

EnMaSc

KEY STAGE

3

YEARS

7-9

Non-statutory tests

# Test administration guide

2009



National curriculum assessments

# Changes to key stage 3 national curriculum tests and teacher assessment

## Important updates

2009 key stage 3 national curriculum tests are no longer statutory.

Schools are still required to report end of key stage 3 teacher assessment level judgements for all national curriculum subjects to parents, carers or guardians.

Schools are required to submit teacher assessment level judgements to the Qualifications and Curriculum Authority (QCA) in the core subjects of English, mathematics and science; by the 10 July 2009 deadline.

If schools choose to do so, they can use one or more of the 2009 key stage 3 national curriculum tests in English, mathematics and science.

The tests can be used at any time a school decides.

Schools will need to make their own marking arrangements as external marking is no longer provided.

Schools can decide how to make use of the results of the tests and how these might provide additional evidence to inform teacher assessment level judgements.

Test results will not be collected or published.

**On 14 October 2008, the Secretary of State announced that the 2009 key stage 3 national curriculum tests are no longer statutory. The tests will be replaced by classroom assessment by teachers and frequent reporting to parents, carers or guardians in years 7, 8 and 9. There will be a stronger focus on one-to-one tuition and catch up support for pupils in the first years of secondary school.**

**The 2009 key stage 3 national curriculum tests in English, mathematics and science are available for schools to use if they choose to do so.**

## Changes for key stage 3

As the key stage 3 national curriculum tests are now non-statutory, the decision to use the tests in 2009 is at the discretion of the headteacher and school governors. End of key stage tests can contribute to the broader range of evidence of pupils' work that teachers use when making periodic judgements relating to national standards. Schools should determine whether using the end of key stage 3 national curriculum tests supports their wider assessment policy.

Schools are still required to report teacher assessment level judgements to parents, carers or guardians for both core and foundation subjects. Teacher assessment level judgements will only need to be submitted to QCA in the core subjects of English, mathematics and science. For further guidance please refer to the 2009 *Teacher assessment and reporting arrangements* (TARA), available on the QCA *Tests and exams* website at [www.qca.org.uk/ara](http://www.qca.org.uk/ara).

### How can schools use the non-statutory tests?

Schools can choose to use one or more of the 2009 national curriculum tests in English, mathematics and science. The tests have been designed with the assumption that pupils taking them will have covered the full programme of study in a subject. Pupils will still need to complete all subject papers at the relevant tier in order for an overall test level in the subject to be calculated.

The tests can be used at any time deemed suitable by the school, and there is no requirement to register pupils, apply for access arrangements or sign a *Headteacher's declaration form*. However, if schools choose to use the tests with the full cohort, they will want to consider the range of access arrangements needed to enable all pupils to access the tests and to ensure that their results accurately reflect their abilities. Decisions about access arrangements should be made within the school. Local authorities will not be required to monitor administration of the tests.

Schools will need to make their own marking arrangements as external marking is no longer provided. The test materials include *Mark scheme packs* and *pupil packs*. Level threshold tables are available online from 1 April 2009 at [www.qca.org.uk/tests](http://www.qca.org.uk/tests). These materials provide schools with all the information they need to mark the tests and determine levels.

Schools can decide how to use the results and how these might provide additional evidence to inform teacher assessment levels. Test results will not be collected or published. Due to the changes to the context of the key stage 3 tests, and the different marking arrangements, schools should exercise care when making direct comparisons with the results of previous years' cohorts.

### Teacher assessment

Schools are required to submit teacher assessment level judgements to QCA at the end of key stage 3 in the core subjects. The deadline for online submission of teacher assessments is Friday 10 July 2009.

Schools are increasingly using the *Assessing pupils' progress* (APP) materials when making teacher assessment judgements. This structured approach has been developed by QCA together with the National Strategies to help teachers make consistent judgements on pupils' overall performance based on a range of evidence. Materials are currently available for English, mathematics, science and information and communication technology (ICT) at key stage 3. For further information on APP please visit the QCA website at [www.qca.org.uk/assessment](http://www.qca.org.uk/assessment).

### The future of key stage 3 assessments

The new expert group set up by the Department for Children, Schools and Families (DCSF) will advise on the future arrangements for assessment in key stage 3. In particular they will focus on the:

- introduction of national-level sampling for key stage 3 so that standards at age 14 across the whole education system can be monitored by the public year on year
- provision of regular reports to parents, carers or guardians
- provision of training and support to ensure teachers can track pupils' progress rigorously
- impact of the new measures on teachers' workload.

