

Transcription of the Braille Version

2017 national curriculum tests
Key stage 2
English
Braille
Reading booklet
Gaby to the Rescue
Swimming the English Channel
An Encounter at Sea

[braille page 1]

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[braille page 2]

Gaby to the Rescue

A Siamese cat crouched on a tree branch, peering down at Gaby with brilliant blue eyes. It cried out. The cat was stuck in the tree in front of her house and, as luck would have it, she had on the nicest cardigan she owned. Gaby pulled the cardigan tighter around her. This was her last good school cardigan until who-knows-when her father would have enough money to buy her a new one. The poor cat cried again. Gaby looked back at her small yellow house. If her mother were here, that cat would already be out of the tree and purring – safe and sound, in her mother's arms.

Mind made up, Gaby pulled off her cardigan and tossed it onto her porch. "You're out of luck, *gato!*" she yelled. "My mom, master tree climber and cat rescuer, isn't back yet." She rolled up the sleeves of her white shirt. "But until she is, you've got me." Gaby grasped the nearest branch and pulled herself up. "Gaby to the rescue."

The cat meowed.

"I *am* hurrying."

[braille page 3]

The last time Gaby had climbed the tree was when she and her best friend, Alma, had challenged the boys to a water-balloon fight last summer. Up high was the perfect spot for a full-blown assault on the boys below. Those guys never had a chance.

Gaby secured her feet and hands and climbed higher, until the cat was within arm's reach. "See? You aren't the only one who can climb." But then she looked down. Mistake number one.

She knew the universal rule of tree climbing said don't ever, *ever* look down, but she couldn't help it. This was the highest she'd ever climbed. If she fell, she'd definitely end up looking like an Egyptian mummy. Gaby imagined herself bandaged from head to toe and sipping dinner through a straw.

Well, she'd just have to not fall. Simple as that. "Here, kitty, kitty!" she called out, the same way she had heard her mom call for stray cats hundreds of times. But this was no stray. The cat was too shiny. Too chubby. Around its neck, a rhinestone collar with gold charms sparkled. Someone loved that cat. She **[braille page 4]** reached out toward it. "Almost got you." Mistake number two.

The cat arched its back and hissed.

Gaby pulled back, startled. "Nice teeth." She resettled on the branch, considering her options.

When Gaby was younger, she had seen her mom climb the same tree many times to rescue a cat. All the way up, her mom had giggled and sweet-talked the cat in Spanish. "*Que bonita eres gatita.* You're so pretty, little cat." Her mom told her that when dealing with cats you should speak softly and pick them up by the loose skin at

the back of their neck, because that's how their mothers carried them. Her mom had always made it look so easy. Once she had the cat nestled against her chest, she would manoeuvre down through the branches, comforting the cat with kisses on the ears and soft words with rolling Spanish *r*'s like purrs.

There were never any arched backs, hisses, or sharp teeth.

Gaby took a deep breath and reached out for the cat again. "It's okay, little kitty," she said sweetly. This time the cat latched on to her, digging its claws into her arm and shoulder. **[braille page 5]** "Ooh, ouch!" She couldn't quite get it by the scruff of the neck like her mom had shown her, but at least she had the animal. That was progress. Now she just had to get down.

Without falling.

[braille page 6]

Swimming the English Channel from Dover in England to Calais in France

The first Channel swimmer

On a foggy August afternoon in 1875, a lone swimmer dived from Admiralty Pier in Dover into the cold waters of the English Channel. Nearly twenty-two hours later, the exhausted man staggered onto French soil at Calais and became an instant hero. Captain Matthew Webb had become the first person to swim across the English Channel.

Twenty-seven year old Webb was a merchant seaman from Shropshire. He had always been a powerful swimmer and, hearing of J.B. Thompson's failed attempt to swim the Channel in 1872, he was inspired to give up his job and train as a long-distance swimmer. Webb's first attempt had to be abandoned due to bad weather, but he returned to the icy Channel waters two weeks later.

Many of the hardships that Matthew Webb had to deal with during his pioneering swim are still faced by modern-day Channel swimmers. In fact some of his methods for dealing with these hardships are still used **[braille page 7]** today. Webb coated himself in oil for protection against the cold and jellyfish stings. He was also accompanied by boats so his friends could protect and feed him. It must be said, however, that the ale, brandy and beef tea they supplied are not standard for today's cross-Channel swimmers!

Frequently asked questions

Q: How cold is the water?

A: The water temperature can range from 12°C to 18°C. Most people would consider water below 20°C too cold for swimming.

Q: How far is it from England to France?

A: The direct distance from Dover to Cape Gris Nez near Calais is approximately 21 miles, but a swimmer always swims further than that due to the movement of tides.

Q: How long does it take to swim across the Channel?

A: How fast do you swim? The faster you are, the more direct your swim will be. A slower swimmer will not only take longer but will have to swim further because of the tides and currents. **[braille page 8]** Swimmers also have to plan stops for feeding. The fastest recorded crossing is 7 hours; the slowest is nearly 29 hours. An average swimmer doing two miles per hour would be in the water for up to 16 hours, but a stronger swimmer may take only 10 hours.

