

2022 national curriculum tests
Key stage 2

Mathematics
Amendments to the mark schemes (AMS)

Modified large print (MLP) and Braille



Standards
& Testing
Agency

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 MLP

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	17, 19, 29, 33
Paper 2	9, 13, 21, 25
Paper 3	4, 15b

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 schemes to MLP scripts, or with specific responses. All supervisors have contact details of markers who will provide specialist advice.
- Accept numbers greater than 999 written without a comma, with space instead of a comma or with any clear indication.

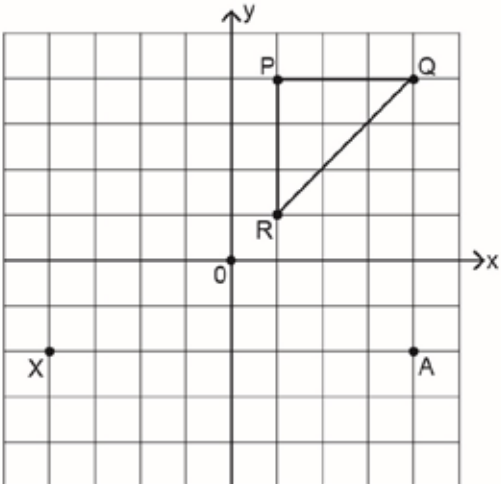
Amendments to mark schemes for Paper 1: arithmetic

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

For questions 17, 19, 29 and 33 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 (MLP)

Qu.	Requirement	Mark	Additional guidance
9	56	1m	
13	<p>Award ONE mark for each part of Dev's journey matched with the correct sentence, as shown:</p>	1m	<p>Lines need not touch the boxes, provided the intention is clear.</p> <p>Do not accept any part of the journey which has been matched to more than one sentence.</p>
21a	16	1m	<p>Award ONE mark for an answer of</p> <ul style="list-style-type: none"> $(92 - 2n) \div 2$ <p>Where n represents the answer to part a of the question, the value n must be between 12 and 16 (inclusive).</p> <p>Any follow through fraction or decimal answer must be expressed as an exact value.</p>
21b	30	1m	

<p>25</p>	<p>Award TWO marks for both points correctly marked, as shown:</p>  <p>Award ONE mark for either:</p> <ul style="list-style-type: none"> • correct point marked A <p>OR</p> <ul style="list-style-type: none"> • correct point marked X <p>OR</p> <ul style="list-style-type: none"> • a correct reflection of an incorrectly translated point A 	<p>Up to 2m</p>	<p>Accept slight inaccuracies provided the intention is clear.</p> <p>Ignore any points drawn in the 2nd quadrant unless it is a correct follow through of point A.</p>
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Amendments to mark schemes for Paper 3: reasoning (MLP)

Qu.	Requirement	Mark	Additional guidance
4	<p>Award TWO marks for all four decimals written in this order</p> <p>a) 0.5</p> <p>b) 0.3</p> <p>c) 0.75</p> <p>d) 0.03</p> <p>Award ONE mark for three decimals written correctly.</p>	Up to 2m	
15a	90	1m	
15b	D	1m	

2022 national curriculum tests
Key stage 2

Mathematics
Amendments to the mark schemes (AMS)

Braille



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 Braille

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	17, 19, 29, 33
Paper 2	1, 9, 11, 13, 16, 21, 25
Paper 3	4, 15b, 16

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.
- Accept numbers greater than 999 written without a comma, with space instead of a comma or with any clear indication.

Amendments to mark schemes for Paper 1: arithmetic

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

For questions 17, 19, 29 and 33 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 (Braille)

Qu.	Requirement	Mark	Additional guidance
1	Q	1m	
9	56	1m	
11	Award ONE mark for both numbers correct, as shown: a) 6 b) 5	1m	
13	a) R b) P c) Q	1m	All three letters must be correct for the award of the mark.
16	Award ONE mark for both numbers written in either order: 28.65 28.71	1m	

Qu.	Requirement	Mark	Additional guidance
21a	16	1m	
21b	30	1m	<p>Award ONE mark for an answer of</p> <ul style="list-style-type: none">• $(92 - 2n) \div 2$ <p>Where n represents the answer to part a of the question, the value n must be between 12 and 16 (inclusive).</p> <p>Any follow through fraction or decimal answer must be expressed as an exact value.</p>

Qu.	Requirement	Mark	Additional guidance
25	<p>Award TWO marks for both points correctly marked, as shown:</p> <p>Award ONE mark for either:</p> <ul style="list-style-type: none"> • correct point marked A <p>OR</p> <ul style="list-style-type: none"> • correct point marked X <p>OR</p> <ul style="list-style-type: none"> • a correct reflection of an incorrectly translated point A 	<p>Up to 2m</p>	<p>Accept slight inaccuracies provided the intention is clear.</p> <p>Ignore any points drawn in the 2nd quadrant unless it is a correct follow through of point A.</p>

Amendments to mark schemes for Paper 3: reasoning (Braille)

Qu.	Requirement	Mark	Additional guidance
4	Award TWO marks for all four decimals written in this order a) 0.5 b) 0.3 c) 0.75 d) 0.03 Award ONE mark for three decimals written correctly.	Up to 2m	
15a	90	1m	
15b	D	1m	

Qu.	Requirement	Mark	Additional guidance
16	<p>Award TWO marks for three fractions written correctly, in any order.</p> $\frac{2}{5} \quad \frac{4}{10} \quad \frac{40}{100}$ <p>If the answer is incorrect, award ONE mark for</p> <ul style="list-style-type: none">• only two fractions written correctly and no incorrect fraction <p>OR</p> <ul style="list-style-type: none">• three fractions written correctly and one incorrect fraction.	Up to 2m	

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