More information on the changes to key stage 3 in 2009 can be found in the *Changes to national curriculum tests and teacher assessments* factsheet sent to schools in November 2008 and available on the QCA *Tests and exams* website at [www.qca.org.uk/tests](http://www.qca.org.uk/tests).

The letter sent to schools in January 2009 by Sue Hackman, Chief Adviser on School Standards at the DCSF regarding key stage 3 assessment following the withdrawal of statutory key stage 3 tests, is also available online at [www.qca.org.uk/tests](http://www.qca.org.uk/tests).

For additional information about 2009 key stage 3 national curriculum tests, please contact the national curriculum tests helpline on 08700 60 60 40.

## The structure and timing of the tests

### Tests at the end of key stage 3

The key stage 3 national curriculum tests are designed to test pupils' knowledge and understanding of the key stage 3 programmes of study. They provide a snapshot of a pupil's attainment at the end of key stage 3.

### Who are the tests suitable for?

Key stage 3 tests are for pupils who have completed the key stage 3 programmes of study and will be moving onto the key stage 4 programmes of study in the next school year.

Tests are available in:

- English
- mathematics
- science.

Information on the test development process can be found on the QCA website at [www.qca.org.uk/testdevelopment](http://www.qca.org.uk/testdevelopment).

## The English tests

The English tests cover levels 4–7. There are three English components:

- the *Writing paper* (made up of a longer task and a shorter task)
- the *Reading paper*
- the *Shakespeare paper*.

Separate reading and writing test levels can be calculated, as well as an overall English level for each pupil. Marks from all three papers should be aggregated to calculate an overall English level.

<b>Writing</b>	<b>50 marks</b>
Longer task	30
Shorter task	16
Spelling (assessed as part of the shorter task)	4
<b>Reading</b>	<b>50 marks</b>
<i>Reading paper</i>	32
<i>Shakespeare paper</i>	18
<b>Total</b>	<b>100 marks</b>

### Writing paper

- Pupils should complete both a longer task and a shorter task in the answer booklet provided.
- Pupils should be given 45 minutes for the longer writing task (including up to 15 minutes' recommended planning time) and 30 minutes for the shorter writing task.
- Both tasks should be administered in one session.
- The shorter writing task includes an assessment of spelling.
- Pupils may use the planning sheet provided for the longer task.
- A planning sheet is not provided for the shorter writing task, but pupils may use blank paper if they wish to plan.
- The writing test is designed to assess pupils' individual independent work. Pupils are expected to follow the writing prompt carefully.

## Writing tasks

The longer writing task is a test of extended writing.

The shorter writing task is a test of pupils' ability to write precisely and concisely.

The writing tasks should not need to be read aloud to the whole cohort. However, if requested, the task or individual words or sentences might be read to a pupil on an individual basis. Clarification of words in a task may also be given, but care should be taken not to explain the task.

## Reading paper

Only the general instructions for the *Reading paper* should be read to pupils. Pupils should read the test questions themselves.

- Pupils should be given 15 minutes' reading time followed by 60 minutes to complete the reading test.
- The test includes a reading booklet containing three linked texts and an answer booklet containing a range of questions. The texts will cover a range of those specified in the key stage 3 programme of study.

## Shakespeare paper

Only the general instructions for the *Shakespeare paper* should be read to pupils.

Pupils should be given 45 minutes for the Shakespeare reading test.

Pupils taking the *Shakespeare paper* will need to demonstrate knowledge and understanding of the play they have studied and to write detailed responses drawing on both extracts. Each task covers one of four areas for assessment:

- language of the text
- text in performance
- ideas, themes and issues
- character and motivation.

Information regarding the two plays and the two set sections for each play can be found on the QCA *Tests and exams* website at [www.qca.org.uk/tests](http://www.qca.org.uk/tests). The test will expect pupils to have studied both of the set sections.

# The mathematics tests

The written mathematics test is available in four tiers. The principal target level for the 3–5 tier is level 4; for the 4–6 tier is level 5; for the 5–7 tier is level 6; and for the 6–8 tier is level 7, with opportunities for pupils working at level 8 and accessing the key stage 4 programme of study to show their achievement. Pupils should take the appropriate mental mathematics test depending on the written test tier taken. Schools should decide the appropriate tiers for pupils to take by considering their abilities.

