Transcription of the Braille Version

2022 national curriculum tests
Key stage 2
Mathematics
Braille
Paper 1: arithmetic

STA/22/8417/BTp

Transcription of the Braille Version

[braille page 1]

On your paper write:
Your first name
Your last name
Your date of birth
Your school name

Instructions
You must NOT use a calculator to answer any questions in this test.
You have 30 minutes for this test, plus your additional time allowance.
Work as quickly and as carefully as you can.
All answers should be given as a single value.
For questions expressed as common fractions or mixed numbers, you should give your answer as a common fraction, a mixed number or a whole number as appropriate.
____ has been used in some questions to indicate a missing number.
If you cannot do a question, go on to the next one. You can come back to it later, if you have time.
If you finish before the end, go back and check your work.

[braille page 2]
Marks
In this test, long division and long multiplication questions are worth two marks each. You will be awarded two marks for a correct answer.
You may get one mark for showing your method.
All other questions are worth one mark each.

[Note to test administrator
Please write the school DfE number on the pupil's braille script.

For questions that say ‘show your method’, any clear correct method is acceptable.]

::::::::::::
::::::::::::

[braille page 3]

1. 6155 + 501 + 649 = _____

……

2. 0 × 989 = _____

……

3. 10 + _____ = 302

……

4. 2400 ÷ 2 = ____

……

5. _____ + 70 = 485

……

6. 6.48 + 8.6 = _____

……

7. _____ = 240 ÷ 8

……

8. 840 ÷ 5 = _____

……

9. 7306 − 1847 = _____

……

[braille page 4]

10. 1010 × 10 = _____

……

11. 560 ÷ 7 = _____

……

12. 6 × 10 × 11 = _____

……

13. 1080 ÷ 9 = _____

……

14. 500 000 − 5000 = _____

……

15. _____ = 596 × 7

……

16. 2.12 ÷ 10 = _____

……

17. Work out
672 ÷ 21
Show your method.

……

[braille page 5]

18. $\frac{4}{9} + \frac{2}{3} =$ _____

……

19. Work out
607 × 83
Show your method.

……

20. 13.05 × 1000 = _____

……

21. $\frac{2}{3} + 2\frac{1}{3} =$ _____

……

22. $\frac{7}{10}$ of 30 = _____

……

23. 8 − 5.123 = _____

……

24. $\frac{1}{8} \div 2 =$ _____

……

25. $\frac{1}{2} + \frac{1}{3} =$ _____

……

[braille page 6]

26. $26 - 2.012 =$ _____

……

27. 15% of 3200 = ____

……

28. 2% of 3000 = _____

……

29. Work out
3066 ÷ 73
Show your method.

……

30. 80% of 115 = _____

……

31. $\frac{2}{7} - \frac{1}{9} =$ _____

……

32. $2\frac{1}{2} - \frac{2}{3} =$ _____

……

[braille page 7]

33. Work out
4078 × 67
Show your method.

……

34. $10 - 2\frac{1}{4} =$ _____

……

35. $6 + 4 \div 2 =$ _____

……

36. $\frac{4}{5} \times 400 =$ _____

……

END OF TEST

Blank page

Braille transcript

Print version product code: STA/22/8417/BTp ISBN: 978-1-78957-346-6

Electronic PDF version product code: STA/22/8417/BTe ISBN: 978-1-78957-358-9

2022 national curriculum tests

Key stage 2

Mathematics

Administering the braille version of
Paper 1: arithmetic

WEDNESDAY 11 MAY 2022

CONFIDENTIAL: This pack must be kept secure and unopened until the start of the test on **Wednesday 11 May 2022**.

Early opening, up to 1 hour before the test starts, is only allowed if access to the contents is needed to make adaptations to meet individual pupils' needs. Early opening of more than 1 hour is only allowed if permission has been granted by STA.

Please ensure you have read and understood the 2022 modified test administration guidance before opening this pack.

Pack contents:

- Test administration instructions for the braille version of the key stage 2 mathematics test Paper 1: arithmetic (overleaf)
- 1 copy of the braille tactile version of the key stage 2 mathematics test Paper 1: arithmetic
- 1 copy of the printed transcript of the braille version of the key stage 2 mathematics test Paper 1: arithmetic

For test administration

2022 Key stage 2 mathematics test

The following information explains how to administer the braille version of the key stage 2 mathematics test Paper 1: arithmetic. Modified test administration guidance is available at www.gov.uk/sta. If you have any questions, you should check with your headteacher or key stage 2 test co-ordinator before you administer the test.

