three **nouns** in the sentence below.

The fire gave the room a cosy feeling.

42. Which sentence uses the **passive**?

Write **one** letter.

A. The school proposed building a new playground.

B. The issue was discussed at a council meeting.

C. The council voted in favour of the proposal.

D. They started building the new playground last week.

[braille page 18]

43. Write out the **contracted form** of the words in italics in the sentence below.

We *shall not* do that again.

44. Complete each sentence below by writing a word formed from the root word 'music' for each space.

a) Every member of the Jones family was _____.

b) Only Mr Jones was a professional _____.

45. What is the grammatical term for the words in italics in the sentence below?

The new paintbrushes are in the box.

46. Write out each word that should begin with a **capital letter** in the sentence below.

when we visited the museum in birmingham, gareth arranged to travel by train with aunt laura.

47. Write out the three **determiners** in the sentence below.

William didn't have any cereal in the house, so he went out to buy some cornflakes.

[braille page 19]

48. Write out the word in the sentence below which should have an **apostrophe**.

Write the apostrophe in the correct place.

Pupils coats should be hung on the pegs.

49. Write out the three **prepositions** in the sentence below.

After the game, Omar and Alisha walked home with their grandparents, who lived across the road.

50. Write out the **co-ordinating conjunction** in the sentence below.

If you want to enter the competition, you can send your idea by email or by post.

.....
End of test

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Braille transcript

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2019 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Administering the braille version of Paper 1: questions

MONDAY 13 MAY 2019

CONFIDENTIAL: This pack must be kept secure and unopened until the start of the test on **Monday 13 May 2019**.

Early opening, up to 1 hour before the test starts, is only allowed if access to the contents is needed to make adaptations to meet individual pupils' needs. Early opening of more than 1 hour is only allowed if permission has been granted by STA.

Please ensure you have read and understood the 2019 modified test administration guidance before opening this pack.

Pack contents:

- An overview of the braille version of the English grammar, punctuation and spelling
Paper 1: questions (overleaf)
- 1 copy of the braille tactile version of the English grammar, punctuation and spelling
Paper 1: questions
- 1 copy of the printed transcript of the braille version of the English grammar, punctuation and spelling
Paper 1: questions

For test administration

2019 Key stage 2 English grammar, punctuation and spelling test

The following information explains how to administer the braille version of the key stage 2 English grammar, punctuation and spelling test Paper 1: questions. Modified test administration guidance is available at www.gov.uk/sta. If you have any questions, you should check with your headteacher or key stage 2 test co-ordinator before you administer the test.

Please make sure you follow these instructions correctly to ensure the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation.

Format

The key stage 2 English grammar, punctuation and spelling test consists of 2 papers. The papers must be administered in order. There is no braille version of Paper 2: spelling. You should use the standard version of the test to administer that component if appropriate. Pupils may have a break between the papers.

Paper 1: questions consists of a braille question booklet.

There is a printed transcript to help test administrators.

Pupils will have 45 minutes, plus up to 100% additional time, to answer the questions in the booklet.

Minor changes have been made to the text and layout of the braille booklet, compared with the standard version.

You must refer to the printed transcript rather than the standard test questions when administering the test.

Equipment

Each pupil will need the equipment specified below:

- a suitable way of recording their answers, such as a braille, blue/black pen, dark pencil or word processor (i.e. the usual way they write in class)
- braille paper (if the pupil is brailleing their responses)

Pupils may use the following, if this is normal classroom practice:

- technical or electronic vision aids, including low-vision aids such as closed-circuit television or JOCR scanners.

No additional equipment is allowed.

Assistance

- You must ensure that nothing you say or do during a test could be interpreted as giving pupils an advantage, e.g. indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again.
- You may explain or rephrase a question provided you do not give away subject-specific information. For example, if a question asks to 'rewrite the sentence below in the passive', 'rewrite' may be explained, but not 'passive'.
- You must not give alternative explanations, e.g. explain 'inverted commas' as 'speech marks', or name punctuation.
- If a pupil asks a question about test content, you must not explain subject-specific terms or expressions.

The examples below illustrate how to deal with some common situations:

Q. I don't understand the question.

A. Read the question again and pay attention to the key words that tell you what to do.

Q. What does 'comma' mean?

A. I can't tell you, but think hard and try to remember. We can talk about it after the test.

- You must not explain any subject-specific terminology. If any other word in a question is unfamiliar, you may explain it or show them objects to help them understand.

Guidance for specific questions

There is no additional guidance needed to administer the braille version of Paper 1: questions.

Before the test begins

Write the pupil's name, school name and DfE number at the top of every sheet of braille paper used (this is so that markers are able to identify the paper).

Review the list of pupils with particular individual needs and consider whether they may need rest breaks or other access arrangements.

Ensure you know how to administer any access arrangements correctly. Please refer to the 2019 key stage 2 access arrangements guidance.

What to do at the start of the test

Check that seating is appropriately spaced.

Check that pupils do not have mobile phones or other disruptive items.

Check that pupils do not have any materials or equipment that may give them extra help.

Ensure each pupil who needs it has 1 braille copy of Paper 1: questions.

Tell the pupils the duration of the test.

How to introduce the test

It is important to brief pupils fully at the start of each test. Use this script to introduce Paper 1: questions.

This is the key stage 2 English grammar, punctuation and spelling test Paper 1: questions. You should have Paper 1: questions in front of you.

You will need to record your answers the same way as you do in class (braille, word processor etc).

