

2015 Levels 3-5 English grammar, punctuation and spelling test

Mark scheme amendments

Braille

Introduction

Brailled scripts will normally be marked by specialist braille markers who will be provided with the physical copy to be marked. The marks awarded will need to be recorded electronically in the onscreen marking system.

This guidance details the amendments made to the levels 3-5 standard mark schemes for questions which have been adapted, or replaced, in the braille version of the 2015 key stage 2 levels 3-5 English grammar, punctuation and spelling national curriculum test.

This guidance should be used in conjunction with the 2015 key stage 2 levels 3-5 standard *English grammar, punctuation and spelling test mark schemes*.

Markers will refer to the standard mark scheme when marking the braille test scripts unless additional guidance is given in this document.

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.

General guidance to be applied throughout the braille test papers

- You should make every effort to understand what the child has written without reading into the answer anything that the child did not intend.
- Any unambiguous indicator of the correct answer should be credited, working within the parameters of the mark scheme.

Mark scheme amendments – braille

Separate marking information is provided below as changes have been made to the layout and content of some braille questions.

Throughout the test, where question responses are labelled with letters or letters and numbers, pupils may write the letter or letter / number of their chosen answer rather than writing out their answer in full, eg: b, d, 1c, 2a, etc.

Paper 1: short answer questions

1.	B. (until)
2.	a) when b) if c) before d) after (given) e) where
3.	C. (leaps)
4.	C. (since)
5.	D. (safely)
6.	C. (Do you enjoy reading)
7.	C. (firemen)
8.	B. (Something surprising or exciting.)
9.	A. (although)
10.	A. (a verb)
11.	B. (Leave the building by the nearest exit.) D. (Ask at reception for directions to the main hall.) Accept in either order.
12.	A. (To give additional information.)

13.	D. (“When do the clocks go back?” asked Amber.)
14.	A. (enjoy)
15.	A. (They have grown lots of tomatoes this year.)
16.	D. (From April, swimming lessons will take place on Tuesdays.)
17.	B. (to go with someone)
20.	Award 1 mark for all three correct. a) SI (Separates Items) b) SC (Separates Clauses) c) SC (Separates Clauses)
23.	Award 1 mark for four correct labels. a) saved b) goalkeeper c) and d) quickly
27.	B. (strong)
29.	Award 1 mark for two correctly identified nouns. sky, weather (in either order)
30.	A. (The horses galloped across the field. They were being playful.)
31.	D. (The kitchen light was left on most of the time.)
32.	C. (a preposition)
33.	Award 1 mark for three correct. a) I b) me c) me
34.	A. (two or twice)

35.	Award 1 mark for all four correct.
	<ul style="list-style-type: none"> a) vast = huge b) swift = fast c) drab = dull d) bustling = busy
39.	B. (The children's play area is closed.)
40.	ground
41.	A. (all proper nouns) D. (all sentences) <div style="text-align: right;">Accept in either order.</div>
44.	C. (Maya whispered, "I can see a baby hedgehog! Keep quiet so we don't scare it.")
48.	Award 1 mark for all four correct.
	<ul style="list-style-type: none"> a) V (Verb) b) ADJ (Adjective) c) N (Noun)
50.	Award 1 mark for all three correct.
	<ul style="list-style-type: none"> a) is b) are c) is

Paper 2: spelling task

There are no mark scheme amendments for Paper 2: spelling task.

2015 Levels 3-5 English grammar, punctuation and spelling test

Mark scheme amendments

Modified large print (MLP)

Introduction

This guidance details the amendments made to the levels 3-5 standard mark scheme for questions which have been adapted, or replaced, in the modified large print (MLP) version of the 2015 key stage 2 levels 3-5 English grammar, punctuation and spelling national curriculum test.

This guidance should be used in conjunction with the 2015 key stage 2 levels 3-5 standard *English grammar, punctuation and spelling test mark schemes*.

Markers will refer to the standard mark scheme when marking the MLP test papers unless additional guidance is given in this document.

Amendments to the mark scheme

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

There is a mark scheme amendment for question 2 and question 23 in Paper 1.

Additional guidance may be given where the wording or layout of questions in the MLP version differs from that of the standard.