Please make sure that you follow these instructions correctly to ensure the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation.

Format

The key stage 2 mathematics test consists of 3 papers. The papers must be administered in order. Pupils can have a break between Papers 1 and 2.

The scheduled day for the administration of Papers 1 and 2 is Wednesday 11 May.
The scheduled day for the administration of Paper 3 is Thursday 12 May.

Paper 1: arithmetic consists of a single test booklet in braille.

There is a printed transcript of the braille booklet to help test administrators.

Pupils will have 30 minutes to complete the test, plus up to 100% additional time.

You must refer to the printed transcript rather than the standard test questions when administering this test.

Equipment

Each pupil will need the equipment specified below:

- a suitable way of recording their answers that reflects the usual way they write in class, such as a brailler, electronic braille display or word processor.
- braille paper (if the pupil is brailling their responses)

Pupils are **not** allowed:

- calculators
- other mathematical equipment, such as angle measurers

Assistance

- You must ensure nothing you say or do during a test could be interpreted as giving pupils an advantage, for example, indicating an answer is correct or incorrect, or suggesting the pupil review an answer again.
- If a pupil requests it, you may read a question to the pupil on a one-to-one basis.
- If reading to a pupil, you may only read words and numbers, but not mathematical symbols. This is to ensure that pupils are not given an unfair advantage by having the function inadvertently explained by reading its name.

The example below illustrates how to deal with a common situation:

Question: Do I need to multiply when I calculate 95% of 240?
Answer: I can't tell you, but think hard and try to remember. We can talk about it after the test.

Guidance for specific questions

No additional guidance is needed to administer the braille version of Paper 1: arithmetic.

Before the test begins

Make sure you have the printed transcript of the braille booklet.

Review the list of pupils with any particular individual needs and consider whether they may need rest breaks or other access arrangements.

Ensure you know how to administer any access arrangements correctly. Please refer to the 2022 key stage 2 access arrangements guidance.

It is important that the pupils' names on their test papers match the names on the test attendance register. Check with your test co-ordinator whether any pupil in your group is known by a different name in school, or has changed their name since pupil registration. This is so you can write the correct name on their test paper.

What to do at the start of the test

Check seating is appropriately spaced.

Check pupils do not have mobile phones or other disruptive items.

Check pupils do not have any materials or equipment that may give them extra help.

Ensure each pupil who needs it has a braille copy of Paper 1: arithmetic.

Ensure the following is written on the cover of the pupil's paper (or on every page of braille paper used if this is how the pupil is answering): pupil's name provided during pupil registration, your school's name and DfE number.

Tell the pupils the duration of the test.

How to introduce the test

It is important to brief pupils fully at the start of each test. You should use this script to introduce Paper 1: arithmetic.

This is the key stage 2 mathematics Paper 1: arithmetic.

Open your test to page 1. I will read the instructions to you. (Read the instructions for braille pages 1 and 2 from the transcript to the pupils.)

*You must **not** use a calculator to answer any questions in this test.*

You have up to 60 minutes to complete the test. This includes your additional time allowance.

Work as quickly and as carefully as you can.

All answers should be given as a single value.

For questions expressed as common fractions or mixed numbers, you should give your answer as a common fraction, a mixed number or a whole number as appropriate.

___ has been used in some questions to indicate a missing number.

If you cannot answer a question, go on to the next one. You can come back to it later, if you have time.

If you finish before the end, go back and check your work.

Now turn to page 2.

*In this test, long division and long multiplication questions are worth **2 marks** each. You will be awarded 2 marks for a correct answer. You may get **1 mark** for showing your method.*

*All other questions are worth **1 mark** each.*

If you want to change your answer, put a line through the response you don't want the marker to read or use a series of 'for' signs (full 6 dot cells) with your brailler.

Remember to check your work carefully.

If you have any questions during the test, you should put your hand up and wait for someone to come to you. Remember, I can't help you to answer any of the test questions.

You must not talk to each other.

Do you have any questions?

I will tell you when you have 5 minutes left. I will tell you when the test is over and to stop working.

You may now start the test.

How to deal with issues during the test

It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.