There are three mathematics tests:

- *Paper 1* (non-calculator paper)
- *Paper 2* (calculator paper)
- mental mathematics test.

Pupils' marks from all three tests should be aggregated to calculate their overall mathematics level. *Paper 1* and *Paper 2* have 60 marks each and the mental mathematics test has 30 marks, giving a total of 150 marks.

## *Paper 1* and *Paper 2*

These are written tests.

- Pupils should be given 60 minutes each for *Paper 1* and *Paper 2*.
- *Paper 1* is a non-calculator paper. *Paper 2* is a calculator paper; for tiers 5–7 and 6–8, pupils will need a scientific or graphic calculator.

In all tiers, some questions are context-free, short mathematical computations, which may employ any or all of the four arithmetical operations.

In some questions, units may not be provided in the answer space and no prompts for the units will be given. Pupils will need to include units when they are not provided to gain all the marks allocated for that question.

### Mental mathematics test

- This is a recorded test that lasts around 20 minutes.
- There are 30 questions.
- Pupils should answer each question in the allocated time.
- The questions are designed to test mental recall and agility. Pupils may write down mathematical workings on the answer sheet if they wish.

- Calculators should not be used for the mental mathematics tests.
- Other than pens and pencils, pupils should not use any equipment for the mental mathematics tests, for example rulers or protractors.

The tests have been developed on the basis that, in order to arrive at a level in mathematics, pupils should take both *Paper 1* and *Paper 2* in the same tier and the appropriate mental mathematics test. Pupils taking the tier 4–6, 5–7 or 6–8 written tests should take *Mental mathematics test A* or *Mental mathematics test B* (higher tiers). Pupils taking the tier 3–5 written tests should take *Mental mathematics test C* (lower tier).

## The science tests

The science tests are available in two tiers. The principal target levels for the 3–6 tier are level 4 and level 5, and for the 5–7 tier the principal target level is level 6. There are opportunities for pupils working at level 7 to show their achievement. Schools should decide the appropriate tiers for pupils to take by considering their abilities.

There are two science tests:

- *Paper 1*
- *Paper 2*.

Pupils should be given 60 minutes each for *Paper 1* and *Paper 2*.

The tests have been designed on the basis that, in order to arrive at a level in science, pupils should take both *Paper 1* and *Paper 2* in the same tier.

Pupils' marks from both papers should be aggregated to calculate their overall science level:

Tier	<i>Paper 1</i>	<i>Paper 2</i>	Total marks
3–6	90	90	180
5–7	75	75	150

### *Paper 1* and *Paper 2*

Pupils are allowed 60 minutes each for *Paper 1* and *Paper 2*. Questions may be in the context of any of the science attainment targets and there will be discrete Sc1 questions.

Pupils may be asked:

- to describe how an investigation could be carried out
- what variables need to be controlled
- what variables need to be measured
- whether the outcome can be predicted
- how the results are going to be presented
- what the results show and whether they match the prediction
- to explain the outcome and whether the evidence collected is significant, reliable and valid.

If pupils are asked to plan an investigation, they will be given space to write their thoughts and ideas.

## Access arrangements

The key stage 3 tests have been designed to ensure the majority of pupils working at the level of the tests can access them. A small number of pupils may require additional arrangements to access the tests.

For some pupils, for example those who suffer from attention-related difficulties, breaking the tests into shorter sessions may be beneficial. For others, working separately away from the main group with an assistant might aid concentration and more closely resemble their normal working conditions.

If schools choose to use key stage 3 tests with the full cohort, they are free to make adaptations to the tests that will improve their accessibility for pupils with special educational needs and pupils for whom English is an additional language. In making any changes to the way the tests are used, the focus should be on the assessment needs of the individual pupil. Any adaptations should be similar to those made to the materials which pupils work with in the classroom.