Q: Will you succeed if you train hard?

A: Preparation for a Channel swim involves months of training in very cold ocean water. But even this does not guarantee success. Fewer people have swum the English Channel than have climbed Mount Everest, the world's highest mountain! Some hazards of the swim include hypothermia (dangerous loss of body heat), seasickness and jellyfish. Unforeseen obstacles like rubbish floating in the sea can also cause problems no matter how hard you train.

Q: Why do people swim the English Channel?

A: That isn't a question with a single answer! The motivations for such a venture are as varied as the swimmers. Some people do it for glory, some to raise money for charity, but most do it to challenge themselves and for the satisfaction of being one of a select few to achieve this feat.

[braille page 9]

Safe to swim?

The French and UK coastguards are responsible for search and rescue operations in the English Channel. The French authorities outlawed swimming from France to England in 1993 for safety reasons. Then in 2010 the deputy director of the French coastguard, Jean-Christophe Burvingt, said he was in favour of a complete ban on swimming in either direction. He pointed out that the swim uses the same stretch of water as 500 vessels each day. Critics compare the swim to crossing a motorway on foot; supporters say the swim is well regulated and comparatively safe.

Celebrity swimmer

The author, comedian and actor, David Walliams, says that he was never sporty at school but he did enjoy swimming.

While preparing for his Channel swim, Walliams didn't miss a single training session in nine months. He knew that more than 90 per cent of people who attempt the swim fail. Walliams took 10 hours and 34 minutes to cross the Channel. His swim raised more **[braille page 10]** than £1 million in donations for the charity Sport Relief.

[braille page 11]

[Michael is a young fisherman. He often takes out his boat, the *Louisa May* for a day of fishing.]

An Encounter at Sea

It was hot. Really hot. There wasn't the slightest breeze to cool the skin or make even a baby-finger crease on the surface of the sea. The *Louisa May* floated like a toy sitting on a glass table.

For the first time in over a week, Michael hadn't seen a dolphin all day. He was two miles offshore now, motoring along his daily survey course. The *Louisa May* pulled the reflection of the sky and the island into pleats behind her, and the *putt-putt* of her engine was lost in the big, quiet stillness of the afternoon.

Michael shut off the outboard motor and stopped. He leaned over the side to scoop up a bucket of seawater to cool himself, and looked down. Long fingers of sunlight slanted into the clear water, shifting slightly in arcs of radiating lines, and were swallowed up at last into the perfect blueness of the depths.

He poured the water over himself, savouring the delicious coolness.

[braille page 12]

Pppffffwwwwraa! The sound came from close behind him, and made him spin round so fast he lost his balance and fell into the bottom of the boat.

Pppffff – shorter and louder, even closer.

Michael picked himself up and looked over the side.

A black shape, much, much bigger than the biggest dolphin, showed about five metres from the boat. It was like a polished rock. On its rounded side was a slit like a flattened S, bigger than a man's two clenched fists, with a raised lip around it. As Michael watched, astonished, not understanding what he was seeing, the lips pinched together, the hole closed, and the black shape sank rapidly beneath the sluicing water.

A whale! Its dark head and blowhole! That's what he had seen.

Pppffffwwwwraa!

Now it had surfaced on the other side of the boat. This second surfacing was hardly less shocking than the first, although Michael just managed to stay on his feet and cross the boat this time.

Carefully, Michael leaned over to look: on one side of the boat lay the whale's tapering **[braille page 13]** tail; on the other side, the head with its scarred lines lay like a piece of huge, dark wreckage. This close, Michael could see that big sections of skin had peeled off in straight lines, giving the whale's head a patchwork look in greys and blacks. Closest of all to the boat, only just submerged, was the whale's eye. Michael looked right into it, and the whale looked back. It was so very, very close. He leaned out further and further, stretching his hand slowly towards it. The whale didn't draw away.

He reached down, until his fingertips touched the crease of skin that gave the whale a kind of eyebrow. It was cool and smooth, like a carved stone covered in a finely stretched coat of rubber.

And as his fingertips touched the whale, he looked into its eye. It was impossible to say what colour it was: dark but with rays of brightness. It was like a window into a whole galaxy, with stars and planets, comets and supernovae moving inside.

Effortlessly, as if movement and thought were the same thing, the whale submerged out of reach of Michael's hand. There was a last shushing sigh as the **[braille page 14]** flipper caressed the boat one more time, and then they were separate again.

The setting sun made a path over the sea, bathing Michael in golden light. He felt as if he were lit up inside too. He had touched a whale and looked into its eye! Like a sleeper waking from a dream, he looked around, dazed.

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Transcription of the Braille Version

2017 national curriculum tests

Key stage 2

English

Braille

Question booklet

Gaby to the Rescue

Swimming the English Channel

An Encounter at Sea

[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 need only 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 to explain your opinion. You can write in full sentences if you want to.

