Administering the braille (UEB or SEB) versions of the key stage 2 science sampling test

This document supports teachers in administering the braille versions of the science sample materials released to schools.

The information in this guidance applies to both the UEB and SEB versions of the braille science tests: booklet 2B.

| Format | • Each component consists of a single test booklet in UEB or SEB braille (depending on the option that best fits the pupil’s needs, as selected by the school)  
| | • Diagrams for questions are on facing pages for ease of access.  
| | • There is a printed transcript of the braille booklets to help administrators.  
| | • Pupils will have 25 minutes to complete each of the booklets, plus up to 100% additional time. |

| Equipment | Pupils will need the equipment specified below:  
| | • a suitable way of recording their answers, such as a brailler, blue / black pen, dark pencil or word processor (i.e. the usual way they write in class).  
| | • braille paper (if the pupil is brailling their responses).  

The pupil may use the following, if this is normal classroom practice:  
• pins and bands to help record responses on diagrams.  
• stylus and floppy mat to help with drawing on plastic film.

Pupils may use the following equipment, if this is normal classroom practice, provided they only give word-for-word translations:  
• bilingual dictionaries or electronic translators.  
• bilingual word lists.  
• monolingual English electronic spellcheckers.  
• technological and electronic aids, including low-vision aids such as closed-circuit television or JOCR scanners.  

| Assistance | You must ensure that nothing you say or do during a test could be interpreted as giving pupils an advantage, e.g. indicating that an answer is correct or incorrect, or suggesting the pupil reviews an answer again.  
| | • If the pupil requests it, a question may be read to the pupil on a one-
- At a pupil's request, you may point to parts of the test paper such as charts, diagrams and statements, but you must not explain the information or help the pupil by interpreting it.
- If any everyday context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the related context.

| Guidance for specific questions | • You may 'stop the clock' while pupils are familiarising themselves with the diagrams on braille page 3 for question 1 (b) (i) and braille page 6 for question 2 (a).
• Pupils may also need help to locate the letter labels on the diagram on braille page 6 in order to answer question 2 (a). |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Before the test begins</td>
<td>• Review the list of pupils with any particular individual needs, e.g. how much additional time pupils are allowed or who may need a transcript made at the end of the test.</td>
</tr>
</tbody>
</table>
| What to do at the start of the test | • Check that pupils don’t have any disruptive items.
• Check that pupils don’t have any materials or equipment that may give them extra help.
• Tell the pupils the duration of the test. |
# Administering the braille (UEB or SEB) versions of the key stage 2 science sampling test

This document supports teachers in administering the braille versions of the science sample materials released to schools.

The information in this guidance applies to both the UEB and SEB versions of the braille science tests: booklet 8C.

<table>
<thead>
<tr>
<th>Format</th>
<th>Each component consists of a single test booklet in UEB or SEB braille (depending on the option that best fits the pupil’s needs, as selected by the school)</th>
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<tbody>
<tr>
<td></td>
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</tr>
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<td></td>
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</tr>
<tr>
<td></td>
<td>• Pupils will have 25 minutes to complete each of the booklets, plus up to 100% additional time.</td>
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<table>
<thead>
<tr>
<th>Equipment</th>
<th>Pupils will need the equipment specified below:</th>
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<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

The pupil may use the following, if this is normal classroom practice:

- pins and bands to help record responses on diagrams.
- stylus and floppy mat to help with drawing on plastic film.

Pupils may use the following equipment, if this is normal classroom practice, provided they only give word-for-word translations:

- bilingual dictionaries or electronic translators.
- bilingual word lists.
- monolingual English electronic spellcheckers.
- technological and electronic aids, including low-vision aids such as closed-circuit television or JOCR scanners.

<table>
<thead>
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<th>Assistance</th>
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</tr>
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<tbody>
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</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
to-one basis.  
- At a pupil’s request, you may point to parts of the test paper such as charts, diagrams and statements, but you must not explain the information or help the pupil by interpreting it.  
- If any everyday context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the related context.

**Guidance for specific questions**

- You may ‘stop the clock’ while pupils are familiarising themselves with the diagrams on braille page 2 for question 1 (a), braille page 4 for question 1 (b), braille page 6 for question 2 (a), braille page 12 for question 4 and braille page 14 for question 4 (d).  
- Pupils may also need help to locate the labels on the diagram on braille page 2 in order to answer question 1 (a).

**Before the test begins**

- Review the list of pupils with any particular individual needs, e.g. how much additional time pupils are allowed or who may need a transcript made at the end of the test.

**What to do at the start of the test**

- Check that pupils don’t have any disruptive items.  
- Check that pupils don’t have any materials or equipment that may give them extra help.  
- Tell the pupils the duration of the test.
Administering the braille (UEB or SEB) versions of the key stage 2 science sampling test

This document supports teachers in administering the braille versions of the science sample materials released to schools.

The information in this guidance applies to both the UEB and SEB versions of the braille science tests: booklet 12P.

| Format | Each component consists of a single test booklet in UEB or SEB braille (depending on the option that best fits the pupil’s needs, as selected by the school)  
|        | Diagrams for questions are on facing pages for ease of access.  
|        | There is a printed transcript of the braille booklets to help administrators.  
|        | Pupils will have 25 minutes to complete each of the booklets, plus up to 100% additional time. |

| Equipment | Pupils will need the equipment specified below:  
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|           | braille paper (if the pupil is brailling their responses). |

The pupil may use the following, if this is normal classroom practice:  
- pins and bands to help record responses on diagrams.  
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- If any everyday context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the related context.

**Guidance for specific questions**

- You may 'stop the clock' while pupils are familiarising themselves with the diagrams on braille page 2 for question 1 (a), braille page 4 for question 1 (d), braille page 6 for question 1 (f), braille page 9 for question 2 (b) and braille page 15 for question 4 (c).