General guidance to be applied throughout the MLP test papers

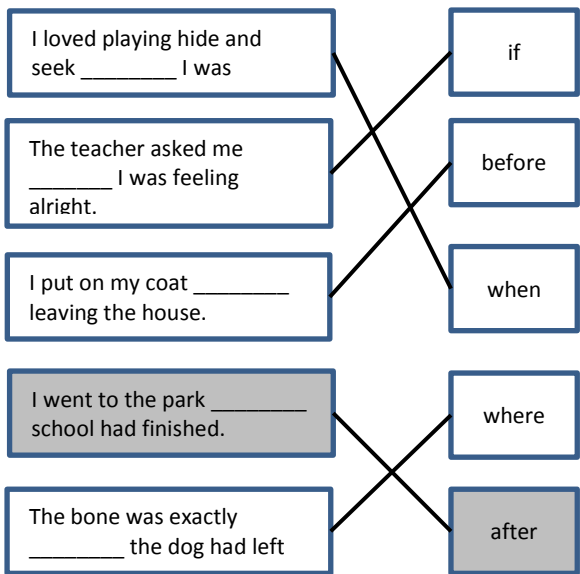
- Some children with visual impairment find it difficult to write clearly. It may take you longer to read their answers. Apply the mark scheme but be sympathetic to their difficulties. You should make every effort to understand what the child has written without reading into the answer anything that the pupil did not intend.
- If children have missed any answer lines within the text, their answers may be elsewhere on the page. Any unambiguous indicator of the correct answer should be credited, working within the parameters of the mark scheme.
- Horizontal tick boxes may have been changed to vertical.

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 for markers who will provide specialist advice.

Paper 1: short answer questions

Additional marking guidance

Children with visual impairment may have difficulty placing punctuation or capital letters precisely. Markers should be sympathetic to this, awarding a mark for unambiguous answers.

Qu	Requirements	Mark	Additional guidance
2	<p>Award 1 mark for all four correct</p> 	1m	
23	<p>Award 1 mark for four correct labels:</p> <p>goalkeeper (N) Noun</p> <p>quickly (ADV) Adverb</p> <p>and (CON) Connective</p> <p>saved (V) Verb</p>	1m	

Paper 2: spelling task

There are no mark scheme amendments for Paper 2: spelling task.

2015 Levels 3-5 mathematics test

Mark scheme amendments

Braille

Introduction

This guidance details the amendments made to the levels 3-5 standard mark scheme for questions which have been adapted, or replaced, in the braille version of the 2015 key stage 2 levels 3-5 national curriculum test in mathematics.

This guidance should be used in conjunction with 2015 key stage 2 levels 3-5 standard *Mathematics test mark schemes*.

Markers will refer to the standard mark scheme when marking the braille 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 schemes have been amended in some respects for the following questions:

Paper 1	2, 4, 6, 9, 12, 13 and 17
Paper 2	2, 3, 4, 5, 6, 7, 8, 9, 11, 13 and 20

General guidance to be applied throughout the braille test papers

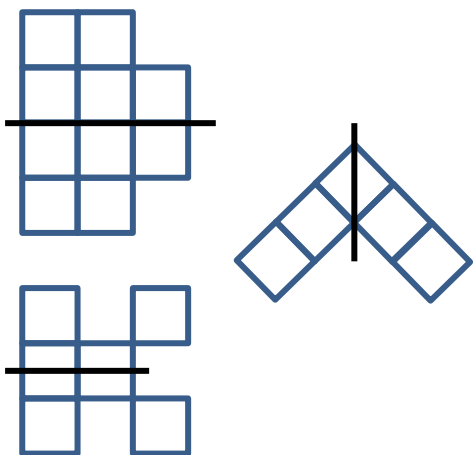
- You should make every effort to understand what the child has written in an answer, without reading into the answer anything that the child did not intend.
- Some children with visual impairment find it difficult to write clearly. It may take you longer to read their answers. Apply the mark schemes but be sympathetic to their difficulties.
- Some children with visual impairment find it difficult to draw accurately. Often thick pens or pencils are used by these pupils. You should make every effort to

be fair in marking these questions and take into account what appears to be the child's intention.

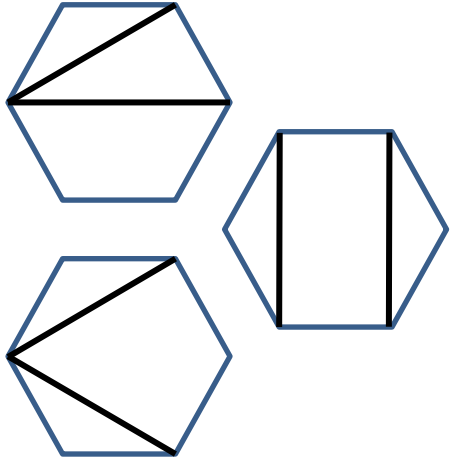
- Unless otherwise indicated in this document, there should be an increased tolerance level for all drawing and measuring. In general, children will only be expected to measure length to the nearest 0.5cm and angles to the nearest 5°.
- If children have missed any answer lines within the text their answers may be elsewhere on the page. Any unambiguous indication of the correct answer should be credited.
- Tick boxes arranged horizontally may have been rearranged vertically.