Open your question booklet to page 1. I will read the instructions to you.

There are different types of question for you to answer in different ways.

You should try to answer all of the questions. If you cannot answer a question, move on and return to it later.

You have up to 90 minutes to complete the test. This includes your additional time allowance.

Pay particular attention to any instructions within test questions.

If you want to change your answer, put a line through the response/use a series of 'for' signs (full 6 dot cells) to delete the answer you don't want the marker to read.

Remember to check your work carefully.

If you have any questions during the test, you should put your hand up and wait for someone to come over to you. Remember, I can't help you answer any of the test questions.

You must not talk to each other.

Are there any questions you want to ask me now?

I will tell you when you have 5 minutes left. I will tell you when the test is over and to stop writing.

You may now start the test.

How to deal with issues during the test

It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.

In the following circumstances you will need to stop the test for each individual pupil, a group of pupils or for the whole cohort:

- test papers are incorrectly collated or the dots have been printed incorrectly
- an incorrect test has been administered
- a fire alarm goes off
- a pupil is unwell
- a pupil needs to leave the room
- a pupil is caught cheating.

If you need to stop the test:

- make a note of the time
- make sure the pupils are kept under test conditions and that they are supervised
- if the pupils need to leave the room, ensure they do not talk about the test
- speak to your test co-ordinator or a senior member of staff for advice about what to do next
- consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice.

You should brief your headteacher on how the incident was dealt with once the test is over.

What to do at the end of the test

If you need to make a transcript of a test script, complete it with the individual pupil at the end of the test under test conditions. Particular care should be taken to ensure accurate transcriptions are made and the pupil's answers are not corrected or amended. Do not transcribe pupils' brailled answers onto standard test scripts.

Ensure you inform your senior member of staff/test co-ordinator if you have made a transcript, or if a pupil has used a scribe, word processor or other electronic or technical device. This is so they can complete the appropriate online notification.

Make sure you have collected every test script including any unused test material and any additional paper which pupils have recorded their answers on.

Make sure each sheet of paper has the pupil's name and the school's DfE number clearly written on it.

Return the test scripts, and any additional paper, immediately to the senior member of staff who is responsible for collating the test scripts. Ensure you inform them of any pupils who have used additional paper so they can collate the pupils' responses correctly.

Do not look at, annotate or review pupils' answers in any way (unless it is necessary to make a transcript). If you amend or tamper with pupils' answers in test scripts, it will be considered maladministration and results could be annulled.

Do not keep or photocopy test scripts for any reason.

All test materials, including printed transcripts and any unused test papers, must be stored securely until Monday 3 June 2019.

Administering the braille version of Paper 1: questions
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Electronic version product code: STA/19/8256/e ISBN: 978-1-78957-193-6

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OGL

2019 national curriculum tests
Key stage 2

English grammar, punctuation and spelling

**Amendments to mark schemes
Modified large print (MLP)**



Standards
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Introduction

This guidance is for markers who have been allocated MLP scripts of the 2019 key stage 2 English grammar, punctuation and spelling test.

The standard version of the key stage 2 English grammar, punctuation and spelling test mark schemes should be used in conjunction with the additional guidance in this document. Markers should refer to the standard mark schemes when marking MLP test papers unless an alternative is given in this guidance.

Amendments to the mark scheme

The standard mark schemes can be applied to all questions in the MLP versions of Paper 1: questions and Paper 2: spelling.

General guidance to be applied throughout the MLP papers

- Be sympathetic to the fact that the handwriting of pupils with visual impairment may be of inconsistent size and formation. They may also have difficulty circling or ticking their answers. Award marks where there is a clear and unambiguous indication of the correct answer.
- If children have missed any answer lines or spaces within the text, their answers may be elsewhere on the page. Any unambiguous indication of the correct answer should be credited, working within the parameters of the mark scheme.
- Markers should contact their supervisors if they have any problems applying the mark scheme to MLP scripts, or with specific responses. All supervisors have contact details of markers who will provide specialist advice.

2019 key stage 2 English grammar, punctuation and spelling: amendments to mark schemes – MLP
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2019 national curriculum tests
Key stage 2

**English grammar, punctuation and spelling
Amendments to mark schemes**

Braille



Standards
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Agency

Introduction

This guidance details the amendments made to the standard mark scheme for questions which have been adapted or replaced in the braille version of the 2019 key stage 2 English grammar, punctuation and spelling national curriculum test.

The standard version of the key stage 2 English grammar, punctuation and spelling mark schemes, should be used in conjunction with the additional guidance in this document. Markers should refer to standard mark schemes when marking the braille test papers unless an alternative is given in this guidance.

Amendments to the mark scheme

Amendments to mark schemes are only provided where the content of standard mark schemes is altered.

Amendments to mark schemes are not provided where the only change has been to further divide the question into subsections or where the layout of the question is different.

Mark schemes have been amended in some respects for the following questions:

Paper 1	Questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 24, 25, 30, 32, 34, 36, 40, 46
Paper 2	There are no amendments to the mark schemes for the spelling component: the standard mark schemes can be applied for all spellings.

General guidance to be applied throughout the braille papers

- You should make every effort to understand what the child has written in an answer, without reading into the answer anything that the child did not intend.
- Some children with visual impairment find it difficult to get their answers across clearly. It may take you longer to read their answers. Apply the mark schemes, but be sympathetic to their difficulties. Any unambiguous indication of the correct answer should be credited.
- Throughout the test, where question responses are labelled with letters, or letters and numbers, pupils may write the letter or letter and number of their chosen answer rather than writing out their answer in full, for example B, D, 1C, 2A.
- Some braille questions are worded differently to the standard version, but the differences are sufficiently small that you should still be able to apply the standard mark scheme. For example, pupils may write the answer rather than circle the answer.