**Before the test begins**

- There are spare copies of the diagram for question 1 (a) (plus 2 film versions for pupils to record their answer) tagged at the back of the braille question booklet. Detach these before the test begins and have them ready for the pupil.
- Review the list of pupils with any particular individual needs, e.g. how much additional time pupils are allowed or who may need a transcript made at the end of the test.

**What to do at the start of the test**

- Check that pupils don’t have any disruptive items.
- Check that pupils don’t have any materials or equipment that may give them extra help.
- Tell the pupils the duration of the test.
Transcription of the Braille Version

UEB
Key Stage 2
Science
Test ST002B
Transcription of the Braille Version

[bahille page 1]
Instructions
On your paper write:
Your full name:
Your date of birth:
Your school:
You have 25 minutes for this test plus your additional time allowance.
Missing words, numbers or letters are shown by the symbol ____

[bahille page 2]
1. Duck pond
   1 (a) Peter goes to the duck pond with his grandad and his dog.
   Which two things are true about a dog and a duck? Choose your two answers from A, B, C and D below.
   A. They both have fur.
   B. They both move.
   C. They both lay eggs.
   D. They both breathe.
   [1 mark]

[bahille page 3, facing page 4]
Diagram for use with question 1 (b) (i)

[bahille page 4]
1 (b) Two of the ducks come out of the pond. Look at the diagram of a duck's foot on the opposite page.
   (i) Describe how a duck's feet are adapted for swimming. [1 mark]
   The male duck has a bright green head with a white ring around the neck. The body feathers are light grey. The female duck has brown feathers all over its body.
   Peter says, "Why do the two ducks look different?"
   His grandad says, "The female needs to stay hidden when she sits in her nest." 
   (ii) Why would the female duck be hard to see in a nest? [1 mark]
   (iii) Explain why the female duck needs to stay hidden when she is in her nest. [1 mark]
Peter sees some piles of soil on the grass near the pond. Grandad tells him that the piles of soil are made by animals called moles. Read the description of a mole. A mole has small eyes, a furry coat, sharp claws, dark fur, a pointed nose and large front paws.

(i) Describe how a feature of the mole helps the mole to live underground.

Feature: ____
How it helps: ____

(ii) Peter says, "Why do moles live in soil?"
His grandad says, "To find earthworms to eat, and to hide in the soil."
Which word cannot be used to describe a mole? Choose your answer from prey, producer, predator or consumer.

Diagram for use with question 2 (a)

2. Seed dispersal

2 (a) The diagram on the opposite page shows a flower cut in half. Look at the diagram. Which letter A, B, C or D shows where the seed develops? [1 mark]

2 (b) Class 6 have collected different types of seed. They blow the seeds with an electric fan. This disperses the seeds. They measure how far each seed travels. What equipment can measure how far the seeds travel? [1 mark]

2 (c) The seeds can be blown by the children's mouths or with an electric fan. Explain why the electric fan helps to make the test fair. [1 mark]
2 (d) Here is a table of the children's results using an electric fan.

<table>
<thead>
<tr>
<th>plant</th>
<th>distance travelled (cm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>sycamore</td>
<td>76</td>
</tr>
<tr>
<td>apple</td>
<td>27</td>
</tr>
<tr>
<td>bulrush</td>
<td>149</td>
</tr>
<tr>
<td>oak</td>
<td>0</td>
</tr>
</tbody>
</table>

The sycamore seed and bulrush seed travel the furthest distances. They fall slowly from the plant so the wind has more time to blow them away. Which features of the seeds help them to fall slowly? Choose your answer from A, B, C or D below.

A. They are smooth and soft.
B. They have a large area and are heavy.
C. They have a large area and are light.
D. They are flexible and soft.

[1 mark]

2 (e) Name the force that slows the seeds as they fall. [1 mark]

2 (f) The children dispersed the seeds with an electric fan. The electric fan disperses seeds like the wind does in nature. Name one other way seeds are dispersed in nature. [1 mark]

3. Grass heads
3 (a) Class 6 are investigating how grass grows. They grow grass on grass heads filled with sand. They keep their grass heads standing in dishes of water so they do not dry out. All plants need water to grow. Name two other things that all plants need to grow. [1 mark]

3 (b) Some children give their grass head a hat. They keep all other conditions the same. The children predict that when the grass under the hat grows, it will look more yellow than the grass not covered by the hat. Give one reason why the grass under the hat might look more yellow. [1 mark]

3 (c) Class 6 use a ruler to measure the height of the grass every week. The grass grows to different heights so it is difficult to know which piece of grass to measure. Write yes or no for each idea to show if it is a good way for class 6 to measure the height of the grass each week.

  (i) Class 6 could measure the height of the grass by finding the average length of several pieces of grass. Write yes or no.

  (ii) Class 6 could measure the height of the grass by measuring the length of a different piece of grass each week. Write yes or no.

[1 mark]
3 (d) Some other children put their grass head in a sealed, dry plastic bag. They keep all other conditions the same. They observe that droplets of water form on the inside of the bag.

Which one statement, A, B, C or D explains why droplets of water form on the inside of the plastic bag?

A. Water condenses from the grass head and evaporates on the bag.
B. Water dissolves from the grass head and evaporates on the bag.
C. Water evaporates from the grass head and condenses on the bag.
D. Water dissolves from the grass head and condenses on the bag. [1 mark]

4. Smallpox

4 (a) Smallpox and cowpox are diseases. People who catch smallpox can die. Dr Jenner lived about 200 years ago. He discovered how to stop people catching smallpox. He said, "I think that people who have had cowpox will not catch smallpox."

(i) What sort of statement did Dr Jenner make? Choose your answer from explanation, prediction, comparison or observation. [1 mark]

(ii) Dr Jenner did a test to find out if his statement was true. He infected a boy called James with cowpox. James got better.