### Examples of appropriate adaptations

School-based adaptations to the tests may include:

- allowance of up to 25 per cent additional time
- use of readers, prompters, signers and amanuenses
- use of transcripts and word processors
- use of rest breaks
- provision of tactile shapes and number cards
- separating the tests into sections, taping, photocopying onto coloured paper, use of coloured overlays, use of apparatus
- enhancing the shading on diagrams, including charts and graphs, to increase visual clarity
- enlarging diagrams, cutting them out, embossing or mounting them on card or other material according to normal classroom practice
- translation of words or phrases in the test papers that are likely to prove difficult for pupils for whom English is an additional language, and also if required for pupils who use British sign language (BSL) or other sign supported communication
- rephrasing of test instructions including the use of gestures or drawings
- discussion of concepts that may be culturally unfamiliar to pupils when introducing the tests
- use of bilingual dictionaries.

Any access arrangements used should not alter the nature of the test questions and any answer given should be the pupil's own.

### Modified tests

Modified large print, enlarged print and braille test papers for visually impaired pupils, and modified versions of the mental mathematics test materials for pupils with hearing impairment and pupils who use sign language, are available from the QCA modified test agency. Additional guidance notes for teachers administering the modified versions of the key stage 3 tests are supplied with the test papers.

If you have any questions about ordering modified tests, contact the QCA modified test agency on 0870 3216727.

For further guidance on access arrangements please refer to *Access arrangements for key stage 3 non-statutory tests*, available on the QCA Tests and exams website at [www.qca.org.uk/tests](http://www.qca.org.uk/tests).

# Administering the tests

This information may be useful for anyone who is involved in administering the key stage 3 tests, including teachers, other members of school staff, or those who may be assisting in the test administration.

## What to do before the tests

### Preparing test administrators

The following information should help test administrators to prepare for the tests.

- Ensure pupils have the correct tier for the mathematics and science papers and the correct *Shakespeare paper*.
- The English writing task should not be read out to pupils. However, it may be read to individual pupils on request. Only the general instructions for the English *Reading* and *Shakespeare* papers should be read to pupils.
- There are two occasions to pause the mental mathematics CD recording, which are indicated by a beep. The first occasion is near the beginning of the recording once the instructions have been given. The second is after the practice question.
- The transcript for the mental mathematics CDs is included in the pupil pack for use in the event of a CD or equipment failure.
- Pupils should be given time reminders throughout the tests.

### Preparing the room

Schools may consider removing or covering any displays or materials that could help pupils in the tests.

Seating arrangements should allow all pupils to work quietly and independently. Having a clearly visible clock in the room will help pupils pace themselves during the tests.

## What to do at the start of the tests

### Distributing the test papers

Test administrators should take care when distributing key stage 3 mathematics and science test papers to ensure each pupil is given the correct tier for the test. If schools want to calculate an overall level based on the mathematics and science tests, pupils should take both papers in the correct tier and, in the case of the mathematics test, the appropriate mental mathematics test.

### What to say at the beginning of the test

Examples of what might be said at the beginning of the tests are given below and on the following pages. Test administrators might find these useful when preparing opening comments for key stage 3 tests.

## English tests

### English *Writing paper* (longer task and shorter task)

- This is a key stage 3 English *Writing paper*. It includes a longer task, a longer writing task planning page and a shorter writing task. This paper is designed to be completed in one session.
- The longer writing task is a test of extended writing. It does not assess spelling. It is 45 minutes long.
- The shorter writing task is a test of your ability to write concisely. Your spelling will be assessed. It is 30 minutes long.
- Make sure you have a *Writing paper* and a *Writing paper answer booklet* in front of you.
- You have one answer booklet to use for both tasks. More lined paper is available, if needed.
- You should write your name on your answer booklet and on any additional paper you use during the test.
- There is a planning page for the longer writing task for you to make notes and organise your writing. You may also use blank paper.
- There is no planning page for the shorter writing task. You may use blank paper or the back of your answer booklet to plan your answer.



- I will read the instructions on the front cover with you now.
- You should complete the longer writing task before the shorter writing task.
- You should pay attention to grammar, including paragraphing and punctuation.
- I will tell you when you are halfway through your longer writing task and when you should be moving on to your shorter writing task. I will tell you when five minutes remain to complete the shorter writing task. I will tell you when the test is over and to stop writing.
- Remember to check your work carefully.
- If you want to change your answer, you should put a neat line through the words or response you don't want the marker to read.
- If you have any urgent questions during the test, you should put your hand up and wait for someone to come to you. You must not talk to each other.
- Are there any questions you want to ask now?
- You should now open your *Writing paper* and begin the longer writing task.
- Remember you have 15 minutes of planning time if you want to use it. I will remind you in 15 minutes to start writing if you haven't done so already. The test has started.

