

2019 national curriculum tests
Key stage 2

Mathematics
Amendments to the mark schemes (AMS)

Modified large print (MLP)



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Introduction

This guidance details the amendments made to the mark schemes for questions which have been adapted, or replaced, in the modified large print (MLP) version of the key stage 2 mathematics test materials.

This guidance must be used in conjunction with the standard version of the key stage 2 mathematics mark schemes. Refer to the standard mark schemes when marking the MLP test papers unless an alternative is given in this guidance.

Amendments to the mark scheme

Amendments to the standard test mark schemes are only provided where amendments to a question are such that the question cannot be marked using the standard test mark scheme.

Amendments to the 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.

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

Paper 1	23, 25, 30, 36
Paper 2	1, 3, 4, 13, 21
Paper 3	3, 9, 10a, 10b

General guidance to be applied throughout the MLP papers

- You should make every effort to understand what the pupil has written in an answer, without reading into the answer anything that the pupil did not intend.
- Some pupils 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.
- Pupils 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 pupil's intention.
- Unless otherwise indicated in this document, there should be an increased tolerance level for all drawing and measuring. In general, pupils will only be expected to measure lengths to the nearest 0.5cm and angles to the nearest 5°.
- 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.
- Questions that appear as horizontal tick boxes in the standard version of the test may have been changed to vertical in the MLP version, in order to make it easier for pupils to track across the page. The correct answer will be the same as in the standard mark schemes.
- 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.

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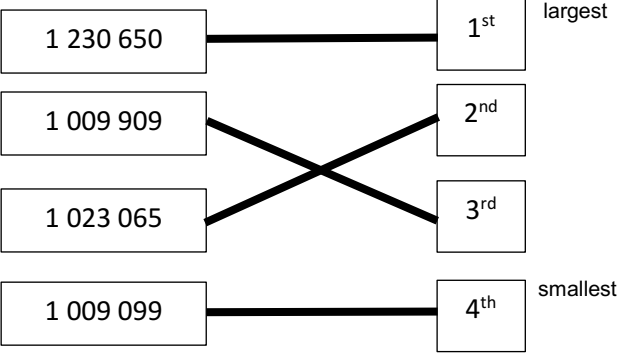
Please note that due to modifications to question 22a paper 2, the National Curriculum Reference (NCR) has changed for the MLP version of this question. The primary NCR for Q22a for MLP Paper 2 is 5S1. There is no mark scheme amendment for this question and it can be marked using the standard mark scheme.

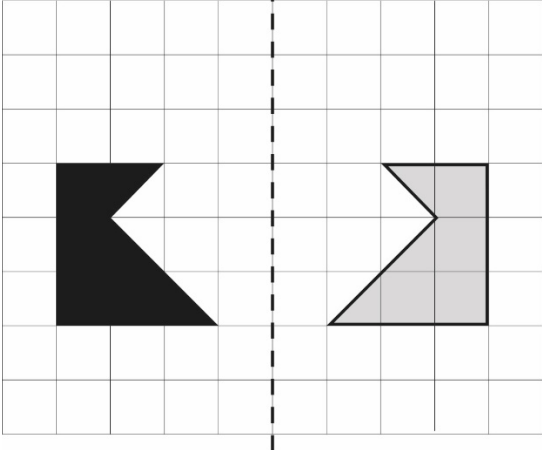
Amendments to mark schemes for Paper 1: arithmetic

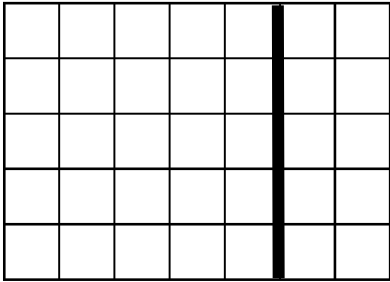
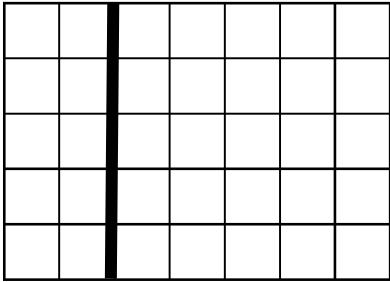
Please use the standard mark schemes to mark Paper 1: arithmetic.

For questions 23, 25, 30 and 36 the standard mark schemes expect a ‘formal method’ for long multiplication or long division. If the answer is incorrect, visually impaired pupils should be credited the method mark if they have used **any** appropriate method with no more than **ONE** arithmetic error; a formal method is not required. Working must be carried through to reach a final answer for the award of **ONE** mark.