Describe what Dr Jenner must have done next and also describe the evidence needed to show that his statement was true. [2 marks]

(iii) Dr Jenner tested other people. Why did Dr Jenner test other people? [1 mark]

4 (b) Not everyone had Dr Jenner's treatment. In 1844 many people died from smallpox.

The table shows how many people died from smallpox at different ages in London.

<table>
<thead>
<tr>
<th>age (years)</th>
<th>smallpox</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>226</td>
</tr>
<tr>
<td>20</td>
<td>240</td>
</tr>
<tr>
<td>30</td>
<td>98</td>
</tr>
<tr>
<td>40</td>
<td>43</td>
</tr>
<tr>
<td>50</td>
<td>13</td>
</tr>
<tr>
<td>60</td>
<td>19</td>
</tr>
<tr>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>80</td>
<td>10</td>
</tr>
</tbody>
</table>

How many people who were 30 years old died from smallpox? [1 mark]
4 (c) Here is the table again.

<table>
<thead>
<tr>
<th>age (years)</th>
<th>smallpox</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>226</td>
</tr>
<tr>
<td>20</td>
<td>240</td>
</tr>
<tr>
<td>30</td>
<td>98</td>
</tr>
<tr>
<td>40</td>
<td>43</td>
</tr>
<tr>
<td>50</td>
<td>13</td>
</tr>
<tr>
<td>60</td>
<td>19</td>
</tr>
<tr>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>80</td>
<td>10</td>
</tr>
</tbody>
</table>

Holly looks at the information in the table. She says, "The younger the person the more likely they were to die of smallpox."

Explain why Holly cannot be sure of her conclusion. [1 mark]

Please check your answers

End of test

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Transcription of the Braille Version

UEB

Key Stage 2
Science

Test ST008C
1. Soil

1 (a) Tom puts some soil and water in a jar with a lid. He sees bubbles rising to the surface. Write down the labels to replace (i), (ii) and (iii) in the diagram on the opposite page. Write solid, liquid or gas for each label. [1 mark]
1 (b) Tom shakes the jar and then leaves it to stand. After a day, the soil in the jar has separated into layers: sand, gravel and clay. The gravel particles are the heaviest. The clay particles are the lightest. Look at the diagram on the opposite page.

Four layers are labelled A, B, C and D.

One of the layers is labelled water.

(i) Which label A, B, C or D shows sand?
(ii) Which label A, B, C or D shows gravel?
(iii) Which label A, B, C or D shows clay?

[1 mark]
2. Tearing paper
   2 (a) Alice and Karim want to find out which type of paper tears most easily.
   Look at their plan.
   Plan
   1. Make a small hole 1 cm from the edge of the paper. (This is shown in the
diagram on the opposite page).
   2. Attach a forcemeter to the piece of paper.
   3. Pull the forcemeter.
   4. Measure the size of the pull needed to tear the paper.
   5. Repeat with different pieces of paper.

Alice and Karim put their results in a table. Look at their results table below.

<table>
<thead>
<tr>
<th>(i)</th>
<th>(ii) (newtons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>paper tissue</td>
<td>2</td>
</tr>
<tr>
<td>tracing paper</td>
<td>5</td>
</tr>
<tr>
<td>newspaper</td>
<td>4</td>
</tr>
<tr>
<td>paper towel</td>
<td>3</td>
</tr>
</tbody>
</table>

Write down the headings for columns (i) and (ii). [2 marks]

2 (b) Which paper was most difficult to tear? Choose your answer from A, B, C
or D below.

A. paper tissue
B. tracing paper
C. newspaper
D. paper towel

[1 mark]
2 (c) Alice and Karim want to make sure their results are reliable. How can the children make sure their results are more reliable? Choose your answer from A, B, C or D below.

A. Use the same size of each paper.
B. Test more than four types of paper.
C. Test each type of paper three times.
D. Draw a graph of their results.

[1 mark]

2 (d) Alice says, "It took 4 newtons to tear the newspaper. I wonder what will happen if I make changes to the newspaper."

For each of the following changes write down whether the newspaper is easier to tear, harder to tear or the same to tear.

(i) use two sheets of newspaper (one on top of the other). Write easier, harder or same.
(ii) use a wet piece of newspaper. Write easier, harder or same.
(iii) use a longer piece of newspaper. Write easier, harder or same.

[1 mark]

3. Separating sand and salt
3 (a) Class 6 are finding out about separating mixtures. The teacher mixes sand and salt together. She asks the children to separate the sand and salt. They say, "First of all we should add water to the mixture of sand and salt and stir it."

What happens to the salt when water is added to the mixture? [1 mark]

3 (b) The children say, "We should now pour the mixture through paper in a funnel to separate the sand from the liquid."

(i) What is this method of separation called? [1 mark]
(ii) Describe how the sand is separated from the liquid.

The sand ____
The liquid ____

[1 mark]
[braille page 11]

3 (c) The children say, "We should pour the liquid from the beaker into a dish and put it in a warm place for a few days."

Look at the statements A, B, C, D, E and F below.
Which two statements show what will happen when the dish has been in a warm place for a few days? Write two letters.
   A. The liquid will be less salty.
   B. Bubbles will be produced.
   C. The salt will melt.
   D. The water will change to gas.
   E. Salt crystals will form.
   F. A new material is made.