(After 15 minutes of planning time)

- Your 15 minutes of planning time have passed. If you haven't started writing, you should do so now.

(After 45 minutes have passed)

- 45 minutes have passed. You should now move on to the shorter writing task. You have 30 minutes to complete the shorter writing task.

### English Reading paper

- This is a key stage 3 English *Reading paper*.
- Make sure you have a *Reading paper* and *Reading answer booklet* in front of you.
- I will read the instructions on the front of the *Reading answer booklet* with you now.
- You have 15 minutes to read the *Reading paper*. You can make notes in the *Reading paper*, but you should not open the *Reading answer booklet* during this first 15 minutes.

- After the 15 minutes are up, I will tell you that you can open your *Reading answer booklet* and start to answer the questions. You will then have one hour to write your answers in the *Reading answer booklet*. Remember that you can keep referring back to your *Reading paper*.
- You should skim through the *Reading answer booklet* to check the range of questions and marks allocated to them so you can manage your time effectively.
- You should try and answer all the questions. If you cannot answer a question, move on and return to it later.
- Remember to check your work carefully.
- If needed, you may ask for more paper. Make sure your name is on your *Reading answer booklet* and any additional lined paper you ask for.
- It is important that you express your ideas clearly so the marker knows you have understood the text and the question. Spelling is not assessed.
- If you have any urgent questions during the test, you should put your hand up and wait for someone to come to you. Remember, I cannot help you to answer any questions or read any of the words to you. You must not talk to each other.
- Are there any questions you want to ask now?
- You should now start reading your *Reading paper*. The test has started.

(After 15 minutes)

- You should open the *Reading answer booklet* and start to answer the questions. You have one hour left to complete the test. I will tell you when you are halfway through the test and also tell you when you are entering the last five minutes. I will tell you when the test is over and to stop writing.

### English Shakespeare paper

- This is a key stage 3 English *Shakespeare paper*.
- This paper is 45 minutes long.
- Make sure you have the correct *Shakespeare paper*, based on the play that you studied in class, and an answer booklet.
- Write your name and the play you have studied on your answer booklet and on any additional lined paper you use.
- Remember, within this paper there are two extracts from the play you studied in class.

- I will read the instructions on the front of the *Shakespeare paper* and the answer booklet with you now.
- The *Shakespeare paper* assesses reading and not writing, so while you should express your ideas clearly, aspects of writing, such as spelling, will not be assessed.
- Remember to check your work carefully.
- If you have any urgent questions during the test, you should put your hand up and wait for someone to come to you. You must not talk to each other.
- Are there any questions you want to ask now?
- I will tell you when you are halfway through the test and also tell you when you are into the last five minutes. I will tell you when the test is over and to stop writing. You should open your paper. The test has started.

## Mathematics tests

### Mental mathematics tests A, B and C

- This is a key stage 3 mental mathematics test.
- You have approximately 20 minutes for this test.
- You will need a pen or pencil for this test. You should not use rubbers, calculators or any other mathematics equipment.
- The mental mathematics CD contains the test instructions and questions.
- The recorded test will explain how long you have to answer each question. The test is divided into three sections and the time given will increase from five, to 10, to 15 seconds as the test progresses.
- Are there any questions you want to ask before I start the CD?

### Mathematics Paper 1 and Paper 2

#### Mathematics Paper 1

- This is a key stage 3 mathematics *Paper 1*.
- You should not use a calculator for this paper.
- You should review the 'Remember' section on the front cover of this test paper and the instructions on page 2.

#### Mathematics Paper 2

- This is a key stage 3 mathematics *Paper 2*.
- Make sure you have the same tier as you had for *Paper 1*.
- You may use a non-scientific calculator for tiers 3–5 and 4–6.
- You should use a scientific calculator for tiers 5–7 and 6–8. Make sure you have your calculator and that it is working properly.