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.

Note to test administrator

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

[braille page 3]

Questions 1-14 are about *Gaby to the Rescue* (pages 2-5)

1. A Siamese cat *crouched* on a tree branch, peering down at Gaby with brilliant blue eyes.

Which word is closest in meaning to 'crouched'?

Write **one** letter.

A. balanced

B. squatted

C. trembled

D. pounced

[1 mark]

[braille page 4]

2. Read the first paragraph, 'A Siamese cat... her mother's arms'. (page 2)

Gaby pulled the cardigan tighter around her.

Why does Gaby do this?

Write **one** letter.

A. She is thinking of wrapping the cat in her cardigan.

B. She is worried about damaging the cardigan.

C. She is feeling cold.

D. She is worried the cardigan will be difficult to climb in.

[1 mark]

3. In the paragraph beginning: 'Mind made up...' (page 2), Gaby says to the cat, "You're out of luck..."

In what way does Gaby think the cat is out of luck?

[sentence answer, 1 mark]

[braille page 5]

4. When Gaby pulls herself up on the branch, ('Mind made up...', page 2), the cat meows.

What does Gaby think that the cat is trying to say when it meows?

[short answer, 1 mark]

5. Why had Gaby climbed the tree the previous summer?

[sentence answer, 1 mark]

6. Gaby secured her feet and hands and climbed higher...

What does 'secured her feet and hands' mean?

[sentence answer, 1 mark]

7. Gaby thinks she makes two mistakes while trying to rescue the cat.

What is the **first** mistake that Gaby makes while trying to rescue the cat?

[short answer, 1 mark]

[braille page 6]

8. Read the paragraph 'She knew the universal rule... through a straw.'
(page 3)

What does the word 'universal' tell you about the rule?
[sentence answer, 1 mark]

9. Read the paragraph 'Well she'd just have to not fall... number two.'
(page 3)

The cat was too shiny. Too chubby.
What conclusion does Gaby draw from this?
[sentence answer, 1 mark]

10. Read the section 'She knew the universal rule... without falling.'
(pages 3-5)

What are the **three** ways the cat shows it does not enjoy Gaby trying to rescue it?
[short answers, 2 marks]

[braille page 7]

11. She resettled on the branch, considering her options.
What does 'considering her options' mean in this sentence?
Write **one** letter.

- A. thinking about what to do
 - B. changing her mind
 - C. looking at it from the cat's point of view
 - D. wishing her mother was there
- [1 mark]

12. Read the section 'She knew the universal rule... without falling.'
(pages 3-5)

Give **one** piece of advice that Gaby's mother gives her for dealing with cats.
[sentence answer, 1 mark]

13. Gaby uses the Spanish word *gato* for cat.
Who else in the story speaks Spanish?
[short answer, 1 mark]

[braille page 8]

14. Write the letters of the following events to show the order in which they happened.

- The first one is B.
- A. Gaby breaks the universal rule of tree climbing.
 - B. Gaby notices the cat.
 - C. Gaby tries to pick up the cat.
 - D. Gaby remembers the water-balloon fight.
 - E. Gaby takes her cardigan off.
- [1 mark]

Questions 15-28 are about *Swimming the English Channel* (pages 6-10)

15. Nearly twenty-two hours later, the exhausted man staggered onto French soil at Calais and became an instant hero.

Find and **copy two** different words from the sentence above that show how tired Matthew Webb was.

[short answers, 1 mark]

16. What event made Matthew Webb want to swim the English Channel?

[sentence answer, 1 mark]

[braille page 9]

17. Read the paragraph 'Twenty-seven year old Webb... two weeks later.' (page 6)

Find and **copy one** word from this paragraph that is closest in meaning to 'motivated'.

[short answer, 1 mark]

18. 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) Matthew Webb's first attempt to swim the English Channel was not successful.

b) The first successful swim of the English Channel was in 1872.

c) J.B. Thompson and Matthew Webb swam the English Channel in 1875.

d) Matthew Webb took twenty hours to swim the English Channel.

[2 marks]

19. Name **two** of the hardships that Matthew Webb faced in swimming the English Channel and explain how he dealt with each of them.

[short answers, 2 marks]

[braille page 10]

20. **Find** and **copy** a group of words that tells you that the drinks of ale, brandy and beef tea given to Matthew Webb would be considered unusual today.

[short answer, 1 mark]

21. Why do slow Channel swimmers swim further than faster swimmers?

[sentence answer, 1 mark]

22. Read the section headed: *Frequently asked questions* ('Q: How cold is the water?... achieve this feat?' pages 7-8).

How long did the fastest swim across the Channel take?

[short answer, 1 mark]

[braille page 11]

23. Think about the section headed: *Frequently asked questions* ('Q: How cold is the water?... achieve this feat?' pages 7-8).

Write the letter of each statement below with **either** F (if the statement is a Fact) **or** O (if the statement is an Opinion).