[2 marks]
3 (d) The teacher mixes sand and iron nails together.
She asks the children to separate the sand from the iron nails.
Write two ways the sand could be separated from the iron nails. [2 marks]

[braille page 12, facing page 13]

Diagram for use with question 4

<table>
<thead>
<tr>
<th>Day</th>
<th>air temperature (°C)</th>
<th>depth of water (cm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>17</td>
<td>52</td>
</tr>
<tr>
<td>Tuesday</td>
<td>19</td>
<td>50</td>
</tr>
<tr>
<td>Wednesday</td>
<td>21</td>
<td>49</td>
</tr>
<tr>
<td>Thursday</td>
<td>22</td>
<td>48</td>
</tr>
<tr>
<td>Friday</td>
<td>12</td>
<td>55</td>
</tr>
</tbody>
</table>
4. Pond depth
   4 (a) Ben’s class go to the school pond every day for five days. At midday their teacher measures the depth of water in the pond. The children measure the air temperature. They always take the measurements at the same place. Ben plots a bar chart which is shown on the opposite page. Write down the missing axis label (i) with the unit. [1 mark]
   4 (b) On one morning it rained. On the morning of which day of the week was it most likely to have rained? How can you tell? [1 mark]
   Day: ____
   I can tell because ____
   4 (c) (i) Heat is needed to raise the temperature of the air. Where does this heat come from? [1 mark]
   (ii) Look at the table on the opposite page. Describe the pattern in the data between the air temperature and the depth of the water in the pond. [1 mark]

[braille page 14, facing page 15]
Diagram for use with question 4 (d)

Jam jar Measuring cylinder

[braille page 15]
4 (d) Ben’s class collect the rainfall in the school garden. They could use jam jars or measuring cylinders. A jam jar and a measuring cylinder are shown in the diagram on the opposite page.
   (i) Write one advantage of using a jam jar. [1 mark]
   (ii) Write one advantage of using a measuring cylinder. [1 mark]
5. Mountains

5 (a) Class 6 find out about processes that happen on mountains.

Processes that happen on mountains.
A - Water vapour in the air cools down to form water droplets.
B - Water droplets change into snow.
C - Snow on mountains changes into water.
D - Water changes into ice.

Match each process to its correct name.
(i) Process A. Write melting, freezing, condensing or evaporating.
(ii) Process B. Write melting, freezing, condensing or evaporating.
(iii) Process C. Write melting, freezing, condensing or evaporating.
(iv) Process D. Write melting, freezing, condensing or evaporating.

[2 marks]

Please check your answers
End of test
Transcription of the Braille Version

UEB
Key Stage 2
Science

Test ST012P
Instructions

On your paper write:
Your full name:
Your date of birth:
Your school:

You have 25 minutes for this test plus your additional time allowance.
Missing words, numbers or letters are shown by the symbol ____

---

Diagram for use with question 1 (a)

1. Magnetic forces
   1 (a) Ali has four different magnets and some paperclips. The paperclips are attracted to the magnets.
   Use the film copy of the diagram on the opposite page. Draw one arrow to show the direction of the magnet's force on the paperclip. [1 mark]
   1 (b) Name the force on the paperclip that pulls in the opposite direction to the magnet. [1 mark]
   1 (c) Ali wants to find the strongest magnet. He adds paperclips to a magnet one at a time so they make a chain. He stops when no more paperclips stick. He repeats this with the other three magnets. How will Ali know which magnet is the strongest? [1 mark]
1 (d) The graph on the opposite page shows Ali's results. One axis on the graph has been labelled.

(i) Write the label for the other axis. [1 mark]

1 (e) Ali moves magnet A towards magnet B. Magnet B moves away from magnet A even though Ali does not touch magnet B. Why did magnet B move away from magnet A? [1 mark]

1 (f) Ali tries different ways of putting the magnets together. Look at the diagrams (i), (ii), (iii) and (iv) on the opposite page. The magnets in diagram (i) will move together.

(ii) Write down what the magnets will do in diagram (ii). Write move together, move apart or do not move.

(iii) Write down what the magnets will do in diagram (iii). Write move together, move apart or do not move.

(iv) Write down what the magnets will do in diagram (iv). Write move together, move apart or do not move. [1 mark]
2. Electricity investigation
   2 (a) Lena has this equipment: 1 switch, 6 wires, 2 large cells (batteries),
   1 small cell (battery) and 1 bulb.
   Which three questions can Lena investigate using only the equipment listed
   above? Choose three answers from A, B, C, D and E below.
   A. Do different cells affect the brightness of a bulb?
   B. How many bulbs can be lit by one cell?
   C. Does the number of cells affect the brightness of a bulb?
   D. Does the number of switches affect the brightness of a bulb?
   E. Does the direction of cells affect the brightness of a bulb?
   [2 marks]

[braille page 9, facing page 10]

Diagram for use with question 2 (b)

[braille page 10]

2 (b) Look at the diagrams on the opposite page.
   (i) Which diagram A, B, C, D or E shows the symbol for a bulb?
   (ii) Which diagram A, B, C, D or E shows the symbol for a wire?
   (iii) Which diagram A, B, C, D or E shows the symbol for a cell?
   (iv) Which diagram A, B, C, D or E shows the symbol for a switch?
   [1 mark]

2 (c) Lena collected some wires. The wires are made of different metals. They
   are the same width and have different lengths.
   Lena says, "I want to know if the wires made of different metals will change the
   brightness of the bulb in the circuit."
   What must Lena do to the wires to make her test fair? [1 mark]
2 (d) Lena makes her test fair. Which two statements show the two pieces of evidence Lena should collect for her results? Choose two answers from A, B, C and D below.

A. how quickly the bulb lights up 
B. how bright the bulb is 
C. how many wires there are 
D. what metals the wires are made of

3. The solar system
3 (a) Joe is finding out about the solar system. He writes four statements about the Sun. Write true or false for each statement about the Sun.

(i) The Sun is a light source.
(ii) The Sun orbits the Earth.
(iii) The Sun is smaller than the Earth.
(iv) The Sun is a circle.

3 (b) Joe finds out that days and years take different amounts of time on different planets.