Marking the braille test scripts

Braille scripts will normally be marked by specialist braille markers who will be provided with the physical copy to be marked. Markers should contact their supervisors if they have any problems applying the mark scheme to braille scripts, or with specific responses.

Mark scheme amendments

Throughout the test, where question responses are labelled with letters, or letters and numbers, pupils may write the letter or letter and number of their chosen answer rather than writing out their answer in full, e.g. B, D, 1C, 2A.

Q	Requirement
1	C
2	A2 B4 C1 D3
3	a) C b) Q c) Q d) C
4	night
5	A2 B3 C4 D1
6	C
7	a) those b) well c) did
9	B
10	summer
11	such, trains
12	D
13	D
14	B
15	D
16	B
17	C
20	lesson
21	C
22	skills
23	skirt, jumper, hat
24	A
25	C
27	a) S b) O c) S d) O
29	C

31	C
32	C
40	a) Wednesday, stage (in either order) b) school
42	B



2019 key stage 2 English grammar, punctuation and spelling: amendments to mark schemes – braille
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Transcription of the Braille Version

2019 national curriculum tests
Key stage 2
English
Braille
Reading Booklet
The Park
Fact Sheet: About Bumblebees
Music Box

[braille page 1]

Contents

The Park	2– 5
Fact Sheet: About Bumblebees	6–10
Music Box	11–15

[braille page 2]

[Ajay has just arrived at Joe's house before school. Joe's mother is the warden who looks after the local park.]

The Park

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

Joe knew instantly that something was wrong. He could see it on Mum's face. 'What is it, Mum?' Joe asked.

'Yeah, Mrs P, what's happened?' Ajay asked too.

'It's the park ... they've shut it down.'

For a second no one said a word. Joe and Ajay looked at each other, then back at Joe's mum. Her face was pale, her jaw dropped open. She stared at the letter, her eyes watery and ready to spill over with tears.

'Shut the park!' Joe said furiously. 'They can't do that, it's ... it's the park!!'

[braille page 3]

'Yeah, everyone loves that place!' Ajay joined in.

'You boys best get to school, or you'll be late,' said Mum, her voice all shaky.

'But what about ...?' Joe started to say.

'You leave that to me, I don't want you worrying.' Mum tried to smile, but it didn't reach her eyes. If she was trying to reassure Joe, it wasn't working. He knew his mum needed that job – how else was she supposed to put sweet-and-sour spaghetti on the table?

'Don't worry, Mum, I'll ... I'll think of something.'

Joe's mum just nodded, turning away to wipe her eyes.

Joe and Ajay grabbed their bags and reluctantly headed out of the door. Neither of them said anything for what seemed like ages.

'You all right, man?' Ajay asked, breaking the silence.

'I don't know ... I can't believe they've closed the park. I mean, why?!' Joe said in disbelief.

[braille page 4]

'Dunno,' Ajay shrugged. 'But I know a man who might,' he said, pointing down the road.

As they turned the corner at the top of Joe's street they saw a man in the distance. He had a ladder and toolbox and was busy hammering a sign into the park gates. This made Joe's blood boil. If Mum had been there she would have given him what for – no one hammers anything into anything without her say-so first.

'Oi!' Ajay yelled, 'what are you doing?'

Joe read the sign: 'Under development.'

'What's going on?' Joe asked. 'Why have you closed the park?'

The man stopped what he was doing and shrugged. 'They don't tell me anything, I'm just the bloke who hammers things.'

Joe read the rest of the sign:

[braille page 5]

UNDER DEVELOPMENT

This notice hereby declares that St George's Park is closed with immediate effect and that, from 1st of July, this park will be redeveloped and a new block of luxury flats will be built – The Department of Progress

Underneath the notice was a drawing of a posh building, tall and made of glass. It had pictures of smiling people chatting and drinking coffee outside. Joe and Ajay looked through the park gates and could already see diggers moving in, ready to tear the playground apart.

'This can't be happening,' Joe muttered, blinking back the tears. This was the place where he and Ajay hung out. Where they used to plot how they were going to become mega rich, and plan what to do if the world got taken over by zombies. This was the place where Joe and Ajay used to play football – or rather where Ajay would kick the ball and Joe would try to get out of the way of it before it hit him in the face. And now it was going to be turned into flats! Why wasn't anyone stopping this?

.....

[braille page 6]

Fact Sheet: About Bumblebees

1. At the Bumblebee Conservation Trust, we are passionate about saving bees. Here is why.

2. Save our bees

Bumblebees are among the most loved and familiar of garden insects. The sight and sound of them buzzing from flower to flower is an essential part of summertime, but sadly these fat, furry little creatures are struggling to survive.

At the time of writing, 24 bumblebee species are found in the UK, but unfortunately, in the last 80 years, two UK species have become extinct and others have declined sharply. In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless. The reason for this is simple and clearly visible: there are now far fewer flowers to provide bees with the pollen and nectar that they need to survive. But all is not lost – you can take action today to help save these hardworking pollinators. This fact sheet explains how.