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Paper 1

Q	Requirement	Mark	Additional guidance
2	491	1m	Accept alternative unambiguous indications, eg number ticked, crossed or underlined.
4	<p>Award TWO marks for three lines of symmetry drawn correctly as shown:</p>  <p>If the answer is incorrect award ONE mark for two lines of symmetry correctly drawn.</p>	Up to 2m	Accept inaccurate drawing provided the intention is clear.
6a	26 24 (in this order)	1m	
6b	61	1m	
9a	£6	1m	
9b	2 (classes)	1m	Do not accept a list of classes.
12a	Answer in the range 7.5cm to 8.5cm exclusive .	1m	
12b	Answer in the range 115° to 125° exclusive .	1m	

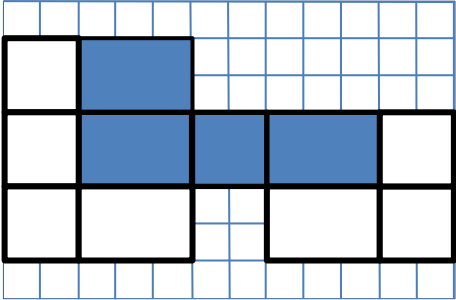
Paper 1 continued

Q	Requirement	Mark	Additional guidance
13	<p>Diagram completed as one of the options shown:</p> 	1m (U1)	<p>Accept inaccurate drawing, provided the intention is clear.</p> <p>Lines may be drawn in any orientation.</p>
17a	1991 - 1999 inclusive	1m	
17b	2100 – 2900 inclusive	1m	
17c	4200 - 4800 inclusive	1m	

Paper 2

Q	Requirement	Mark	Additional guidance
2	Temperatures in ascending order as shown: -24°C -13°C 0°C 21°C	1m	
3a	£3.18	1m	Working must be carried through to reach an answer for the award of ONE mark.
3b	Award TWO marks for the correct answer of £1.10 If the answer is incorrect, award ONE mark for evidence of appropriate working, eg: ▪ £1.80 + 30p = £2.10 60p + 40p = £1.00 £2.10 - £1.00 = wrong answer	Up to 2m	
4	19	1m	
	304	1m	
5	A = 4 B = 3	1m	
6a	3 (miles)	1m	
6b	19 (miles)	1m	
7	Award TWO marks for the correct answer of B AND D Award ONE mark for one correct and none incorrect, ie B only.	Up to 2m	Letters may be given in either order.

Paper 2 continued

Q	Requirement	Mark	Additional guidance
8a	3 (cm)	1m	
8b	14 OR 10 (cm)	1m (U1)	
9a	Rectangle (oblong) drawn in one of the positions shown in the diagram below:	1m	
9b	Square drawn in one of the correct positions shown in diagram below: 	1m	Only accept a square that is joined to the side of an adjacent rectangle (oblong).
11a	6	1m	
11b	$\frac{1}{3}$	1m	Accept equivalent fractions, eg $\frac{3}{9}$ Ignore subsequent work if $\frac{3}{9}$ is simplified incorrectly. Accept follow through in part b of $\frac{3}{a+3}$

Q	Requirement	Mark	Additional guidance
13	<p>Award TWO marks for the correct answer as shown:</p> <div style="text-align: center;"> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; margin: 5px auto; display: flex; align-items: center; justify-content: center;">49</div> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; margin: 5px auto; display: flex; align-items: center; justify-content: center;">48</div> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; margin: 5px auto; display: flex; align-items: center; justify-content: center;">50</div> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; margin: 5px auto; display: flex; align-items: center; justify-content: center;">52</div> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; margin: 5px auto; display: flex; align-items: center; justify-content: center;">51</div> </div> <p>If the answer is incorrect, award ONE mark for 4 true statements with no number repeated (within those 4).</p>	Up to 2m (U1)	Do not accept numbers other than those given.
20	<p>Award TWO marks for the correct answer of 62</p> <p>If the answer is incorrect, award ONE mark for evidence of appropriate working, eg</p> <ul style="list-style-type: none"> ▪ $13 \times 4 = 52$ <li style="margin-left: 20px;">$5 \times 2 = 10$ <li style="margin-left: 20px;">$52 + 10 = \text{wrong answer}$ 	Up to 2m	Working must be carried through to reach an answer for the award of ONE mark.