<table>
<thead>
<tr>
<th>planet</th>
<th>time for one day (earth days)</th>
<th>time for one year (earth days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mercury</td>
<td>59</td>
<td>88</td>
</tr>
<tr>
<td>Venus</td>
<td>243</td>
<td>225</td>
</tr>
<tr>
<td>Earth</td>
<td>1</td>
<td>365</td>
</tr>
<tr>
<td>Mars</td>
<td>1</td>
<td>687</td>
</tr>
<tr>
<td>Jupiter</td>
<td>0.4</td>
<td>4329</td>
</tr>
</tbody>
</table>

Look at the table.

(i) Which planet has the shortest day? [1 mark]
(ii) Which planet orbits the Sun quickest? [1 mark]

3 (c) Joe says, "The planets with shorter days have shorter years." Look at the table above. Do the planets with shorter days have shorter years? Write yes or no. Use the information in the table to explain your answer. [1 mark]

3 (d) All of the planets in our solar system have days and nights. What movement in space causes day and night on Earth? [1 mark]
4. Investigating grip

   4 (a) Andy and Jun have different ways of testing how well different shoes grip.
       Andy’s plan
       1) Ask someone to run around in the playground.
       2) Time how long it is before they fall over.
       3) Do the test again with different shoes.
       Jun’s plan
       1) Put the shoe on a table and tie string to it.
       2) Add a weight to the other end of the string and let it hang over the edge of
          the table.
       3) See how much weight it takes to move each shoe.
          (i) What is the unit of measurement used to measure how much time it
              takes to fall over? [1 mark]
          (ii) What is the unit of measurement used to measure how much weight
               it takes to move the shoe? [1 mark]

   4 (b) Andy and Jun both plan to make their tests fair.
       Suggest one reason why Jun’s plan is better than Andy’s plan.
       Jun’s plan is better because _____. [1 mark]
4 (c) They decide to use Jun's plan to test some shoes. Jun predicts that shoe D will have the least grip. Look at the shoes in the diagrams on the opposite page. Explain why shoe D is likely to have the least grip. [1 mark]

4 (d) Look at the table of results below.

weight needed to move the shoe

<table>
<thead>
<tr>
<th>shoe</th>
<th>weight (units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>250</td>
</tr>
<tr>
<td>B</td>
<td>100</td>
</tr>
<tr>
<td>C</td>
<td>125</td>
</tr>
<tr>
<td>D</td>
<td>25</td>
</tr>
</tbody>
</table>

Do the results support Jun's prediction that shoe D will have the least grip? Write yes or no. Explain how the results support or do not support Jun's prediction. [1 mark]

Please check your answers

End of test
[Diagram and film copies for use with question 1(a)]

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Exam Information (this page is for reference only)

STA

Key Stage 2 Science Braille Test (1st Proof)

Archive Ref: 24717503

2 x minolta pages

produced Jan 2013
Transcription of the Braille Version

[braille page 1]
Instructions
On your paper write:
Your full name:
Your date of birth:
Your school:
You have 25 minutes for this test plus your additional time allowance.
Missing words, numbers or letters are shown by the symbol --

[braille page 2]
1. Duck pond
   1 (a) Peter goes to the duck pond with his grandad and his dog.
   Which two things are true about a dog and a duck? Choose your two answers from A, B, C and D below.
   A. They both have fur.
   B. They both move.
   C. They both lay eggs.
   D. They both breathe.

[1 mark]

[braille page 3, facing page 4]
Diagram for use with question 1 (b) (i)
1 (b) Two of the ducks come out of the pond. Look at the diagram of a duck's foot on the opposite page.
   (i) Describe how a duck's feet are adapted for swimming. [1 mark]
   The male duck has a bright green head with a white ring around the neck. The body feathers are light grey. The female duck has brown feathers all over its body. Peter says, "Why do the two ducks look different?"
   His grandad says, "The female needs to stay hidden when she sits in her nest."
   (ii) Why would the female duck be hard to see in a nest? [1 mark]
   (iii) Explain why the female duck needs to stay hidden when she is in her nest. [1 mark]

1 (c) Peter sees some piles of soil on the grass near the pond. Grandad tells him that the piles of soil are made by animals called moles. Read the description of a mole.
   A mole has small eyes, a furry coat, sharp claws, dark fur, a pointed nose and large front paws.
   (i) Describe how a feature of the mole helps the mole to live underground.
   Feature: --  How it helps: -- [1 mark]
   (ii) Peter says, "Why do moles live in soil?"
   His grandad says, "To find earthworms to eat, and to hide in the soil."
   Which word cannot be used to describe a mole?
   Choose your answer from prey, producer, predator or consumer. [1 mark]
2. Seed dispersal
   2 (a) The diagram on the opposite page shows a flower cut in half. Look at the diagram. Which letter A, B, C or D shows where the seed develops? [1 mark]
   2 (b) Class 6 have collected different types of seed. They blow the seeds with an electric fan. This disperses the seeds. They measure how far each seed travels. What equipment can measure how far the seeds travel? [1 mark]
   2 (c) The seeds can be blown by the children's mouths or with an electric fan. Explain why the electric fan helps to make the test fair. [1 mark]
2 (d) Here is a table of the children's results using an electric fan.

<table>
<thead>
<tr>
<th>plant</th>
<th>distance travelled (cm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>sycamore</td>
<td>76</td>
</tr>
<tr>
<td>apple</td>
<td>27</td>
</tr>
<tr>
<td>bulrush</td>
<td>149</td>
</tr>
<tr>
<td>oak</td>
<td>0</td>
</tr>
</tbody>
</table>

The sycamore seed and bulrush seed travel the furthest distances. They fall slowly from the plant so the wind has more time to blow them away.

Which features of the seeds help them to fall slowly? Choose your answer from A, B, C or D below.