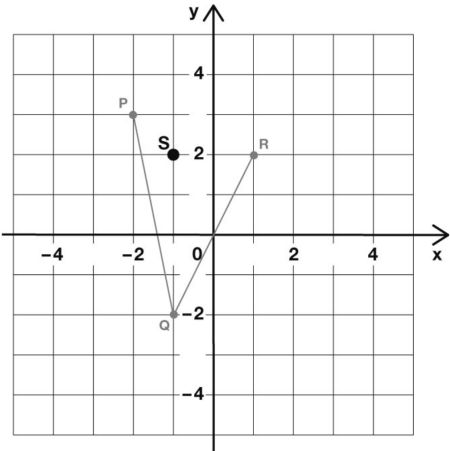
Amendments to mark schemes for Paper 2: reasoning

Qu.	Requirement	Mark	Additional guidance
1	Award ONE mark for three correct numbers given in this order, as shown: 32 7 7	1m	
3	Award ONE mark for the four numbers matched correctly, as shown: 	1m	Lines need not touch the numbers and ordinals, provided the intention is clear. Do not accept any number that has been matched to more than one ordinal.

<p>4</p>	<p>Diagram completed, as shown:</p> <p style="text-align: center;">mirror line</p> 	<p>1m</p>	<p>Accept inaccuracies in drawing provided the intention is clear.</p> <p>Shape need not be shaded for the award of ONE mark.</p>
<p>13</p>	<p>Award TWO marks for a completed triangle that has all three of the following points:</p> <ul style="list-style-type: none"> • an angle in the range of 30° to 40° inclusive for angle marked 35° • an angle in the range of 85° to 95° inclusive for angle marked 90° • the triangle has been drawn on an 8cm line (either on the given line or a line drawn), provided they have constructed both angles within the tolerance of the line 7.5cm to 8.5cm. <p>If the answer is incorrect, award ONE mark for a completed triangle and two of the three points correct.</p>	<p>Up to 2m</p>	<p>Accept drawings where any side has been extended past a vertex.</p> <p>When considering the point for a completed triangle, do not accept either:</p> <ul style="list-style-type: none"> • a completed quadrilateral or another shape drawn <p>OR</p> <ul style="list-style-type: none"> • a curved line that is used to complete the shape <p>OR</p> <ul style="list-style-type: none"> • sides not meeting to form a vertex.

21	<p>Rectangle divided, as shown:</p>  <p>OR</p> 	1m	Accept inaccuracies in drawing provided the intention is clear.
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Amendments to mark schemes for Paper 3: reasoning

Qu.	Requirement	Mark	Additional guidance
3	Award ONE mark for: 10 - p (written)	1m	Accept alternative unambiguous positive indication of the correct answer.
9	2500	1m	Do not accept $2000\frac{1}{2}$ OR $2\frac{1}{2}$ OR 2.5
10a	Point S is located correctly, as shown: 	1m	Accept inaccuracies in drawing provided the intention is clear.
10b	(2,3)	1m	



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2019 national curriculum tests
Key stage 2

Mathematics
Amendments to the mark schemes (AMS)

Braille



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Introduction

This guidance details the amendments made to the mark schemes for questions which have been adapted, or replaced, in the braille version of the key stage 2 mathematics test materials.

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

Amendments to the mark scheme

Amendments to the standard test mark schemes are only provided where amendments to a question are such that the question cannot be marked using the standard test mark scheme.

Amendments to the 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.

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

Paper 1	23, 25, 30, 36
Paper 2	1, 3 ,4, 10, 13, 21
Paper 3	3, 9, 10a, 10b, 11

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 pupil did not intend.
- Some pupils 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.
- Pupils 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 pupil's intention.
- Unless otherwise indicated in this document, there should be an increased tolerance level for all drawing and measuring. In general, pupils will only be expected to measure lengths to the nearest 0.5cm and angles to the nearest 5°.
- Any unambiguous indication of the correct answer should be credited.
- Some braille questions are asked 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 are asked to write rather than circle the answer.

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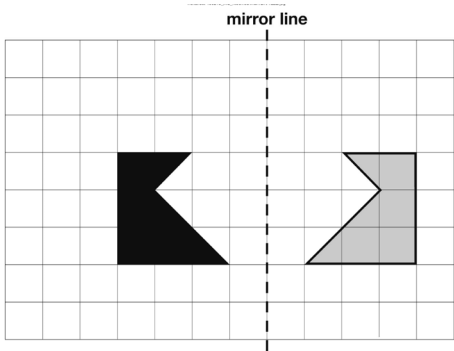
Please note that due to modifications to question 22a paper 2, the National Curriculum Reference has changed for the braille version of this question. The primary NCR for Q22a for braille Paper 2 is 5S1. There is no mark scheme amendment for this question and it can be marked using the standard mark scheme.