[braille page 7]

3. What's so different about the bumblebee?

To most people, bees are instantly recognisable but there are distinct differences between the appearance and lives of bumblebees and honeybees. Bumblebees are larger and hairier than their cousins which makes them perfectly suited for colder climates. Bumblebee nests are small and they do not store large quantities of honey, so their extra furry coat allows them to venture out on cold days to collect pollen and nectar when honeybees stay inside.

4. Don't 'bee' confused

Don't confuse bumblebees with wasps. Bumblebees do not swarm and are not aggressive. Only female bumblebees can sting and they will only do so if they feel very threatened. Bumblebees will never interrupt your picnic or steal your sandwiches!

[braille page 8]

5. Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

6. Did you know that bumblebees have smelly feet?

Well they do and they're quite useful! After feeding, they leave a scent on the flower which lets other bumblebees know to avoid wasting energy landing – the flower will contain very little nectar or pollen.

[braille page 9]

7. Things you can do to help

Bumblebees help pollinate plants in more than one million acres of British gardens and the flowers they find can be a lifeline for them. No matter how small your garden, you can help to save the sound of summer by providing lots of bee-friendly flowers throughout the year. By 'bee-friendly' we mean flowers that are rich in pollen and nectar. Many ornamental plants that are commonly found in British gardens, such as pansies and begonias, are of no value to wildlife. These decorative and colourful flowers often produce little pollen or nectar. However, there are hundreds of beautiful flowers that do offer these rewards, including foxgloves, lavender, geraniums, herbs and wild roses that you can add to your garden.

[braille page 10]

8. Energy drink for bees

If you find a stranded or sleepy bumblebee, you can help to boost its energy levels with a simple sugar and water mix. Mix equal parts white sugar and warm water then pour into a small container or sponge. Place both the bee and the artificial nectar near to some flowers.

9. Act now

You can also help by supporting our work to conserve bumblebee habitats and raise public awareness. There are various ways to show your support including volunteering, fundraising and becoming a member of the Bumblebee Conservation Trust. For more information on all of the above, including access to our Bee Kind gardening web page, visit: **www.bumblebeeconservation.org**

.....

[braille page 11]

[This is an extract from an adventure story set in a different world. Micah, who earns money by finding things and selling them, goes to visit his 13-year-old friend, Piper.]

Music Box

Micah brought the music box to her on the night of the meteor storm. Piper never slept on these nights, when debris from other worlds fell from the sky. Restlessness kept her awake in bed, staring at the slanted ceiling of her house. She counted the widening cracks in the grey scrub-pine planks and then counted the seconds as they ticked by on the tarnished silver watch she wore around her neck. Beneath her cotton nightdress, the metal lay warm and comfortable against her skin. Micah's knock made her lose count, but the watch ticked on steadily.

She pulled on a pair of her father's old boots, slung his brown coat over her nightdress, and opened the door. Wind blew a harsh breath of snow and ice crystals into her face. Piper wiped her eyes and fixed a look of annoyance on the boy huddled in the doorway.

[braille page 12]

'I must be seeing things,' Piper said. 'This can't be Micah Howell standing at my door, dragging me out of bed in the drop dead of night. Look at me – I'm stunned stiff. I'm speechless.'

Micah snorted. 'That'll be the day, then. Let me in, Piper, will ya?' He stomped snow off his boots. 'Stinks out here, and it's so cold my teeth are cracking together.'

'That's your own fault for being out on a storm night. Most scrappers have the sense to stay inside.' He was right, though. The air already reeked of brimstone. The storm was coming. Piper moved to let him in, then shut the door behind him. He immediately ran to the cast-iron stove to warm his hands. Piper nudged him aside and adjusted the controls. 'Hand me a log before you make yourself at home,' she said. It was her habit to pretend to be bothered by her friend, even though she was happy to see him.

Micah handed her a piece of wood from the basket near the stove and reached into the bulky sack he had slung over his shoulder. 'I brought it, just like I said I would.'

[braille page 13]

'That's great, kid, but I thought you were going to bring it a few hours ago – you know, before I made a comfortable nest in the middle of my bed.' Piper tended the stove, and then she went to the window and looked out at the sky, which had begun to lighten, though it was still several hours until dawn. The moon was a sickly greenish colour, as it always was before the meteors fell, making the clouds around it look like swelling bruises on the sky.

Piper's skin itched. She had the urge to go outside and watch the fields, to see the first of the meteors streak from the sky, but it was too cold, too dangerous. And besides, she'd promised to fix Micah's toy. A musical box – Piper rolled her eyes. Machines couldn't make proper music. You needed a person for that.

She lit an extra kerosene lamp and placed it on the small kitchen table. Piston rings, bolts, and cylinders littered its surface. Piper shifted these aside, wishing she had a bigger work space, one she didn't also have to eat at. 'Let's see it, then.'

[braille page 14]

Micah set the music box between them. 'Isn't she beautiful?' he said, his fingers lingering on the lid. It was decorated with a painted figure of a woman in a white silk robe. She reclined on a strip of grass, her long black hair falling around her waist. At her back grew a tree full to bursting with pink blossoms that hung over her like a veil.

Whoever had made the music box was a skilled artist. Piper could practically smell the flowers, each one hand-painted in white, coral, and cerise. In a few places, the paint

had cracked and faded, but those were hardly noticeable. Overall, it was an incredible piece. Micah had been lucky to find it.