A. They are smooth and soft.
B. They have a large area and are heavy.
C. They have a large area and are light.
D. They are flexible and soft.

[1 mark]

2 (e) Name the force that slows the seeds as they fall. [1 mark]

2 (f) The children dispersed the seeds with an electric fan. The electric fan disperses seeds like the wind does in nature.

Name one other way seeds are dispersed in nature. [1 mark]

3. Grass heads

3 (a) Class 6 are investigating how grass grows.
They grow grass on grass heads filled with sand.
They keep their grass heads standing in dishes of water so they do not dry out.
All plants need water to grow.
Name two other things that all plants need to grow. [1 mark]

3 (b) Some children give their grass head a hat.
They keep all other conditions the same.
The children predict that when the grass under the hat grows, it will look more yellow than the grass not covered by the hat.
Give one reason why the grass under the hat might look more yellow. [1 mark]

3 (c) Class 6 use a ruler to measure the height of the grass every week. The grass grows to different heights so it is difficult to know which piece of grass to measure.
Write yes or no for each idea to show if it is a good way for class 6 to measure the height of the grass each week.

(i) Class 6 could measure the height of the grass by finding the average length of several pieces of grass. Write yes or no.

(ii) Class 6 could measure the height of the grass by measuring the length of a different piece of grass each week. Write yes or no.
[1 mark]
3 (d) Some other children put their grass head in a sealed, dry plastic bag. They keep all other conditions the same. They observe that droplets of water form on the inside of the bag.

Which one statement, A, B, C or D explains why droplets of water form on the inside of the plastic bag?

A. Water condenses from the grass head and evaporates on the bag.
B. Water dissolves from the grass head and evaporates on the bag.
C. Water evaporates from the grass head and condenses on the bag.
D. Water dissolves from the grass head and condenses on the bag.

4. Smallpox

4 (a) Smallpox and cowpox are diseases. People who catch smallpox can die. Dr Jenner lived about 200 years ago. He discovered how to stop people catching smallpox. He said, "I think that people who have had cowpox will not catch smallpox."

(i) What sort of statement did Dr Jenner make? Choose your answer from explanation, prediction, comparison or observation. [1 mark]

(ii) Dr Jenner did a test to find out if his statement was true. He infected a boy called James with cowpox. James got better.

Describe what Dr Jenner must have done next and also describe the evidence needed to show that his statement was true. [2 marks]

(iii) Dr Jenner tested other people.

Why did Dr Jenner test other people? [1 mark]

4 (b) Not everyone had Dr Jenner's treatment. In 1844 many people died from smallpox. The table shows how many people died from smallpox at different ages in London.

<table>
<thead>
<tr>
<th>age (years)</th>
<th>number of people who died from smallpox</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>226</td>
</tr>
<tr>
<td>20</td>
<td>240</td>
</tr>
<tr>
<td>30</td>
<td>98</td>
</tr>
<tr>
<td>40</td>
<td>43</td>
</tr>
<tr>
<td>50</td>
<td>13</td>
</tr>
<tr>
<td>60</td>
<td>19</td>
</tr>
<tr>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>80</td>
<td>10</td>
</tr>
</tbody>
</table>

How many people who were 30 years old died from smallpox? [1 mark]
4 (c) Here is the table again.

<table>
<thead>
<tr>
<th>Age (years)</th>
<th>Number of people who died from smallpox</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>226</td>
</tr>
<tr>
<td>20</td>
<td>240</td>
</tr>
<tr>
<td>30</td>
<td>98</td>
</tr>
<tr>
<td>40</td>
<td>43</td>
</tr>
<tr>
<td>50</td>
<td>13</td>
</tr>
<tr>
<td>60</td>
<td>19</td>
</tr>
<tr>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>80</td>
<td>10</td>
</tr>
</tbody>
</table>

Holly looks at the information in the table. She says, "The younger the person the more likely they were to die of smallpox."

Explain why Holly cannot be sure of her conclusion. [1 mark]

Please check your answers
End of test

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Key Stage 2
Science

Test ST008C

SEB version
Exam Information (this page is for reference only)

STA

Key Stage 2 Levels Braille Test (1st Proof)

Archive Ref: 24717603

5 x minolta pages

produced Jan 2014
diagram = use "air temperature" data
mon, tue, wed, thu, fri

111111111111

180x320

452x272
Transcription of the Braille Version

SEB

Key Stage 2
Science

Test ST008C
Transcription of the Braille Version

Instructions
On your paper write:
Your full name:
Your date of birth:
Your school:
You have 25 minutes for this test plus your additional time allowance.
Missing words, numbers or letters are shown by the symbol --

Diagram for use with question 1 (a)

[Diagram of a jar with labels (i), (ii), and (iii) for bubble, water, and jar] --

1. Soil
   1 (a) Tom puts some soil and water in a jar with a lid. He sees bubbles rising to the surface.
   Write down the labels to replace (i), (ii) and (iii) in the diagram on the opposite page. Write solid, liquid or gas for each label. [1 mark]
1 (b) Tom shakes the jar and then leaves it to stand. After a day, the soil in the jar has separated into layers: sand, gravel and clay. The gravel particles are the heaviest. The clay particles are the lightest. Look at the diagram on the opposite page. Four layers are labelled A, B, C and D. One of the layers is labelled water.

(i) Which label A, B, C or D shows sand?
(ii) Which label A, B, C or D shows gravel?
(iii) Which label A, B, C or D shows clay?

[1 mark]
2. Tearing paper
   2 (a) Alice and Karim want to find out which type of paper tears most easily.
   Look at their plan.
   Plan
   1. Make a small hole 1 cm from the edge of the paper. (This is shown in the
diagram on the opposite page).
   2. Attach a forcemeter to the piece of paper.
   3. Pull the forcemeter.
   4. Measure the size of the pull needed to tear the paper.
   5. Repeat with different pieces of paper.