#### General instructions for both papers

- This test is one hour long.
- You will need a pen or pencil for this test.
- You will also need the following equipment for this test [read out the equipment list on the front page of the test booklet].
- Write your name on the test booklet cover.
- The test starts with easier questions. Try to answer all the questions in the booklet.
- Where appropriate, some formulae you might need are on page 2 of the test paper.
- If you want to change your answer, put a neat line through the response you don't want the marker to read. For changes on diagrams use a rubber.
- Remember to check your work carefully.
- Write all your answers and working on the test paper. Marks may be awarded for your working even if your answer is wrong.
- I will tell you when you are halfway through the test and also tell you when you are into the last five minutes. I will tell you when the test is over and when to stop writing.
- If you have any urgent questions during the test, you should put your hand up and wait for someone to come to you. You must not talk to each other.
- Are there any questions you want to ask now?
- You should now open your test booklet. The test has started.

## Science tests

### Science Paper 1 and Paper 2

- This is a key stage 3 science *Paper 1* (or *Paper 2*).
- The test is one hour long.
- For *Paper 2*, make sure you have the same tier as you had for *Paper 1*.
- Make sure that you have a pen, pencil, rubber, ruler, protractor and calculator.
- Write your name on the lines provided on the front of the test paper.
- The test starts with easier questions. Try to answer all the questions in the booklet.
- Write all your answers and working on the test paper. Marks may be awarded for your working even if your answer is wrong.
- The number of marks allocated to each part of a question is indicated beside each question. Where two or three marks are available, two or three distinct points are required for a full answer.
- Remember to check your work carefully.
- I will tell you when you are halfway through the test and also tell you when you are into the last five minutes. I will tell you when the test is over and when to stop writing.
- If you have any urgent questions during the test, you should put your hand up and wait for someone to come to you. You must not talk to each other.
- Are there any questions you want to ask now?
- You should now open your test booklet. The test has started.

## What to do during the tests

As a general guide, any action taken should not advantage pupils in a way that might unduly affect the pupil's test outcome.

This section provides guidance on what could be said to pupils during the tests and what to do in some of the more common situations.

### Pupils' questions

If pupils ask questions about the test content, test administrators should not explain subject-specific terms or expressions to pupils.

The following examples illustrate how to deal with some of the questions that might be asked.

***I don't understand the question on the Reading paper.***  
Read the question again and underline key words that tell you what to do.

***What do I have to do on the Writing paper?***  
The writing in bold at the bottom of the page tells you what you need to do for the task.

***Do I have to base my answer to the Shakespeare paper on both extracts?***

Yes. You will lose marks if you base your answer on one extract.

***How do I spell 'quickly'?***  
I can't tell you how to spell it, but have a go at sounding it out and write that down.

***What does 'give a reason' mean?***  
It means you have to say why you think it works out like that.

***What does 'quadrilateral' mean?***  
I can't tell you, but think hard and try to remember. We can talk about it after the test.

***What does 'explain' mean?***  
It means you have to say why you think it does that or behaves like that.

***I don't know how much to write for this question***  
Look carefully at how many marks are available and try to come up with that many points.

### Mathematical notation

In cases where a pupil asks for clarification of the mathematical symbols or notation used in a question, you may read these to the pupil but you should not indicate the operation or process involved.

For example say:

-4x	minus/negative four x	(not four minus/negative four times x)
$x^2$	x squared	(not x times x or x times itself)
$10^4$	10 to the power (of) four	(not 10,000 or $10 \times 10 \times 10 \times 10$ )
%	per cent	(not out of every hundred)
4 (t-1) <sup>2</sup>	four open bracket, t minus one, close bracket, squared	(not t minus one all squared, times four)

### What if something goes wrong with the CD player during the mental mathematics test?

The pupils should be told to stay silent and remain seated while a replacement CD player is found. If a replacement cannot be found test administrators can use the transcript included in the pupil pack to administer the remaining test questions.

The test should be restarted at the appropriate place, following the timings for each question using either a stopwatch or a clock with a second hand.

### What to do at the end of the tests

When the test is over, the scripts should be collected and stored until they are marked.

## Marking the tests

Each test should be marked using the appropriate *Mark scheme*. The *Mark schemes* can be found in the teacher packs that accompany the tests. They include general guidance for their use and question type-specific guidance to enable accurate and correct marking of the tests. Markers should read this guidance before commencing marking the tests.

*Mark scheme amendments* for modified large print and braille are provided with the modified versions of the tests for pupils with visual impairment.