'But she won't sing?' Piper lifted the lid to get a look at the musical components. She'd seen contraptions like these before. A series of pins arranged on a metal cylinder struck the teeth of a steel comb while the cylinder turned, making the tinkling notes of a song. She'd heard this type of music and had always thought the sound was a little annoying. 'Did you clean the inside after you dug it out of the crater?'

'Course I did.' The boy was indignant. 'You think I'm stupid?'

[braille page 15]

Piper glanced up from the box and raised an eyebrow.

'Ha-ha. You watch – the coin I get from that thing will feed my family and me for a month. She'll look smart in one of those fancy mansions in Ardra. Don't you think she will, Piper?' His excitement faltered, and he looked at her anxiously.

'Yeah, it'll look smart. Just make sure you find a buyer with a stiff hip at the market,' Piper said, 'They're the ones who'll be looking for these kinds of pretties.' She felt the cylinder and its tiny pins. Micah had done a decent job cleaning it, but flecks of dirt still caked the comb, and something was keeping the cylinder from turning. She heard the soft, strangled notes of a song trying to play.

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Braille transcript

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Transcription of the Braille Version

2019 national curriculum tests

Key stage 2

English

Braille

Reading Question Booklet

The Park

Fact Sheet: About Bumblebees

Music Box

[braille page 1]

Instructions

On your paper write
Your first name
Your last name
Your date of birth
Your school name

Questions and answers

You have one hour, plus your additional time allowance, to complete this test. Read one text and answer the questions about that text before moving on to read the next text. There are three texts and three sets of questions.

In this booklet, there are different types of question for you to answer in different ways.

Short answers

This shows that you only need to write a word or a few words in your answer.

Sentence answers

This shows you need to write more words or a sentence or two.

[braille page 2]

Longer answers

This shows that a longer, more detailed answer is needed. You can write in full sentences if you want to.

Selected answers

You need to choose the best answer from those given and write the letter or letters of that answer. Read the instructions carefully so that you know how to answer the question.

Marks

After each question, the type of answer required and the maximum number of marks is shown in [brackets].

As this is a reading test, you must use the information in the texts to answer the questions. When a question includes a page reference, you should refer to the text on that page to help you with your answer.

You have one hour, plus your additional time allowance, to read the texts in the reading booklet and answer the questions in this booklet.

[braille page 3]

Note to test administrator

Please write the school DFE number on the pupil's braille script.

[braille page 4]

Questions 1 – 13 are about *The Park* (pages 2 to 5)

1. What is Ajay doing when the post arrives? [sentence answer, 1 mark]
2. How does Joe know that the letter contains bad news **before** his mum tells him what it says? [sentence answer, 1 mark]
3. What does the letter in the brown envelope tell Joe's mother? [sentence answer, 1 mark]

To answer questions 4 and 5, you should read the section 'Ajay was just about ... wipe her eyes.' (pages 2 to 3)

4. **Find** and **copy one** word which shows that Joe is angry. [short answer, 1 mark]
5. In Ajay's opinion, how do people feel about the park? [sentence answer, 1 mark]

[braille page 5]

6. Read the section 'You boys best get to school ... wipe her eyes.' (page 3)

'But what about ...?' Joe started to say.

Which words would best complete Joe's question?

Write **one** letter.

- A. your breakfast
- B. our games
- C. your job
- D. our homework

[1 mark]

7. What is Joe's mother thinking after she reads the letter?

Write **one** letter.

- A. 'I'm happy that the boys have finished their breakfast.'
- B. 'I don't want the boys to realise how upset I am.'
- C. 'I'm worried the boys will be late for school.'
- D. 'I'll cook sweet-and-sour spaghetti for the boys later.'

[1 mark]

[braille page 6]

8. If she was trying to **reassure** Joe, it wasn't working.

What does 'reassure' mean in this sentence? [sentence answer, 1 mark]

9. Read the paragraph 'Joe and Ajay grabbed ... like ages.' (page 3)

Find and **copy one** word that shows the boys do not want to leave the house.
[short answer, 1 mark]

10. 'Oi!' Ajay yelled, 'what are you doing?'
Joe read the sign: 'Under development.'
'What's going on?' Joe asked. 'Why have you closed the park?'
Joe and Ajay react differently to seeing the man hammering in the sign.
How does Joe react?
Write **one** letter.
A. He is calmer.
B. He is ruder.
C. He is less interested.
D. He is less worried.
[1 mark]

[braille page 7]

11. Read the sign from the story. (page 5)
Who has produced the sign? [short answer, 1 mark]

12. Read the section 'Underneath the notice was a ... anyone stopping this?'
(page 5)
What is happening inside the park straight after Joe and Ajay have read the sign?
[sentence answer, 1 mark]

13. Using information from the text, write the letter of each statement below with **either** T, (if the statement is **True**), **or** F (if the statement is **False**).
a) The park has been looked after by a park warden.
b) The park is going to be replaced with a shopping centre.
c) Building work in the park will start at the end of July.
d) The warden had two weeks' notice of the park's closure.
[2 marks]

[braille page 8]

Questions 14 – 27 are about *Fact Sheet: About Bumblebees* (pages 6 to 10)

14. What is the name of the organisation that produced this fact sheet about bumblebees? [short answer, 1 mark]

15. Read section 2: *Save our bees*. (page 6)
Statements
A. The Bumblebee Conservation Trust is worried about bees.
B. The leaflet makes readers feel hopeful for bumblebees.

a) Give **one** piece of evidence from the leaflet to support statement A.
b) Give **one** piece of evidence from the leaflet to support statement B.
[sentence answers, 2 marks]

[braille page 9]

16. In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless.

This suggests that ...