Alice and Karim put their results in a table. Look at their results table below.

<table>
<thead>
<tr>
<th>(i)</th>
<th>(ii) (newtons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>paper tissue ...... 2</td>
<td></td>
</tr>
<tr>
<td>tracing paper ..... 5</td>
<td></td>
</tr>
<tr>
<td>newspaper ........ 4</td>
<td></td>
</tr>
<tr>
<td>paper towel ....... 3</td>
<td></td>
</tr>
</tbody>
</table>

Write down the headings for columns (i) and (ii). [2 marks]

2 (b) Which paper was most difficult to tear? Choose your answer from A, B, C
or D below.
   A. paper tissue
   B. tracing paper
   C. newspaper
   D. paper towel

[1 mark]
[braille page 9]
2 (c) Alice and Karim want to make sure their results are reliable.
How can the children make sure their results are more reliable? Choose your answer from A, B, C or D below.
   A. Use the same size of each paper.
   B. Test more than four types of paper.
   C. Test each type of paper three times.
   D. Draw a graph of their results.
[1 mark]

2 (d) Alice says, "It took 4 newtons to tear the newspaper. I wonder what will happen if I make changes to the newspaper."
For each of the following changes write down whether the newspaper is easier to tear, harder to tear or the same to tear.
   (i) use two sheets of newspaper (one on top of the other). Write easier, harder or same.
   (ii) use a wet piece of newspaper. Write easier, harder or same.
   (iii) use a longer piece of newspaper. Write easier, harder or same.
[1 mark]

[braille page 10]
3. Separating sand and salt
   3 (a) Class 6 are finding out about separating mixtures.
   She asks the children to separate the sand and salt.
   They say, "First of all we should add water to the mixture of sand and salt and stir it."

What happens to the salt when water is added to the mixture? [1 mark]

3 (b) The children say, "We should now pour the mixture through paper in a funnel to separate the sand from the liquid."
   (i) What is this method of separation called? [1 mark]
   (ii) Describe how the sand is separated from the liquid.

   The sand --
   The liquid --
[1 mark]
3 (c) The children say, "We should pour the liquid from the beaker into a dish and put it in a warm place for a few days."

Look at the statements A, B, C, D, E and F below.
Which two statements show what will happen when the dish has been in a warm place a few days? Write two letters.
A. The liquid will be less salty.
B. Bubbles will be produced.
C. The salt will melt.
D. The water will change to gas.
E. Salt crystals will form.
F. A new material is made.

[2 marks]

3 (d) The teacher mixes sand and iron nails together. She asks the children to separate the sand from the iron nails.
Write two ways the sand could be separated from the iron nails. [2 marks]

Diagram for use with question 4

<table>
<thead>
<tr>
<th>day</th>
<th>air temperature (°C)</th>
<th>depth of water (cm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>17</td>
<td>52</td>
</tr>
<tr>
<td>Tuesday</td>
<td>19</td>
<td>50</td>
</tr>
<tr>
<td>Wednesday</td>
<td>21</td>
<td>49</td>
</tr>
<tr>
<td>Thursday</td>
<td>22</td>
<td>48</td>
</tr>
<tr>
<td>Friday</td>
<td>12</td>
<td>55</td>
</tr>
</tbody>
</table>

.........
4. Pond depth
   4 (a) Ben's class go to the school pond every day for five days.
   At midday their teacher measures the depth of water in the pond.
   The children measure the air temperature.
   They always take the measurements at the same place.
   Ben plots a bar chart which is shown on the opposite page.
   Write down the missing axis label (i) with the unit. [1 mark]
   4 (b) On one morning it rained.
   On the morning of which day of the week was it most likely to have rained?
   How can you tell? [1 mark]
   Day: --
   I can tell because --
   4 (c) (i) Heat is needed to raise the temperature of the air.
   Where does this heat come from? [1 mark]
   (ii) Look at the table on the opposite page. Describe the pattern in the data
   between the air temperature and the depth of the water in the pond. [1 mark]

4 (d) Ben's class collect the rainfall in the school garden.
They could use jam jars or measuring cylinders. A jam jar and a measuring
cylinder are shown in the diagram on the opposite page.
   (i) Write one advantage of using a jam jar. [1 mark]
   (ii) Write one advantage of using a measuring cylinder. [1 mark]
5. Mountains
5 (a) Class 6 find out about processes that happen on mountains.
Processes that happen on mountains.
A - Water vapour in the air cools down to form water droplets.
B - Water droplets change into snow.
C - Snow on mountains changes into water.
D - Water changes into ice.
Match each process to its correct name.
(i) Process A. Write melting, freezing, condensing or evaporating.
(ii) Process B. Write melting, freezing, condensing or evaporating.
(iii) Process C. Write melting, freezing, condensing or evaporating.
(iv) Process D. Write melting, freezing, condensing or evaporating.
[2 marks]

Please check your answers
End of test

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Exam Information (this page is for reference only)

STA

Key Stage 2 Levels Braille Test (1st Proof)

Archive Ref: 24717702

4 x minolta pages
1 x collage

produced Jan 2013
Transcription of the Braille Version

[braille page 1]
Instructions
On your paper write:
Your full name:
Your date of birth:
Your school:
You have 25 minutes for this test plus your additional time allowance.
For some questions, you may need to draw an answer instead of writing one.
Your teacher will give you a copy of the diagram on film for these questions.
Missing words, numbers or letters are shown by the symbol --

[braille page 2, facing page 3]
Diagram for use with question 1 (a)

[braille page 3]
1. Magnetic forces
   1 (a) Ali has four different magnets and some paperclips. The paperclips are attracted to the magnets.
   Use the film copy of the diagram on the opposite page. Draw one arrow to show the direction of the magnet's force on the paperclip. [1 mark]
   1 (b) Name the force on the paperclip that pulls in the opposite direction to the magnet. [1 mark]
   1 (c) Ali wants to find the strongest magnet. He adds paperclips to a magnet one at a time so they make a chain. He stops when no more paperclips stick.
   He repeats this with the other three magnets.
   How will Ali know which magnet is the strongest? [1 mark]
1 (d) The graph on the opposite page shows Ali’s results. One axis on the graph has been labelled.

