



Standards
& Testing
Agency

Science sampling tests

Mark scheme guidance for modified large
print and braille

May 2018

Summary

This guidance details the amendments made to the mark schemes for questions which have been adapted or replaced, in the braille or modified large print (MLP) versions of the key stage 2 (KS2) science sampling test materials.

This guidance should be used alongside the standard version of the KS2 science sampling mark scheme. You should refer to the standard mark scheme when marking the MLP and 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.

There are no amendments for MLP or braille 2016 science sampling tests papers 2B, 8C or 12P.

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 write their answers clearly. It may take you longer to read their answers. Apply the mark schemes but be sympathetic to their circumstances.
- Pupils with visual impairment find it difficult to draw accurately. They often use thick pens or pencils. You should make every effort to be fair in marking these questions and take into account what appears to be the pupil's intention.
- 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.

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 write their answers clearly. It may take you longer to read their answers. Apply the mark schemes but be sympathetic to their circumstances.
- Pupils with visual impairment find it difficult to draw accurately. They often use thick pens or pencils. 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.
- If pupils 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 in the standard version of the test may have been rearranged vertically.



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