Write **one** letter.

- A. farming has helped bees.
- B. paved gardens are attractive.
- C. bees are good at finding their way.
- D. bees have only started struggling recently.

[1 mark]

17. Read section 3: *What's so different about the bumblebee?* (page 7)

The text refers to the bumblebees' 'cousins'.

Who are their 'cousins'? [short answer, 1 mark]

18. Which section of the leaflet is written to inform readers that they are unlikely to be stung by bumblebees?

Write the number of the section. [short answer, 1 mark]

[braille page 10]

19. In what way is 'buzz pollination' more useful than other forms of pollination?
[sentence answer, 1 mark]

20. Read section 6: *Did you know that bumblebees have smelly feet?* (page 8)

Why is it important for bumblebees to leave a smelly scent on some flowers?

Write **one** letter.

- A. so that others avoid it
- B. because it smells better than nectar
- C. so others know it has pollen
- D. because bees give flowers their scent

[1 mark]

21. Read section 7: *Things you can do to help.* (page 9)

Find and **copy one** word that shows how essential flowers are to bees.

[short answer, 1 mark]

[braille page 11]

22. Read section 7: *Things you can do to help.* (page 9)

Look at the list of flowers below.

- A. lavender
- B. pansy
- C. herbs
- D. wild rose

a) Write the letters of the **bee-friendly** flowers in the list above.

b) Write the letters of the flowers in the list above that are **not bee-friendly**.

[1 mark]

c) Explain why the flowers that are not bee-friendly do not attract bees.

[sentence answer, 1 mark]

23. Read section 8: *Energy drink for bees*. (page 10)

These instructions suggest that the reader ...

Write **one** letter.

- A. enjoys preparing food.
- B. has lots of energy.
- C. is willing to handle bees.
- D. is skilled at gardening.

[1 mark]

[braille page 12]

24. Using information from the text, write the letter of each statement below with **either** T, (if the statement is **True**), **or** F, (if the statement is **False**).

- a) Wasps can be aggressive.
- b) Male bumblebees sometimes sting.
- c) Bumblebees only go outside when it is warm.
- d) You need a big garden to help bumblebees.

[2 marks]

25. Think about the whole text.

- a) Write **two** things that the text says you can do to help all bumblebees.
- b) Write **one** thing that the text says you can do to help a weak bumblebee.

[sentence answers, 2 marks]

26. Give **one** example of the use of humour in the fact sheet. [sentence answer, 1 mark]

[braille page 13]

27. Bumblebees are very important to the human race.

Give **two** ways that they are important. [sentence answer, 2 marks]

Questions 28 – 39 are about *Music Box* (pages 11 to 15)

28. What has Piper been counting in the first paragraph? (page 11)

Give **two** answers. [short answers, 1 mark]

29. She pulled on a pair of her father's old boots, **slung** his brown coat over her nightdress, and opened the door.

The word 'slung' suggests that Piper put on the brown coat ...

Write **one** letter.

- A. carelessly.
- B. slowly.
- C. tidily.
- D. thoughtfully.

[1 mark]

[braille page 14]

30. Read the section 'Micah brought the music box ... like I said I would.'
(pages 11 to 12)

Why is the boy 'huddled' in the doorway while he waits for Piper to open the door?
[sentence answer, 1 mark]

31. Why has Micah come to Piper's house on the night of the storm? (page 13)
[sentence answer, 1 mark]

32. What impressions do you get of Piper's house?
Give **two** impressions, using evidence from the text to support your answer.
[longer answers, 3 marks]

33. Piper has mixed feelings about music boxes.
a) What does Piper like about the music box?
b) What does Piper dislike about music boxes?
[short answers, 2 marks]

[braille page 15]

To answer questions 34 and 35 you should read the section 'That's great, kid, ...' to the end of the text. (pages 13 to 15)

'But she won't sing?'

34. What does Piper mean when she says this? [sentence answer, 1 mark]

35. Where did Micah find the music box? [sentence answer, 1 mark]

36. What work has Micah done to the music box before showing it to Piper?
[sentence answer, 1 mark]

37. Piper thinks Micah has *done a decent job*.

She thinks his work has been ...

Write **one** letter.

A. excellent.

B. careful.

C. sloppy.

D. reasonable.

[1 mark]

[braille page 16]

38. Read the last paragraph, beginning: 'Yeah, it'll look smart.' (page 15)

Find and copy one word that suggests that the sound coming from Micah's music box is unpleasant. [short answer, 1 mark]

39. What impressions do you get of the relationship between Piper and Micah?
Give **two** impressions, supporting your answer with evidence from the text.
[longer answer, 3 marks]

.....
End of test

Braille transcript

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2019 national curriculum tests

Key stage 2

English reading

Administering the braille version of the reading booklet and reading question booklet

TUESDAY 14 MAY 2019

CONFIDENTIAL: This pack must be kept secure and unopened until the start of the test on **Tuesday 14 May 2019**.

Early opening, up to 1 hour before the test starts, is only allowed if access to the contents is needed to make adaptations to meet individual pupils' needs. Early opening of more than 1 hour is only allowed if permission has been granted by STA.

Please ensure you have read and understood the 2019 modified test administration guidance before opening this pack.