2015 Levels 3-5 mathematics test

Mark scheme amendments

Modified large print (MLP)

Introduction

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Amendments to the mark scheme

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

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General guidance to be applied throughout the MLP test papers

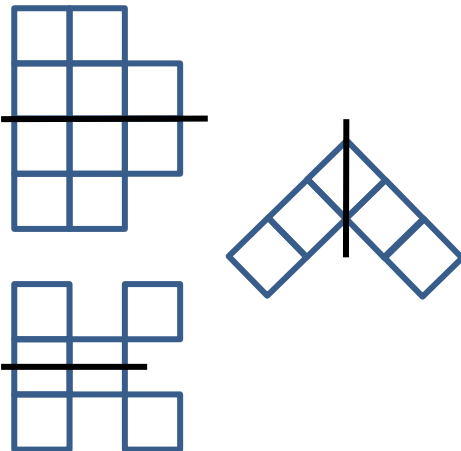
- You should make every effort to understand what the child has written in an answer, without reading into the answer anything that the child did not intend.
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- Some children with visual impairment find it difficult to draw accurately. Often thick pens or pencils are used by these pupils. You should make every effort to

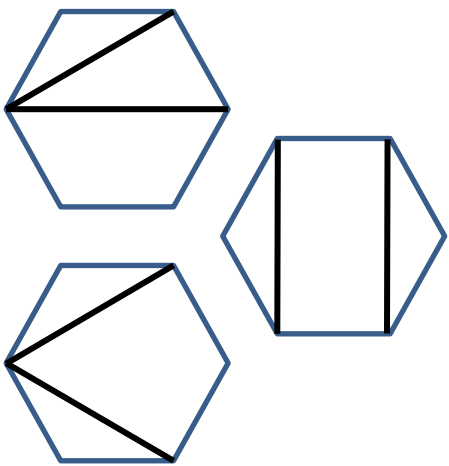
be fair in marking these questions and take into account what appears to be the child's intention.

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Paper 1

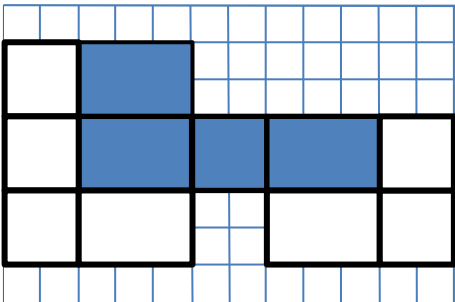
Q	Requirement	Mark	Additional guidance
2	491	1m	Accept alternative unambiguous indications, eg number ticked, crossed or underlined.
4	<p>Award TWO marks for three lines of symmetry drawn correctly as shown:</p>  <p>If the answer is incorrect award ONE mark for two lines of symmetry correctly drawn.</p>	Up to 2m	Accept inaccurate drawing provided the intention is clear.
6a	$32 - 6 = \boxed{26}$ $8 + \boxed{24} = 32$	1m 1m	
6b	$85 + 6 = 30 + \boxed{61}$		
9a	£6	1m	
9b	2 (classes)	1m	Do not accept a list of classes.

12a	Answer in the range 7.5cm to 8.5cm exclusive .	1m	
12b	Answer in the range 115° to 125° exclusive .	1m	
13	Diagram completed as one of the options shown: 	1m (U1)	Accept inaccurate drawing, provided the intention is clear. Lines may be drawn in any orientation.
17a	1972 - 1978 inclusive	1m	
17b	200,000 (exact answer)	1m	
17c	510,000 – 570,000 inclusive	1m	

Paper 2

Q	Requirement	Mark	Additional guidance
2	Temperatures in ascending order as shown: –24°C –13°C 0°C 21°C	1m	
3a	£3.18	1m	
3b	Award TWO marks for the correct answer of £1.10 If the answer is incorrect, award ONE mark for evidence of appropriate working, eg: ▪ £1.80 + 30p = £2.10 60p + 40p = £1.00 £2.10 - £1.00 = wrong answer	Up to 2m	Accept for ONE mark £110 OR £110p as evidence of appropriate working. Working must be carried through to reach an answer for the award of ONE mark.
4	19	1m	
	304	1m	
5	A = 4 B = 3	1m	Accept alternative unambiguous indications, eg right angles marked on diagrams.
6a	3 (miles)	1m	
6b	19 (miles)	1m	
7	Award TWO marks for the correct answer of B AND D Award ONE mark for one correct and none incorrect, ie B only.	Up to 2m	Letters may be given in either order. Accept alternative unambiguous indications, eg tiles ticked or circled.