- a) The temperature of the water in the Channel can range from 12°C to 18°C.
- b) Water with a temperature of 18°C is too cold to swim in.
- c) The direct distance across the Channel is approximately 21 miles.
- d) Faster swimmers do not swim as many miles across the Channel.

[2 marks]

24. In what year did the French authorities make it illegal for people to swim from France to England?

[short answer, 1 mark]

[braille page 12]

25. Read the section headed: *Safe to swim?* ('The French and UK... comparatively safe.' (page 9)

Find and copy one word which shows that swimming the English Channel is illegal in France.

[short answer, 1 mark]

26. David Walliams was determined to be successful in his attempt to swim the English Channel.

Give **one** piece of evidence from the text which shows this.

[sentence answer, 1 mark]

27. Which of the following would be the most suitable summary of the whole text?

Write **one** letter.

- A. The Life of David Walliams
- B. A Sporting Challenge
- C. Sailing the Channel
- D. Training for Survival

[1 mark]

[braille page 13]

28. Write the letter of each section below with the number of its main content.
One has been done for you: the answer is D4.

Section

- A. The first Channel swimmer
- B. Frequently asked questions
- C. Safe to swim?
- D. Celebrity swimmer

Content

- 1. summarises key information about swimming the Channel
- 2. shows contrasting viewpoints about swimming the Channel
- 3. gives information about the origins of swimming the Channel
- 4. highlights the continuing attractions of swimming the Channel

[1 mark]

[braille page 14]

Questions 29-39 are about *An Encounter at Sea* (pages 11-14)

29. ...like a toy sitting on a glass table.

What does this description suggest about the boat?

[sentence answer, 1 mark]

30. Read the section: 'It was hot... delicious coolness.' (page 11)

What was unusual for Michael about this day?

[sentence answer, 1 mark]

[braille page 15]

31. ...the *putt-putt* of her engine was lost in the big, quiet stillness of the afternoon.

Choose the best words to match the description above.

Write the letters of both of your choices.

a) The boat was

- A. chugging
- B. smoking
- C. racing
- D. roaring

31 b) ...along on the

- A. cold sea.
- B. bubbling ripples.
- C. smooth waters.
- D. rocking tide.

[1 mark for each answer]

32. Read the section: 'It was hot... delicious coolness.' (page 11)

Find and copy two different words that show Michael enjoyed the feeling of the cool water.

[short answers, 1 mark]

[braille page 16]

33. Read the section: '*Pppffffwwwraa!* The sound came... boat this time.'
(page 12)

How is the whale made to seem mysterious?

Explain **two** ways, giving evidence from the text to support your answer.

[longer answer, 3 marks]

34. When Michael touched the whale it felt smooth.

a) Read the section: '*Pppffffwwwraa!* The sound came... boat this time.'
(page 12)

According to this section of the text, why might he have expected it to feel smooth?

[sentence answer, 1 mark]

b) Read the section: 'Carefully, Michael... around dazed.' (pages 12-14)

According to this section of the text, why might he **not** have expected it to feel smooth?

[sentence answer, 1 mark]

[braille page 17]

35. Read the paragraph 'Carefully, Michael leaned... draw away.'
(pages 12-13)

Where was the whale?

Write **one** letter.

A. in front of the boat

B. at the side of the boat

C. under the boat

D. five metres from the boat

[1 mark]

36. Read the paragraph 'Carefully, Michael leaned... draw away.'
(pages 12-13)

What does this paragraph tell you about Michael's character?

Explain **two** features of his character, using evidence from the text to support your answer.

[longer answer, 3 marks]

37. The whale did not seem to be alarmed by meeting Michael.

How can you tell this from its actions?

Give **two** ways.

[short answers, 2 marks]

[braille page 18]

38. Like a sleeper waking from a dream, he looked around dazed.

This tells us that at the end of the story Michael felt that...

Write **one** letter.

- A. he wanted the experience to continue.
- B. he had experienced something similar before.
- C. the experience was unreal.
- D. the experience was worrying.

[1 mark]

39. Write the letter of each statement below with **either** T (if the statement is True) **or** F (if the statement is False).

- a) Michael was in an unfamiliar area of sea when he saw the whale.
- b) The boat was still motoring forwards when the whale appeared.
- c) The whale felt warm and soft when Michael touched it.
- d) Michael could not name the colour of the whale's eye.

[1 mark]

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End of test

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Key stage 2

English reading

Administering the braille (UEB) version of the key stage 2 English reading test:
reading booklet and reading question booklet

MONDAY 8 MAY 2017

CONFIDENTIAL: This pack must be kept secure and unopened until the start of the test on **Monday 8 May 2017**.

Early opening, up to 1 hour before the test starts, is permissible only if access to the contents is needed to make adaptations to meet individual pupils' needs.

Please ensure you have read and understood the 2017 test administration guidance before opening this pack.