### Using the outcomes of the tests

Level thresholds for the 2009 national curriculum tests will be available on the *QCA Tests and exams* website from 1 April 2009. The level threshold tables convert test marks into national curriculum levels. Due to the changes to the context of the key stage 3 tests, and the different marking arrangements, schools should exercise care when making direct comparisons with the results of previous cohorts.

## Online resources

Further information and guidance relating to the key stage 3 tests can be found on the *QCA Tests and exams* website at [www.qca.org.uk/tests](http://www.qca.org.uk/tests).

This includes:

- the set sections of the Shakespeare plays for study
- advice for enlarging certain mathematics questions
- national curriculum test level threshold tables
- *Access arrangements for key stage 3 non-statutory tests* additional guidance
- the *Changes to national curriculum tests and teacher assessments* factsheet sent to schools in November 2008
- the letter sent to schools in January 2009 from the Chief Adviser on School Standards outlining the changes to key stage 3
- information on national curriculum tests and teacher assessment.

## Useful contact details

### For enquiries about national curriculum assessments

<b>National curriculum tests helpline</b> For general enquiries about key stage 3 assessment arrangements.	Tel: 08700 60 60 40 Fax: 020 7509 5908 Email: tests@qca.org.uk Website: www.qca.org.uk/tests	QCA 83 Piccadilly London W1J 8QA
<b>QCA enquiry line</b> For general enquiries about the work of QCA and any issues regarding the regulation of the national curriculum assessments.	Tel: 020 7509 5556 Fax: 020 7509 6666 Email: info@qca.org.uk Website: www.qca.org.uk	QCA 83 Piccadilly London W1J 8QA
<b>QCA orderline</b> To order optional tests, other QCA publications and previous years' test materials.	Tel: 08700 60 60 15 Fax: 08700 60 60 17 Email: orderline@qca.org.uk Website: www.orderline.qca.org.uk	QCA orderline PO Box 29 Norwich NR3 1GN
<b>Delivery of test materials</b> For enquiries about deliveries of statutory test materials.	Tel: 0800 1694195	National curriculum test distribution agency helpline
<b>Modified tests (key stage 3)</b> For enquiries about modified tests.	Tel: 0870 3216727 Fax: 0870 3216429 Email: helpline@pia.co.uk	QCA modified test agency (key stage 3)
<b>Modified tests (years 7 and 8)</b> For enquiries about and how to order modified optional test materials for years 7 and 8.	Tel: 01733 375356 Fax: 01733 375379 Email: qca@rnib.org.uk	QCA modified test agency (years 7 and 8)

### Other useful contacts

<b>DCSF public communications unit</b> For enquiries about the statutory requirements for assessment, national results, Achievement and Attainment Tables and reporting to parents, carers or guardians.	Tel: 08700 00 22 88 Email: info@dcsf.gsi.gov.uk	DCSF public communications unit PO Box 12 Runcorn Cheshire WA7 2GJ
<b>DCSF publications</b> To order single copies of DCSF materials and DCSF circulars.	Tel: 0845 6022260 Fax: 0845 6033360 Email: dcsf@prolog.uk.com	DCSF publications PO Box 5050 Sherwood Park Annesley Nottingham NG15 0DJ
<b>Information commissioner's office</b> For enquiries about the 1998 Data Protection Act.	Tel: 01625 545700 Email: mail@ico.gsi.gov.uk Website: www.ico.gov.uk	Information Commissioner's Office Wycliffe House Water Lane Wilmslow Cheshire SK9 5AF







## About this publication

### Who is it for?

Schools that choose to use the 2009 non-statutory key stage 3 national curriculum tests. This may include headteachers, test administrators, key stage 3 English, mathematics and science teachers and key stage 3 assessment and special educational needs coordinators. It is also sent to local authorities.

### What is it about?

This booklet provides guidance that schools may consider if they choose to use the 2009 non-statutory key stage 3 English, mathematics and science national curriculum tests.

### Related materials

- 2009 key stage 3 *Teacher Assessment and reporting arrangements* (TARA).
- 2009 *Access arrangements for key stage 3 non-statutory tests*.
- 2009 Modified test administrators' guides.
- 2009 key stage 3 *Changes to national curriculum tests and teacher assessments* factsheet.

### For additional copies

A PDF version of the 2009 key stage 3 test administration guide, and the related materials listed above, are available from the QCA *Tests and exams website* at [www.qca.org.uk/tests](http://www.qca.org.uk/tests).

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