(i) Write the label for the other axis. [1 mark]

1 (e) Ali moves magnet A towards magnet B. Magnet B moves away from magnet A even though Ali does not touch magnet B.

Why did magnet B move away from magnet A? [1 mark]

1 (f) Ali tries different ways of putting the magnets together.

Look at the diagrams (i), (ii), (iii) and (iv) on the opposite page.

The magnets in diagram (i) will move together.

(ii) Write down what the magnets will do in diagram (ii). Write move together, move apart or do not move.

(iii) Write down what the magnets will do in diagram (iii). Write move together, move apart or do not move.

(iv) Write down what the magnets will do in diagram (iv). Write move together, move apart or do not move.

[1 mark]
2. Electricity investigation
   2 (a) Lena has this equipment: 1 switch, 6 wires, 2 large cells (batteries),
   1 small cell (battery) and 1 bulb.
   Which three questions can Lena investigate using only the equipment listed
   above? Choose three answers from A, B, C, D and E below.
   A. Do different cells affect the brightness of a bulb?
   B. How many bulbs can be lit by one cell?
   C. Does the number of cells affect the brightness of a bulb?
   D. Does the number of switches affect the brightness of a bulb?
   E. Does the direction of cells affect the brightness of a bulb?

   [2 marks]

2 (b) Look at the diagrams on the opposite page.
   (i) Which diagram A, B, C, D or E shows the symbol for a bulb?
   (ii) Which diagram A, B, C, D or E shows the symbol for a wire?
   (iii) Which diagram A, B, C, D or E shows the symbol for a cell?
   (iv) Which diagram A, B, C, D or E shows the symbol for a switch?

   [1 mark]

2 (c) Lena collected some wires. The wires are made of different metals. They
   are the same width and have different lengths.
   Lena says, "I want to know if the wires made of different metals will change the
   brightness of the bulb in the circuit."
   What must Lena do to the wires to make her test fair? [1 mark]
2 (d) Lena makes her test fair.
Which two statements show the two pieces of evidence Lena should collect for her results? Choose two answers from A, B, C and D below.
A. how quickly the bulb lights up
B. how bright the bulb is
C. how many wires there are
D. what metals the wires are made of
[1 mark]

3. The solar system
3 (a) Joe is finding out about the solar system.
He writes four statements about the Sun.
Write true or false for each statement about the Sun.
(i) The Sun is a light source.
(ii) The Sun orbits the Earth.
(iii) The Sun is smaller than the Earth.
(iv) The Sun is a circle.
[2 marks]
3 (b) Joe finds out that days and years take different amounts of time on different planets.

<table>
<thead>
<tr>
<th>planet</th>
<th>time for one day</th>
<th>time for one year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(earth days)</td>
<td>(earth days)</td>
</tr>
<tr>
<td>Mercury</td>
<td>59</td>
<td>88</td>
</tr>
<tr>
<td>Venus</td>
<td>243</td>
<td>225</td>
</tr>
<tr>
<td>Earth</td>
<td>1</td>
<td>365</td>
</tr>
<tr>
<td>Mars</td>
<td>1</td>
<td>687</td>
</tr>
<tr>
<td>Jupiter</td>
<td>0.4</td>
<td>4329</td>
</tr>
</tbody>
</table>

Look at the table.
(i) Which planet has the shortest day? [1 mark]
(ii) Which planet orbits the Sun quickest? [1 mark]
3 (c) Joe says, "The planets with shorter days have shorter years."
Look at the table above.
Do the planets with shorter days have shorter years? Write yes or no.
Use the information in the table to explain your answer. [1 mark]
3 (d) All of the planets in our solar system have days and nights.
What movement in space causes day and night on Earth? [1 mark]
4. Investigating grip
   4 (a) Andy and Jun have different ways of testing how well different shoes grip.
   Andy's plan
   1) Ask someone to run around in the playground.
   2) Time how long it is before they fall over.
   3) Do the test again with different shoes.
   Jun's plan
   1) Put the shoe on a table and tie string to it.
   2) Add a weight to the other end of the string and let it hang over the edge of the table.
   3) See how much weight it takes to move each shoe.
      (i) What is the unit of measurement used to measure how much time it takes to fall over? [1 mark]
      (ii) What is the unit of measurement used to measure how much weight it takes to move the shoe? [1 mark]
   4 (b) Andy and Jun both plan to make their tests fair.
   Suggest one reason why Jun's plan is better than Andy's plan.
   Jun's plan is better because --. [1 mark]
They decide to use Jun's plan to test some shoes. Jun predicts that shoe D will have the least grip. Look at the shoes in the diagrams on the opposite page.

Explain why shoe D is likely to have the least grip. [1 mark]

Look at the table of results below.

<table>
<thead>
<tr>
<th>shoe</th>
<th>weight needed to move the shoe (units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>250</td>
</tr>
<tr>
<td>B</td>
<td>100</td>
</tr>
<tr>
<td>C</td>
<td>125</td>
</tr>
<tr>
<td>D</td>
<td>25</td>
</tr>
</tbody>
</table>

Do the results support Jun's prediction that shoe D will have the least grip? Write yes or no.

Explain how the results support or do not support Jun’s prediction. [1 mark]

Please check your answers

End of test
[Diagram and film copies for use with question 1 (a)]

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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.