Pack contents:

- An overview of the braille (UEB) English reading test (overleaf)
- 1 copy of the braille tactile version of the English reading question booklet in braille (UEB)
- 1 copy of the braille tactile version of the English reading booklet in braille (UEB)
- 1 copy of the printed transcript of the braille (UEB) English reading question booklet
- 1 copy of the printed transcript of the braille (UEB) English reading booklet

For test administration

2017 Key stage 2 English reading test

The following information explains how to administer the braille (UEB) version of the key stage 2 English reading test. There is additional information on GOV.UK about administering braille tests to pupils. 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 at the school.

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 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 not refer to the standard test questions when administering this test.

Equipment

Pupils will need the equipment 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)

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.

If a pupil asks a question about test content, you must not explain subject-specific terms or expressions. 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.

If any everyday context or words related to a question are unfamiliar to a pupil, you may describe the related context.

Guidance for specific questions

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

Before the test begins

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, e.g. pupils who are allowed additional time, or whether they may need rest breaks.

Ensure you know how to administer these access arrangements correctly. Please refer to the 2017 key stage 2 access arrangements guidance.

Check there are enough administrators to maintain adequate supervision for the test.

You should consider the possibility of at least one test administrator needing to leave the room with a pupil.

Ensure you understand how to deal with issues during the tests.

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 print is illegible
- an incorrect test has been administered
- a fire alarm goes off
- a pupil is unwell
- a pupil needs to leave the test room during the test
- 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 don't talk about the test
- speak to your test co-ordinator or a senior member of staff for advice on what to do next
- consider contacting the national curriculum assessments helpline on 0300 303 3013 for advice on what to do next.

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

What to do at the start of the test

Check that pupils don't have mobile phones or other disruptive items.

Check that pupils don't have any materials or equipment that may give them extra help.

Check that seating is appropriately spaced.

Ensure each pupil that needs it has 1 un-used braille (UEB) copy of the reading booklet, and 1 braille (UEB) copy of the reading question booklet.

What to say at the start of 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 can't answer a question, move on and return to it later. Remember that you should keep referring back to your reading booklet.

You have 1 hour, plus your additional time allowance, to complete the test.

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.

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.

What to do at the end of the test

- If any pupil needs a transcript, complete it with the 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.
- 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, or word processor or other electronic or technical device. This is so that 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 members of staff who are responsible for collating the test scripts. Ensure you inform them of any pupils who have used additional paper so that 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.

Administering the braille (UEB) version of the 2017 key stage 2
English reading test: reading question booklet and reading booklet
Electronic version product code: STA/17/7811/e ISBN: 978-1-78644-492-9

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2017 national curriculum tests
Key stage 2

English reading
Amendments to mark schemes (AMS)

Braille



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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 2017 key stage 2 English reading national curriculum test.

This guidance should be used in conjunction with the 2017 key stage 2 standard English reading test mark schemes. Markers should refer to the standard mark scheme when marking the braille test papers unless additional guidance is given in this document.

Amendments to the mark scheme

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 further divide the question into subsections or where the layout of the question is different.

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

Reading test	1, 2, 11, 14,18,23,27,28, 31, 35, 38 and 39.
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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.
- Any unambiguous indication of the correct answer should be credited.

Marking the braille test scripts

Brailled 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 brailled 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.

Reading test

Q	Requirement
1	B
2	B
11	A
14	(B given) E D A C in that order
18	a) T b) F c) F d) F
23	a) F b) O c) F d) F
27	B
28	A3 B1 C2 D4
31	a) A b) C
35	C
38	C
39	a) F b) F c) F d) T



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2017 key stage 2 English reading: Amendments to mark schemes – amendments to the mark schemes for braille
Electronic PDF version product code: STA/17/7827/e ISBN: 978-1-78644-527-8

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Transcription of the Braille Version

2017 national curriculum tests

Key stage 2

English

Braille

Grammar, punctuation and spelling

Paper 1: 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. Why he went there was a mystery
- B. What he thinks about the problem is anyone's guess
- C. When are your cousins expected to arrive
- D. How they would get to the match was unclear

2. Write out the word in the sentence below which should be followed by a

semi-colon.

Come and see me tomorrow I will not have time to see you today

3. Which sentence uses **capital letters** correctly?

Write **one** letter.

- A. We went to manchester for Kajal and Jamal's party.
- B. we went to Manchester for Kajal and Jamal's party.
- C. We went to Manchester for Kajal and Jamal's party.
- D. We went to Manchester for Kajal and Jamal's Party.

[braille page 4]

4. The **prefix** 'mis-' can be added to the word 'read' to make the word 'misread'.

What does the word 'misread' mean?

Write **one** letter.

- A. to read quickly
- B. to read incorrectly
- C. to read again
- D. to read before

5. Which **verb form** completes the sentence?

Write **one** letter.

After Disha _____ her medal, she gave a television interview.

- A. is collecting
- B. had collected
- C. has collected
- D. was collecting

[braille page 5]

6. Write the letter of each sentence below with the correct **verb form** of the pair in brackets.

- a) The last place I saw Jack and Gwen (was / were) in the playground.
- b) At the museum, there (was / were) many interesting exhibits.
- c) The bikes (was / were) lined up for the start of the race.