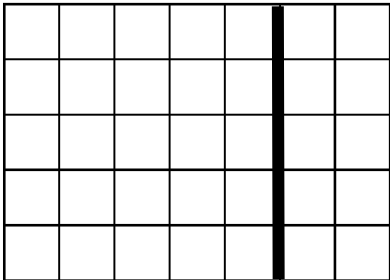
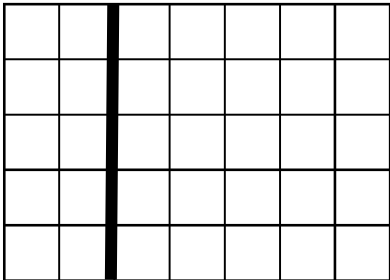
Amendments to mark schemes for Paper 1: arithmetic

Please use the standard mark schemes to mark Paper 1: arithmetic.

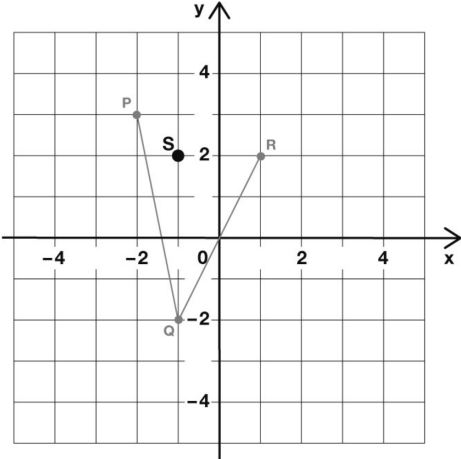
For questions 23, 25, 30 and 36 the standard mark schemes expect a ‘formal method’ for long multiplication or long division. If the answer is incorrect, visually impaired pupils should be credited the method mark if they have used **any** appropriate method with no more than **ONE** arithmetic error; a formal method is not required. Working must be carried through to reach a final answer for the award of **ONE** mark.

Amendments to mark schemes for Paper 2: reasoning

Qu.	Requirement	Mark	Additional guidance
1	Award ONE mark for three correct numbers given in this order, as shown: 32 7 7	1m	
3	Award ONE mark for the four letters written in the correct order, as shown: S (written) Q (written) P (written) R (written)	1m	Accept alternative unambiguous positive indication of the correct answer.
4	Diagram completed, as shown: 	1m	Accept inaccuracies in drawing provided the intention is clear. Shape need not be shaded for the award of ONE mark.
10	Q (written)	1m	Accept alternative unambiguous positive indication of the correct answer.

Qu.	Requirement	Mark	Additional guidance
13	<p>Award TWO marks for a completed triangle that has all three of the following points:</p> <ul style="list-style-type: none"> • an angle in the range of 30° to 40° inclusive for angle marked 35° • an angle in the range of 85° to 95° inclusive for angle marked 90° • the triangle has been drawn on an 8cm line (either on the given line or a line drawn), provided they have constructed both angles within the tolerance of the line 7.5cm to 8.5cm. <p>If the answer is incorrect, award ONE mark for a completed triangle and two of the three points correct.</p>	Up to 2m	<p>Accept drawings where any side has been extended past a vertex.</p> <p>When considering the point for a completed triangle, do not accept either:</p> <ul style="list-style-type: none"> • a completed quadrilateral or another shape drawn <p>OR</p> <ul style="list-style-type: none"> • a curved line that is used to complete the shape <p>OR</p> <ul style="list-style-type: none"> • sides not meeting to form a vertex.
21	<p>Rectangle divided, as shown:</p>  <p>OR</p> 	1m	Accept inaccuracies in drawing provided the intention is clear.

Amendments to mark schemes for Paper 3: reasoning

Qu.	Requirement	Mark	Additional guidance
3	Award ONE mark for: 10 - p (written)	1m	Accept alternative unambiguous positive indication of the correct answer.
9	2500	1m	Do not accept $2000\frac{1}{2}$ OR $2\frac{1}{2}$ OR 2.5
10a	Point S is located correctly, as shown: 	1m	Accept inaccuracies in drawing provided the intention is clear.
10b	(2,3)	1m	

<p>11</p>	<p>Award TWO marks for all four given numbers placed correctly, as shown:</p> <p>a) 3, 5 b) 3, 4, 6 c) 3, 5</p> <p>If the answer is incorrect, award ONE mark for three of the given numbers all placed correctly, e.g.</p> <p>a) 3, 5 b) 3, 4 c) 3, 5</p> <p>OR</p> <p>a) 3, 5, 6 b) 3, 4, 6 c) 3, 5</p> <p>OR</p> <p>a) 3 b) 3, 4, 6 c) 3, 5</p>	<p>Up to 2m</p>	<p>Accept the numbers in any order.</p> <p>Ignore any additional numbers not given in the question.</p>
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