In the following circumstances you will need to stop the test either for an individual pupil, a group of pupils or for the whole cohort:

- test papers are incorrectly collated or the braille has been printed incorrectly
- an incorrect test has been administered
- a fire alarm goes off
- a pupil is unwell
- a pupil needs to leave the room
- a pupil is caught cheating

If you need to stop the test:

- make a note of the time
- make sure the pupils are kept under test conditions and that they are supervised
- if the pupils have to leave the room, ensure they do not talk about the test
- speak to your test co-ordinator or a senior member of staff for advice about what to do next
- consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice

You should brief your headteacher on how the incident was dealt with, once the test is over.

What to do at the end of the test

If you need to make a transcript of a test script, complete it with the individual pupil at the end of the test under test conditions. Particular care should be taken to ensure accurate transcriptions are made and the pupil's answers are not corrected or amended. Pupils' brailled answers should not be transcribed onto the standard version of the test.

Ensure you inform your senior member of staff or test co-ordinator if you have made a transcript, or if a pupil has used a scribe, word processor or other electronic or technical device. This is so they can complete the appropriate online notification.

Make sure you have collected every test paper, including any unused test material. Return them immediately to the senior member of staff who is responsible for collating the tests.

Do not look at, review or amend pupils' answers in any way (unless it is necessary to make a transcript). If you tamper with or make changes to pupils' answers, it will be considered maladministration and results could be annulled.

Do not keep or photocopy test scripts for any reason.

All test materials, including printed transcripts and any unused test papers, must be stored securely until Friday 27 May.

Administering the braille version of Paper 1: arithmetic
Print version product code: STA/22/8458/p ISBN: 978-1-78957-422-7
Electronic version product code: STA/22/8458/e ISBN: 978-1-78957-432-6

Standards & Testing Agency

Transcription of the Braille Version

2022 national curriculum tests
Key stage 2
Mathematics
Braille
Paper 2: reasoning

STA/22/8418/BTp

Transcription of the Braille Version

[braille page 1]

On your paper write:

Your first name
Your last name
Your date of birth
Your school name

Instructions

You must NOT use a calculator to answer any questions in this test.

You have 40 minutes to complete this test, plus your additional time allowance.

Follow the instructions for each question.

Work as quickly and as carefully as you can.

Some questions say: "Show your method." For these questions, you may get a mark for showing your method.

If you cannot do a question, go on to the next one. You can come back to it later, if you have time.

If you finish before the end, go back and check your work.

The questions are on different types of paper and diagrams are on opposite pages. Make sure you read everything carefully.

_____has been used in some questions to indicate a missing number.

::::::::::::

Test administration guidance

Note to test administrator
Please write the school DfE number on the pupil's braille script.

If you are acting as a scribe for a braillist, write the pupil's answers on a sheet of plain or lined paper and attach the braille diagrams showing the pupil's work.

[braille page 2]

1. Look at the five numbers below.
   They are labelled P Q R S T
   P 9 206 499
   Q 9 215 300
   R 9 206 504
   S 9 215 298
   T 9 206 909
   Write the letter of the greatest number.

……

2. One table can seat 8 people.
   How many tables are needed to seat 40 people?
   _____ tables

……

3. Write the missing number to make the addition below correct.
   400 000 + ____ + 70 = 430 070

……

[braille page 3]

4. Children estimated the number of beans in a jar.
   The estimates of five children are shown in the table below.

Amir …… 1310
Olivia ….. 1220
Emma …. 1400
John ……... 1290
Chen …… 1460

,,,,,,,,,,,,

The exact number of beans in the jar was 1380

a) Whose estimate was closest to the exact number?

b) Whose estimate was furthest from the exact number?

……

4. Encourage the pupil to braille a before the answer to part a, and b before the answer to part b.

[braille page 4]

5. One tonne is 1000 kilograms.
A truck can carry a load of 2.3 tonnes.
How many kilograms can the truck carry?
_____ kg

……

6. Emma has a 5 litre bag of compost.
She uses 2.75 litres.
How much compost does Emma have left?
_____ litres

……

7. In a race, Ali completes a swim, a run and a bicycle ride.

The swim is $\frac{1}{10}$ of the total distance.

The run is $\frac{3}{10}$ of the total distance.

What fraction of the total distance is the bicycle ride?