7. Which option correctly completes the sentence below?

Write **one** letter.

_____ an official Olympic sport at the Winter Olympics in Japan.

- A. In 1998 snowboarding became,
- B. In 1998 snowboarding, became
- C. In, 1998 snowboarding became
- D. In 1998, snowboarding became

[braille page 6]

8. Which sentence is punctuated correctly?

Write **one** letter.

- A. Joe went upstairs, turned on his computer took out his homework and started.
- B. Joe went upstairs turned on his computer, took out his homework, and started.
- C. Joe went, upstairs turned on his computer, took out his homework, and started.
- D. Joe went upstairs, turned on his computer, took out his homework and started.

9. What is the **word class** of the word in italics in the sentence below?

Write **one** letter.

The alarm rang and Jamal *immediately* jumped out of bed.

- A. conjunction
- B. adverb
- C. verb
- D. determiner

[braille page 7]

10. Which word in the sentence below should be followed by a **colon**?

Write **one** letter.

Tom needed to think carefully about his homework it looked very difficult.

- A. needed
- B. carefully
- C. homework
- D. looked

11. What is the **word class** of the words in italics in the sentence below?

Write **one** letter.

The girl brought *a* sandwich and *an* apple to eat for lunch.

- A. adjectives
- B. adverbs
- C. determiners
- D. nouns

[braille page 8]

12. Which sentence is punctuated correctly?

Write **one** letter.

- A. The man grabbed his coat – it looked cold and windy outside.
- B. The man grabbed his coat it looked cold – and windy outside.
- C. The man grabbed his coat it looked cold and windy – outside.
- D. The man grabbed his coat it looked – cold and windy outside.

13. Which sentence uses the word 'round' as an **adjective**?

Write **one** letter.

- A. The dog ran **round** in circles.
- B. There was a **round** of applause.
- C. The castle had a **round** tower.
- D. The team has already made the final **round**.

[braille page 9]

14. Which sentence is punctuated correctly?

Write **one** letter.

- A. The town is ten miles (16 kilometres) away.
- B. The town is ten miles (16 kilometres away.)
- C. The town is ten miles (16) kilometres away.
- D. The town is ten miles (16 kilometres away).

15. Which sentence uses **capital letters** correctly?

Write **one** letter.

- A. We are going to see a Play by Shakespeare.
- B. There is a new Doctor at the local Hospital.
- C. There is a Class Visit to the museum next week.
- D. He is trying to swim the English Channel.

[braille page 10]

16. Write an appropriate **subordinating conjunction** to complete the sentence below.

Tracey decided to walk _____ it was a lovely day.

17. Which sentence is an **exclamation**?

Write **one** letter.

- A. What time did the sun set last night
- B. She said the sunset was particularly beautiful
- C. What a spectacular sunset that is
- D. The sunsets are lovely at this time of year

18. Which sentence uses the word 'book' as a **verb**?

Write **one** letter.

- A. We decided to **book** tickets for the football match.
- B. Arin wrote a **book** review for the school magazine.
- C. The scientist's ideas are explained in his latest **book**.
- D. **Book** club meets every Wednesday in the library.

[braille page 11]

19. Write out the first and last word of the group of words which should be enclosed within a **pair of commas** in the sentence below.

I enjoy sitting in my bedroom even though it is quite small and listening to music.

20. Write out the correct **pronouns** to replace each word or words in italics in the sentence below.

For his ninth birthday, James visited his grandparents and *his grandparents* took *James* to the cinema.

21. Which sentence is punctuated correctly?

Write **one** letter.

- A. Abdul called out, "will you come and help me?"
- B. Abdul called out "Will you come and help me"
- C. Abdul called out, "Will you come and help me"?
- D. Abdul called out, "Will you come and help me?"

[braille page 12]

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

Write **one** letter.

- A. Your presence is requested at the wedding of our daughter.
- B. You would like to come to our daughter's wedding, wouldn't you?
- C. We'd love you to join us for our daughter's wedding.
- D. Our daughter's getting married – please come!

23. Which group of words in italics is a **subordinate clause**?

Write **one** letter.

- A. If you want to, *you can walk with us.*
- B. *This is the best fishing spot* we have found.
- C. We change places *when the bell rings.*
- D. *We planted the parsley* next to the mint.

[braille page 13]

24. Write out the two words that are **antonyms** in the sentence below.

What looked like a worthless collection of rusty metal turned out to include ancient coins and valuable jewellery.

25. Write the letter of each sentence below with **either** CF (if the apostrophe is used for a **Contracted Form**) or P (if the apostrophe is used for **Possession**).

- a) Where is Karen's pen?
- b) Joshua's hungry.
- c) Please get the dog's dinner.
- d) The cat's outside.

26. Which sentence contains a **relative clause**?

Write **one** letter.