Pack contents:

- Administration instructions for the braille English reading test (overleaf)
- 1 copy of the braille tactile version of the English reading question booklet
- 1 copy of the braille tactile version of the English reading booklet
- 1 copy of the printed transcript of the braille English reading question booklet
- 1 copy of the printed transcript of the braille English reading booklet

For test administration

2019 key stage 2 English reading test

The following information explains how to administer the braille version of the key stage 2 English reading test. Modified test administration guidance is available at www.gov.uk/sta. If you have any questions, you should check with your headteacher or key stage 2 test co-ordinator before you administer the test.

Please follow these instructions correctly to ensure the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation.

Format

This test consists of a reading booklet and a reading question booklet.

There are printed transcripts of both booklets to help administrators.

Pupils will have a total of 1 hour, plus up to 100% additional time, to read the 3 texts in the reading booklet and complete the questions at their own pace. They can approach the test as they choose, e.g. working through one text and answering the questions before moving onto the next.

Changes have been made to the text and layout of the braille reading booklet, compared with the standard version.

Changes have also been made to the text and layout of the questions in the braille version of the reading answer booklet.

You must refer to the printed transcript rather than the standard test questions when administering this test.

Equipment

Each pupil will need the equipment specified below:

- a suitable way of recording their answers, such as a braille, blue/black pen, dark pencil or word processor (i.e. the usual way they write in class)
- braille paper (if the pupil is brailleing their responses)

Pupils may use the following, if this is normal classroom practice:

- technical or electronic vision aids, including low-vision aids such as closed-circuit television or JOCR scanners.

No additional equipment is allowed.

Assistance

- You must ensure nothing you say or do during a test could be interpreted as giving pupils an advantage, e.g. indicating that an answer is correct or incorrect, or suggesting the pupil reviews an answer again.
- The English reading test must not be read to individuals or to a group, except for the general instructions. However, you may read, and rephrase if necessary, the information in the test instructions on pages 1 to 2 of the reading question booklet to ensure all pupils understand them.
- You may help to identify and interpret any pictorial details within the test, but must not help with the reading of any text. Pupils with severe visual impairment will need extra time to interpret pictures and diagrams. You may 'stop the clock' while pupils examine them.
- You may help pupils to locate pages or paragraphs in the text, as well as the questions in the reading question booklet, but you must be careful that nothing you say or do could be interpreted as giving pupils an advantage.
- If a pupil asks a question about test content, you must not explain the meaning of any word or expression.
- The example below illustrates how to deal with a common situation:

Q. I don't understand the question.

A. Read the question again and pay attention to the key words that tell you what to do.

Guidance for specific questions

There is no additional guidance needed to administer the braille version of the reading test.

Before the test begins

Make sure you have the printed transcript of the braille booklet.

Clearly write the pupil's name provided during pupil registration, your school's name and DfE number on each sheet of braille paper if this is how the pupil is answering.

Review the list of pupils with particular individual needs and consider whether they may need rest breaks or other access arrangements.

Ensure you know how to administer any access arrangements correctly. Please refer to the 2019 key stage 2 access arrangements guidance.

What to do at the start of the test

Check that seating is appropriately spaced.

Check that pupils do not have mobile phones or other disruptive items.

Check that pupils do not have any materials or equipment that may give them extra help.

Ensure each pupil who needs it has 1 unused braille copy of the reading booklet, and 1 braille copy of the reading question booklet.

Tell the pupils the duration of the test.

How to introduce the test

It is important to brief pupils fully at the start of each test. You should use this script to introduce the English reading test.

This is the key stage 2 English reading test. You should have a reading booklet and a question booklet in front of you.

You will need to record your answers the same way as you do in class (braille, word processor etc).

Open your question booklet to page 1. I will read the instructions to you.

Read one text and answer the questions about that text before moving on to read the next text.

There are 3 texts and 3 sets of questions.

There are different types of question for you to answer in different ways.

Your question booklet will tell how many marks you can get for each question and how much to write.

You should try to answer all of the questions. If you cannot answer a question, move on and return to it later. Remember that you should keep referring back to your reading booklet.

You have up to 2 hours to complete the test. This includes your additional time allowance.

Pay particular attention to any instructions within test questions.

If you want to change your answer, put a line through the response/use a series of 'for' signs (full 6 dot cells) to delete the answer you don't want the marker to read.

Remember to check your work carefully.

If you have any questions during the test, you should put your hand up and wait for someone to come over to you. Remember, I can't help you answer any of the test questions or read any of the words to you.

You must not talk to each other.

Do you have any questions?

I will tell you when you have 5 minutes left. I will tell you when the test is over and to stop writing.

You may now start the test.

How to deal with issues during the test

It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.

In the following circumstances, you will need to stop the test either for an individual pupil, a group of pupils or for the whole cohort:

- test papers are incorrectly collated or the dots have been printed incorrectly
- an incorrect test has been administered
- a fire alarm goes off
- a pupil is unwell
- a pupil needs to leave the room
- a pupil is caught cheating.

If you need to stop the test:

- make a note of the time
- make sure pupils are kept under test conditions and that they are supervised
- if pupils have to leave the room, ensure they do not talk about the test
- speak to your test co-ordinator or a senior member of staff for advice about what to do next
- consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice.

You should brief your headteacher on how the incident was dealt with once the test is over.

What to do at the end of the test

If you need to make a transcript of a test script, complete it with the individual pupil at the end of the test under test conditions. Particular care should be taken to ensure accurate transcriptions are made and the pupil's answers are not corrected or amended. Do not transcribe pupils' brailled answers onto standard test scripts.