……

[braille page 5]

8. Look at the five fractions below.
$\frac{5}{8}$ $\frac{14}{8}$ $\frac{19}{8}$ $\frac{23}{8}$ $\frac{26}{8}$
Write the improper fraction that is equivalent to $2\frac{3}{8}$

……

9. The pictogram below shows how many DVDs a shop sells in one week.
Key: ⁞⁞ stands for a number.

Mon ⁞⁞ ⁞⁞ ⁞⁞
Tue ⁞⁞ ⁞⁞ ⁞⁞ ⁞⁞ ⁞⁞ ⁞⁞ ⁞⁞ ⁞⁞
Wed ⁞⁞ ⁞⁞ ⁞⁞ ⁞⁞
Thu ⁞⁞ ⁞⁞ ⁞⁞ ⁞⁞
Fri ⁞⁞ ⁞⁞ ⁞⁞ ⁞⁞ ⁞⁞ ⁞⁞ ⁞⁞

On Monday, 24 DVDs were sold.
How many DVDs were sold on Friday?

……

Test administration guidance

9. Ensure the pupil understands the key, without indicating what number is represented by the braille sign ⠳

[braille page 6]

10. A shop has an offer on cereal:

Buy one box for £1.90
Get the second box for half price.

Ali buys two boxes of cereal.
How much must he pay altogether?
Show your method.
£ _____

……

11. a) $\frac{3}{10} = \frac{\quad}{20}$
Write the missing value.

b) $\frac{12}{15} = \frac{4}{\quad}$
Write the missing value.

……

[braille page 7]

12. William has four parcels.
Their masses are shown below.
1.4 kg
1500 g
2 kg
300 g
Write the masses in order, starting with the heaviest.
heaviest _____
_____
_____
_____

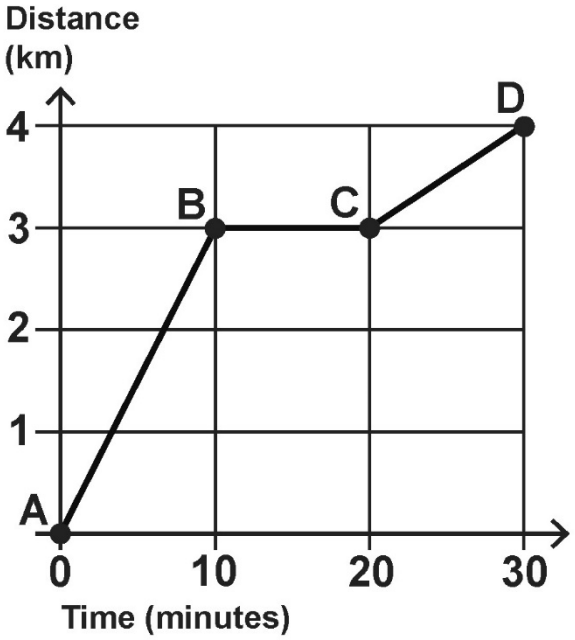
……

Test administration guidance

11. Encourage the pupil to braille a before the answer to part a, and b before the answer to part b.

[braille page 8, facing page 9]

Diagram for question 13



[braille page 9]

13. Look at the graph on the opposite page.
It shows Dev's bike ride.

Look at the three sentences below.
They are labelled P, Q and R.

P Dev rests for 10 minutes.
Q Dev cycles 1 km in 10 minutes.
R Dev cycles 3 km in 10 minutes.

Dev's journey is divided into three parts
A to B, B to C and C to D

Write the letter of the correct sentence for each part of Dev's journey.

a) A to B matches sentence _____

b) B to C matches sentence _____

c) C to D matches sentence _____

……

Test administration guidance

13. Ensure the pupil finds the diagram on the facing page.
Encourage the pupil to braille a before the answer to part a, b before the answer to part b, and c before the answer to part c.

[braille page 10]

14. One 850 ml bottle of squash makes 17 drinks.
How many millilitres of squash are in each drink?
_____ ml

……

15. Look at the three signs below.
= > <
Write the sign that should be put in the space to make each of the four statements below correct.
a) 1 × 2 × 3 ____ 1 + 2 + 3
b) 2 × 2 × 2 ____ 2 + 2 + 2
c) 1 × 10 × 10 ____ 1 + 10 + 10
d) 0 × 10 × 10 ____ 0 + 10 + 10

……

[braille page 11]

16. Look at the five numbers below.
28.07
28.65
28.71
28.75
28.97
Write the numbers that round to 28.7

……

17. 6 divides into 40 with a remainder of 4
Write one other number that divides into 40 with a remainder of 4

……

18. A car park has two levels.
The numbers of empty spaces on each level at 10 am are shown below.
Level 2 511
Level 1 268
In this car park, each level has 800 spaces.
What is the total number of cars parked in the car park at 10 am?
Show your method.