- A. The boy who I met at the park is in my class.
- B. The team is going to play a match tomorrow.
- C. Sue said that she wanted to learn to play the drums.
- D. Whenever they have time, they like to go cycling.

[braille page 14]

27. Which sentence is a **statement**?

Write **one** letter.

- A. You can copy the pattern from a book
- B. Be careful when you use the glue
- C. Do you use glitter to decorate the edges
- D. Do not touch the paint until it is dry

28 a) Write out the words in the passage below which should be followed by a **full stop**.

b) Write out the words in the passage below which should begin with a **capital letter**.

Declan has always been fascinated by animals he has read many books about exotic creatures jellyfish interest him the most and he would like to study them when he is older

29. Write out the first and last words of the group of words which should be enclosed within a **pair of commas**.

Jenna a very gifted singer won the talent competition that was held in her local theatre.

[braille page 15]

30. Rewrite the verbs in brackets to complete the sentences with the correct choice of **tense**.

- a) The visitors left after they (to finish) their coffee.
- b) Jo usually (to wake) up early on Saturday morning and goes swimming before breakfast.

31. Write a **command** which could be the first step in the instructions for making a sandwich.

Remember to punctuate your answer correctly.

32. Read this sentence.

When the bell rang, we dashed into the playground and we started a game of football.

Write the letter of each of the clauses with **either** M (if it is a **Main Clause**) or S (if it is a **Subordinate Clause**).

- a) When the bell rang,
- b) we dashed into the playground
- c) we started a game of football

[braille page 16]

33. Write out the **conjunction** in each sentence below.

- a) We like to eat popcorn when we go to the cinema.
- b) Although my sister likes salted popcorn, I prefer sweet popcorn.
- c) My brother doesn't like popcorn at all, so he buys sweets instead.

34. Which two sentences contain a **preposition**?

Write **two** letters.

- A. He walked really quickly.
- B. The horse munched his hay happily.
- C. She ran around the games field.
- D. The old man walked past the door.

35. What is the **subject** of the sentence below?

Write **one** letter.

On Tuesday, Mary plans to meet Aidan in Liverpool.

- A. Tuesday
- B. Mary
- C. Aidan
- D. Liverpool

[braille page 17]

36 a) Write out the word in the sentence below which should be followed by a **comma**.

b) Write out the word in the sentence below which should be followed by a **dash**.

Before we leave school our class wants to start a vegetable garden the first in our school's history.

37. Write out the **relative pronoun** in the sentence below.

The mountain, which could be seen in the distance, had snow on top of it.

38. Write out the **simple past tense** of each of the verbs in brackets to complete the sentence below.

I (to play) netball last weekend, but I only (to know) where the match (to be) the day before.

39. Write out the first and last words of the group of words in the sentence below which should be enclosed within a pair of **brackets**.

The highest mountain in Great Britain is Ben Nevis over 1300 metres in Scotland.

[braille page 18]

40. Which one **prefix** can be added to all three words below to make their antonyms?

secure

active

complete

41. Write out the two words that are **synonyms** in the passage below.

The café serves delicious snacks and cakes until noon. After midday, you can also order hot lunches, sandwiches or soup.

42. Write out the **possessive pronoun** in the passage below.

The boy showed me around the school. He took me to the music room and pointed out which classroom was his.

[braille page 19]

43. Which punctuation mark should be used between 'languages' and 'he' in the sentence below?

Write **one** letter.

Josh was excellent at languages he spoke French and Spanish.

A. comma

B. hyphen

C. full stop

D. semi-colon

44. Write out a word formed from the root word 'thought' to complete each sentence below.

a) Olisa was a very ____ girl.

b) The children looked ____ at the poster on the wall.

45. Write out a **noun** formed from the verb 'encourage' to complete the sentence below.

My friends offered me lots of ____ to meet my targets.

46. Write out the two pairs of words each of which should be joined by a **hyphen**.

The children have been busy cooking some healthy sugar free snacks and learning some well known traditional songs for visitors to enjoy.

[braille page 20]

47. Rewrite the sentence below in the **active**.
Remember to punctuate your answer correctly.
The vital clues were discovered by the detective.

48. Rewrite the verbs in italics so that they are in the **present progressive** form.

Jim *learns* French at school. He *plans* to ski in the Alps in the spring.

49. Write a **noun phrase** containing at least three words to complete the sentence below.

Remember to punctuate your answer correctly.
_____ was preparing for an important athletics competition.

[braille page 21]

50. Write out the **adverb** in the sentence below.

Of all the toys in his large collection, Karl's little brother liked the cuddly rabbit best.

.....
End of test

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2017 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Administering the braille (UEB) version of the key stage 2 English grammar, punctuation and spelling test Paper 1: questions

TUESDAY 9 MAY 2017

CONFIDENTIAL: This pack must be kept secure and unopened until the start of the test on **Tuesday 9 May 2017**. Early opening, up to 1 hour before the test starts, is permissible only if access to the contents is needed to make adaptations to meet individual pupils' needs. Please ensure you have read and understood the 2017 test administration guidance before opening this pack.