Paper 2 continued

Q	Requirement	Mark	Additional guidance
8a	4.5 OR $4\frac{1}{2}$ (cm)	1m	
8b	A point marked on the line at 16cm OR 10cm	1m (U1)	The mark need not touch the line provided the intention is clear. The marked point need not be labelled.
9a	Rectangle (oblong) drawn in one of the positions shown in the diagram below:	1m	
9b	Square drawn in one of the correct positions shown in diagram below: 	1m	Only accept a square that is joined to the side of an adjacent rectangle (oblong).
11a	6	1m	
11b	$\frac{1}{3}$	1m	Accept equivalent fractions, eg $\frac{3}{9}$ Ignore subsequent work if $\frac{3}{9}$ is simplified incorrectly. Accept follow through in part b of $\frac{3}{a+3}$

Paper 2 continued

Q	Requirement	Mark	Additional guidance
13	<p>Award TWO marks for the correct answer as shown:</p> <div style="text-align: center;"> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; margin: 5px auto; display: flex; align-items: center; justify-content: center;">49</div> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; margin: 5px auto; display: flex; align-items: center; justify-content: center;">48</div> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; margin: 5px auto; display: flex; align-items: center; justify-content: center;">50</div> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; margin: 5px auto; display: flex; align-items: center; justify-content: center;">52</div> <div style="border: 1px solid black; border-radius: 10px; width: 40px; height: 40px; margin: 5px auto; display: flex; align-items: center; justify-content: center;">51</div> </div> <p>If the answer is incorrect, award ONE mark for 4 true statements with no number repeated (within those 4).</p>	Up to 2m (U1)	
20	<p>Award TWO marks for the correct answer of 62 (cm)</p> <p>If the answer is incorrect, award ONE mark for evidence of appropriate working, eg</p> <ul style="list-style-type: none"> ▪ $13 \times 4 = 52$ $5 \times 2 = 10$ $52 + 10 = \text{wrong answer}$ 	Up to 2m	Working must be carried through to reach an answer for the award of ONE mark.

2015 Levels 3-5 English reading test

Mark scheme amendments

Braille

Introduction

This guidance details the amendments made to the standard levels 3-5 mark schemes for questions which have been adapted, or replaced, in the braille versions of the 2015 key stage 2 levels 3-5 English reading national curriculum test.

This guidance should be used in conjunction with the 2015 key stage 2 standard *English levels 3-5 reading test mark schemes*.

The braille marker will 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

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

Additional guidance may be given where the wording or layout of questions in the braille version differs from that of the standard.

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

2, 9, 14, 15, 17, 23, 24, 26, 27, 28, 37, 38 and 39

General guidance to be applied throughout the braille test papers

- You should make every effort to understand what the pupil has written without reading into the answer anything that the pupil 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 – braille

Separate marking information is provided below as changes have been made to the content of some braille questions compared with the standard version.

Throughout the test, where question responses are labelled with letters or letters and numbers, pupils may write the letter or letter / number of their chosen answer rather than writing out their answer in full, eg: b, d, 1c, 2a, etc.

2.	B. (italics)
9.	E. (Charlie drives across a wide plain.) [given] C. (Flowers spring up, spraying a mist.) D. (Charlie feels extremely tired.) A. (A gorilla carries Charlie into the trees.) B. (A gorilla stands looking down at Charlie.)
14.	B. (stop at all kerbs) C. (obey spoken commands)
15.	C. (it's the opposite of what you would expect)
17.	C. (The owner and the dog work together as a team.)
23.	C. (independent)
24.	B. (to persuade you to sponsor a guide dog)
26.	A2 B3 C1
27.	A. TRUE B. FALSE C. FALSE D. TRUE E. FALSE

28.	A3 B4 C1 D2
37.	B. (The information about ladybirds is organised like a story, with additional information at the end.)
38.	A. TRUE B. FALSE C. FALSE D. TRUE
39.	B. (in a magazine about the natural world)

2015 Levels 3-5 English reading test

Mark scheme amendments

Modified large print (MLP)

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- If pupils have missed any answer lines within the text, their answers may be elsewhere on the page. Any unambiguous indicator of the correct answer should be credited, working within the parameters of the mark scheme.
- Horizontal tick boxes may have been changed to vertical.
- Note that page numbers and the position of paragraphs on a page will differ from those in the standard paper.

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 for markers who will provide specialist advice.

Mark scheme amendments - MLP

2. How are some of Charlie Small's words emphasised in this section?

capital letters



bold

italics

underlining



exclamation marks