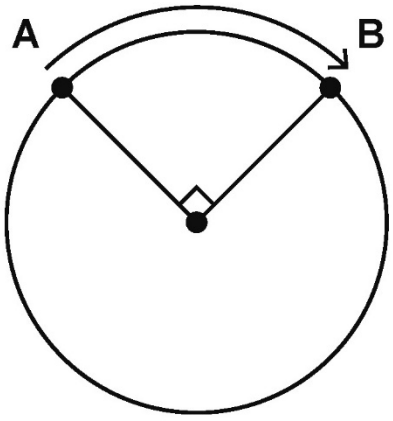
……

Test administration guidance

15. Encourage the pupil to braille a before the answer to part a, b before the answer to part b, c before the answer to part c and d before the answer to part d.

[braille page 12, facing page 13]

Diagram for question 19



[braille page 13]

19. Look at the circle on the opposite page.
It is not actual size.
The circumference of this circle is 60 centimetres.
What is the distance around the edge of the circle from A to B?
_____ cm

……

20. There are 432 places at a dance school.
There are two age groups.
The table below shows the number of classes and the number of pupils in each class for each age group at the moment.

Age in years	Number of classes	Number of pupils in each class
7-12	15	16
13-18	10	18

,,,,,,,,,,,

How many more pupils can join the dance school?
Show your method.

……

[braille page 14]

21. In this question ⠒⠒ stands for a number and ⠐⠒ stands for a different number.
a) Look at the addition below
⠒⠒ + ⠒⠒ + ⠒⠒ = 48
Work out the value of ⠒⠒

b) Look at the addition below
⠐⠒ + ⠒⠒ + ⠐⠒ + ⠒⠒ = 92
Work out the value of ⠐⠒

……

Test administration guidance

19. Ensure the pupil finds the diagram on the facing page and the symbol for a right angle, without explaining that the symbol means 90 degrees.

21. Encourage the pupil to braille a before the answer to part a and b before the answer to part b. You may explain the braille code ⠒⠒ and ⠐⠒ used for the two different numbers, but do not indicate what numbers the symbols represent.

22. You can make green paint by mixing:
250 ml of blue paint
1150 ml of yellow paint.
Stefan wants to make some of this green paint.
He uses 750 ml of blue paint.
How much green paint does he make?
Show your method.
___ ml

……

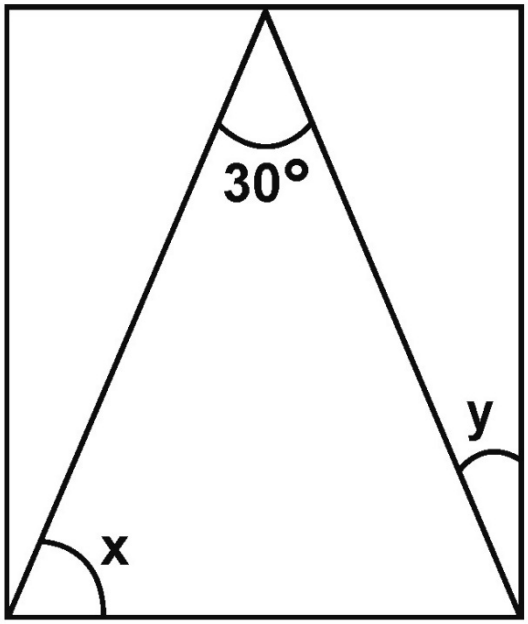
[braille page 15]

23. Adam has a bag of fruit that weighs 1.25 kilograms.
He takes out a banana.
Now the bag of fruit weighs 1.1 kg
Next, he takes out an orange.
Now the bag weighs 920 g
How much more does the orange weigh than the banana?
Show your method.
___ g

……

[braille page 16, facing page 17]

Diagram for question 24



[braille page 17]

24. Look at the diagram on the opposite page.
It is not to scale.
An isosceles triangle is drawn inside a rectangle.
Calculate the sizes of angles x and y
Show your method.
x = ___°
y = ___°