Pack contents:

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

For test administration

2017 Key stage 2 English grammar, punctuation and spelling test

The key stage 2 English grammar, punctuation and spelling test consists of 2 papers. The papers must be administered in order. Pupils may have a break between the papers. However, test packs must not be opened until the pupils are in the test room ready to complete the test.

Paper 1: questions

The following information explains how to administer the braille (UEB) version of the key stage 2 English grammar, punctuation and spelling test Paper 1: questions. There is no braille version of the spelling paper. You should use the standard version of the test to administer that component if appropriate. There is additional information on www.gov.uk about administering braille tests to pupils. 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 that the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation at the school.

Format

This component of the test consists of a braille question booklet.

There is a printed transcript to help 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 booklet, compared with the standard version.

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

Equipment

Pupils will need the equipment 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)

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 'insert a pair of commas', 'insert' may be explained but not 'commas'.
- 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 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.

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.

If any everyday context or words related to a question are unfamiliar to a pupil, you may describe the related context.

Guidance for specific questions

No additional guidance is needed to administer this component of the test.

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, e.g. so you know how much additional time pupils may need or whether they may need rest breaks.

Ensure you know how to administer any access arrangements correctly. Please refer to the 2017 key stage 2 access arrangements guidance.

Check there are enough administrators to maintain adequate supervision for the test. You should consider the possibility of at least one test administrator needing to leave the room with a pupil.

Ensure you understand how to deal with issues during the tests.

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 print is illegible
- an incorrect test has been administered
- a fire alarm goes off
- a pupil is unwell
- a pupil needs to leave the test room during the test
- 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 need to leave the room, ensure they don't talk about the test
- speak to your test co-ordinator or a senior member of staff for advice on what to do next
- consider contacting the national curriculum assessments helpline on 0300 303 3013 for advice on what to do next.

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

What to do at the start of the test

Check that pupils don't have mobile phones or other disruptive items.

Check that pupils don't have any materials or equipment that may give them extra help.

Check that seating is appropriately spaced.

Ensure each pupil that needs it has 1 braille (UEB) copy of Paper 1: questions.

What to say at the start of the test

It is important to brief pupils fully at the start of each test. You should 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 can't answer a question, move on and return to it later.

You have 45 minutes, plus your additional time allowance, to complete the test.

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.

What to do at the end of the test

If any pupil needs a transcript, complete it with the 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, or word processor or other electronic or technical device. This is so they can complete the appropriate online notification form.

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 members of staff who are responsible for collating the test scripts. Ensure you inform them of any pupils who have used additional paper so that 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.

Administering the braille (UEB) version of the 2017 key stage 2
English grammar, punctuation and spelling test Paper 1: questions
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2017 national curriculum tests
Key stage 2

**English grammar, punctuation and spelling test
Amendments to mark schemes (AMS)**

Braille



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Introduction

This guidance details the amendments made to the standard mark scheme for questions which have been adapted, or replaced, in the braille versions of the 2017 key stage 2 English grammar, punctuation and spelling national curriculum test.

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

Paper 1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 38, 39, 43 and 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.
- Any unambiguous indication of the correct answer should be credited.

Marking the braille test scripts

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Paper 1: questions

Q	Requirement
1	C
2	tomorrow
3	C
4	B
5	B
6	a) was b) were c) were
7	D
8	D
9	B
10	C
11	C
12	A
13	C
14	C
15	D
17	C
18	A
19	even small (either order)
20	they him (this order)
21	D
22	A

Q	Requirement
23	A
25	a) P b) ACON c) P d) ACON
26	A
27	A
28	animals creature (either order)
29	Jenna singer (either order)
32	a) S b) M c) M
33	when although so (any order)
34	C D (either order)
35	B
36	a) school b) garden
38	played knew was (any order)
39	1344 metres
43	D
46	sugar- free well-known (either order, accept correct pair of words without hyphen)



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2017 key stage 2 English grammar, punctuation and spelling: amendments to mark schemes - braille
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Key stage 2 English reading test material

Test title	Page/ question number	Description	Reference / copyright owner
KS2 reading test	Reading Booklet cover	Background illustration	Cover illustration of trees and sky commissioned by STA. Crown copyright.
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			<p>Photograph of David Walliams: http://www.metro.co.uk/showbiz/875146-david-walliams-enters-final-leg-of-river-thames-sport-relief-swim</p> <p>White cliffs of Dover background: https://www.shutterstock.com/pic-6612721.html</p> <p>Map - Googlemaps - Google Earth 2016 landsat, data SIO, NOAA, US Navy, NGA, GBECO, mapdata, GeoBsis-de / bkg@2009.</p>
	Reading Booklet, pages 8 - 10	An Encounter at Sea, adapted from Whale Boy, Nicola Davies, Yearling, 2013.	<p>Text – Author Nicola Davies.</p> <p>Illustrations – commissioned by STA. Crown copyright.</p>

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