Ensure that you inform your senior member of staff/test co-ordinator if you have made a transcript, or if a pupil has used a scribe, word processor or other electronic or technical device. This is so they can complete the appropriate online notification.

Make sure you have collected every test script and any additional paper which pupils have recorded their answers on.

Make sure each sheet of paper has the pupil's name and the school's DfE number clearly written on it.

Return the test scripts, and any additional paper, immediately to the senior member of staff who is responsible for collating the test scripts. Ensure you inform them of any pupils who have used additional paper so they can collate the pupils' responses correctly.

Do not look at, annotate or review pupils' answers in any way (unless it is necessary to make a transcript). If you amend or tamper with pupils' answers in test scripts, it will be considered maladministration and results could be annulled.

Do not keep or photocopy test scripts for any reason.

All test materials, including printed transcripts and any unused test papers, must be stored securely until Friday 24 May.

Administering the braille version of the reading question booklet and reading booklet

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OGL

2019 national curriculum tests
Key stage 2

English reading

**Amendments to mark schemes
Modified large print (MLP)**



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Introduction

This guidance is for markers who have been allocated MLP scripts of the 2019 key stage 2 English reading test.

The standard version of the key stage 2 English reading test mark schemes should be used in conjunction with the additional guidance in this document. Markers should refer to the standard mark schemes when marking MLP test papers unless an alternative is given in this guidance.

Amendments to the mark scheme

Modified mark scheme amendments are only provided where the content of the standard mark scheme is altered.

Mark scheme amendments are not provided where the only change has been to further divide the question into subsections or where the layout of the question is different.

The mark scheme has been amended for question 18 only.

General guidance to be applied throughout the MLP papers

- Be sympathetic to the fact that the handwriting of pupils with visual impairment may be of inconsistent size and formation. They may also have difficulty circling or ticking their answers. Award marks where there is a clear and unambiguous indication of the correct answer.
- If pupils have missed any answer lines or spaces within the text, their answers may be elsewhere on the page. Any unambiguous indication of the correct answer should be credited, working within the parameters of the mark scheme.
- Markers should contact their supervisors if they have any problems applying the mark scheme to MLP scripts, or with specific responses. All supervisors have contact details of markers who will provide specialist advice.

Mark scheme amend

Question 18

In order to lessen the reading burden for visually impaired pupils, we have numbered the sections in the MLP version of this text and so pupils can answer question 18 with a number rather than the section heading.

Which section of the leaflet is written to inform readers that they are unlikely to be stung by bumblebees?

Write the number of the section:

Award 1 mark for reference to section 4 (*Don't 'bee' confused*).

2019 key stage 2 English reading: amendments to mark schemes – MLP
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2019 national curriculum tests
Key stage 2

English reading
Amendments to mark schemes

Braille



Standards
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Introduction

This guidance details the amendments made to the standard mark schemes for questions that have been adapted or replaced in the braille version of the 2019 key stage 2 English reading test.

This guidance should be used in conjunction with the standard version of the 2019 key stage 2 English reading test mark schemes. Markers should refer to the standard mark schemes when marking the braille test papers, unless additional guidance is given in this document.

Amendments to the mark schemes

Amendments to mark schemes are only provided where the content of the standard mark schemes is altered.

Amendments are not provided where the only change has been to divide the question into subsections or to alter the layout of the question.

The mark schemes have been amended for the following questions:

Reading test	6, 7, 10, 13, 15, 16, 18, 20, 22, 23, 24, 29, 33 and 37
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General guidance to be applied throughout the braille papers

- You should make every effort to understand what the pupil has written in an answer, without reading into the answer anything that the child did not intend.
- Any unambiguous indication of the correct answer should be credited.
- Throughout the test, where question responses are labelled with letters or letters and numbers, pupils may write the letter or letter and number of their chosen answer rather than writing out their answer in full, for example B, D, 1C, 2A.
- Some braille questions are worded differently from the standard version, but the differences are sufficiently small that the standard mark scheme can still be applied. For example, pupils may write the answer rather than circle the answer.

Marking brailled test scripts

Brailled scripts will usually be marked by specialist braille markers who will be provided with the physical copy to be marked. Markers should contact their supervisors if they have any problems applying the mark schemes to brailled scripts or with specific responses.

Amendments to mark schemes for the key stage 2 reading test

Throughout the test, where question responses are labelled with letters or letters and numbers, pupils may write the letter or letter and number of their chosen answer instead of writing out their answer in full, e.g. B, D, 1C, 2A.

Reading test

Q	Requirement
6	C (your job)
7	B (<i>I don't want the boys to realise how upset I am</i>)
10	A (He is calmer)
13	a. T b. F c. F d. F
15	a) Apply the mark scheme criteria for evidence that the Bumblebee Conservation Trust is worried about bees. b) Apply the mark scheme criteria for evidence that the leaflet makes readers feel hopeful for bumblebees.
16	D (bees have only started struggling recently)
18	4 (Don't 'bee' confused)
20	A (so that others avoid it)
22	a) A (lavender), C (herbs), D (wild rose) in any order b) B (pansy) c) as standard for question 22(b)
23	C (is willing to handle bees)
24	a. T b. F c. F d. F
29	A (carelessly)

Q	Requirement
33	a) Apply the mark scheme criteria for what Piper likes about the music box b) Apply the mark scheme criteria for what Piper dislikes about music boxes
37	D (reasonable)

2019 key stage 2 English reading: amendments to mark schemes –Braille
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