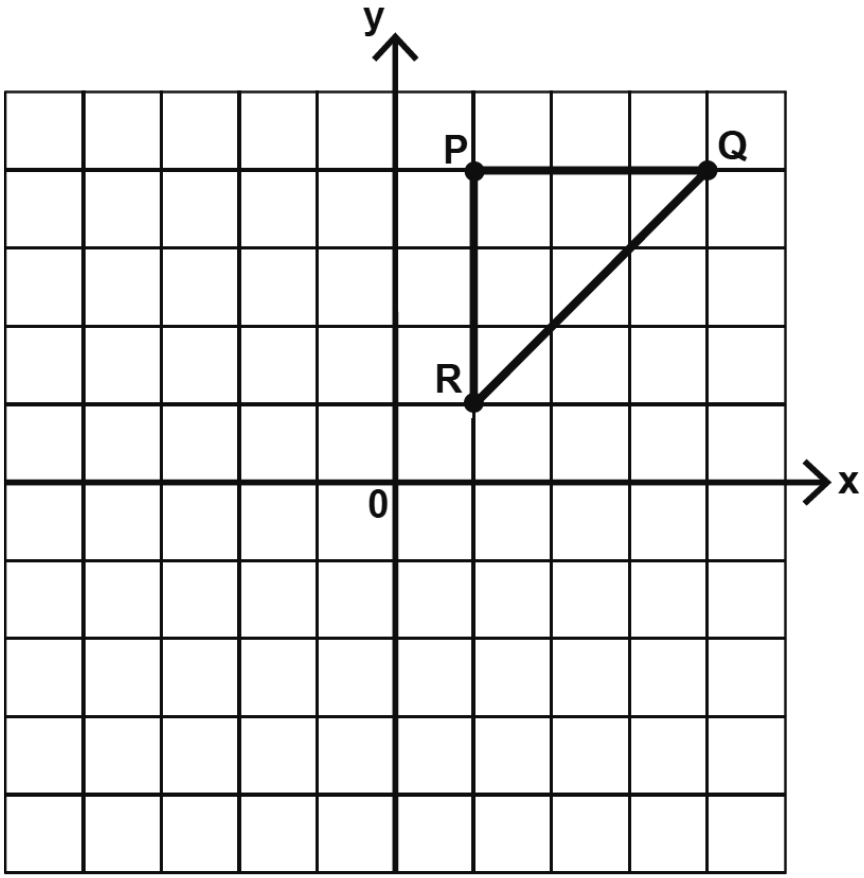
……

Test administration guidance

24. Ensure the pupil finds the diagram on the facing page.
Encourage the pupil to braille x before the first number of degrees and y before the second number of degrees.

[braille page 18, facing page 19]

Diagram for question 25



[braille page 19]

25. Look at the diagram on the opposite page.
Triangle PQR is drawn on a coordinate grid.
Each square of the grid is 1 unit.
The triangle is translated 6 units down.
Mark the point A that point Q moves to.

The new triangle is then reflected in the y-axis.
Mark the point X that point A moves to.

::::::::::::

END OF TEST

Test administration guidance

25. Ensure the pupil finds the diagram on the facing page.
The diagram may be mounted on a board. Pins or other tactile marks may be used to mark the points. You can then use a pen to transcribe the pupil's answer on the diagram.
No tactile aids (i.e. 'blobs', bluetack, wikkisticks) should be sent with the pupil's braille script.
A separate copy of the diagram on thermoform and two film copies are provided.

Braille transcript
Print version product code: STA/22/8418/BTp ISBN: 978-1-78957-347-3

Electronic PDF version product code: STA/22/8418/BTe ISBN: 978-1-78957-359-6

2022 national curriculum tests

Key stage 2

Mathematics

Administering the braille version of
Paper 2: reasoning

WEDNESDAY 11 MAY 2022

CONFIDENTIAL: This pack must be kept secure and unopened until the start of the test on **Wednesday 11 May 2022**.

Early opening, up to 1 hour before the test starts, is only allowed if access to the contents is needed to make adaptations to meet individual pupils' needs. Early opening of more than 1 hour is only allowed if permission has been granted by STA.

Please ensure you have read and understood the 2022 modified test administration guidance before opening this pack.

Pack contents:

- Administration instructions for the braille version of the key stage 2 mathematics test Paper 2: reasoning (overleaf)
- 1 copy of the braille tactile version of the key stage 2 mathematics test Paper 2: reasoning
- 1 copy of the printed transcript of the braille version of the key stage 2 mathematics test Paper 2: reasoning

For test administration

2022 Key stage 2 mathematics test

The following information explains how to administer the braille version of the key stage 2 mathematics test Paper 2: reasoning. Modified test administration guidance is available at www.gov.uk/sta. If you have any questions, you should check with your headteacher or key stage 2 test co-ordinator before you administer the test.

Please make sure that you follow these instructions correctly to ensure the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation.

Format

The key stage 2 mathematics test consists of 3 papers. The papers must be administered in order. Pupils can have a break between Papers 1 and 2.

The scheduled day for the administration of Papers 1 and 2 is Wednesday 11 May.
The scheduled day for the administration of Paper 3 is Thursday 12 May.

Paper 2: reasoning consists of a single test booklet in braille.

There are copies of diagrams at the back of the booklet for use with **question 25**.

There is a printed transcript of the braille booklet to help test administrators.

Pupils will have 40 minutes to complete the test, plus up to 100% additional time.

You must refer to the printed transcript rather than the standard test questions when administering this test.

Equipment

Each pupil will need the equipment specified below:

- a suitable way of recording their answers that reflects the usual way they write in class, such as a brailler, electronic braille display or word processor
- braille paper (if the pupil is brailling their responses)
- a suitable tactile ruler (for measuring in centimetres)

Pupils 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 spell checkers

Pupils are **not** allowed:

- calculators

Assistance

- You must ensure nothing you say or do during a test could be interpreted as giving pupils an advantage, for example, indicating an answer is correct or incorrect, or suggesting the pupil review an answer again.
- If the pupil requests it, you may read a question to the pupil on a one-to-one basis.
- If reading to a pupil, you may read words and numbers, but not mathematical symbols. This is to ensure that pupils are not given an unfair advantage by having the function inadvertently explained by reading its name.
- At a pupil's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the pupil by interpreting it.

The examples below illustrate how to deal with some common situations:

Question: What does 'quadrilateral' or '>' or '<' mean?
Answer: I can't tell you, but think hard and try to remember. We can talk about it after the test.

Question: What is '0.6'?
Answer: That's nought point six.

- You must not explain any subject-specific terminology. If any context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the context.

Guidance for specific questions

Additional guidance is given within the test transcript.

You may require a board with pins and bands or other tactile markers for **question 25**. For **question 25** the grid is not labelled. This is intentional.

Before the test begins

Make sure you have the printed transcript of the braille booklet.

Detach the copies of the diagrams from the back of the booklet, so that they are easily available when the pupils get to **question 25**.

Review the list of pupils with any particular individual needs and consider whether they may need rest breaks or other access arrangements.

Ensure you know how to administer any access arrangements correctly. Please refer to the 2022 key stage 2 access arrangements guidance.

It is important that the pupils' names on their test papers match the names on the test attendance register. Check with your test co-ordinator whether any pupil in your group is known by a different name in school, or has changed their name since pupil registration. This is so you can write the correct name on their test paper.

What to do at the start of the test

Check seating is appropriately spaced.

Check pupils do not have mobile phones or other disruptive items.

Check pupils do not have any materials or equipment that may give them extra help.

Ensure each pupil who needs it has a braille copy of Paper 2: reasoning.

Ensure the following is written on the cover of the pupil's paper (or on every page of braille paper used if this is how the pupil is answering): pupil's name provided during pupil registration, your school's name and DfE number.

Tell the pupils the duration of the test.

How to introduce the test

It is important to brief pupils fully at the start of each test. You should use this script to introduce Paper 2: reasoning.

This is the key stage 2 mathematics Paper 2: reasoning.

Open your test booklet to page 1. I will read the instructions to you. (Read the instructions from braille page 1 of the transcript of the test paper to the pupils.)

*You must **not** use a calculator to answer any questions in this test.*

You have up to 80 minutes to complete this test. This includes your additional time allowance.

Follow the instructions for each question.

Work as quickly and carefully as you can.

Some questions say 'Show your method.' For these questions, you may get a mark for showing your method.

If you cannot do a question, go on to the next one. You can come back to it later, if you have time.

If you finish before the end, go back and check your work.

The questions are on different types of paper and diagrams are on opposite pages. Make sure you read everything carefully.

___ has been used in some questions to indicate a missing number.

If you want to change your answer, put a line through the answer you don't want the marker to read or use a series of 'for' signs (full 6 dot cells) with your brailler.

Remember to check your work carefully.

If you have any questions during the test, you should put your hand up and wait for someone to come to you. Remember, I can't help you answer any of the test questions.

You must not talk to each other.

Do you have any questions?

I will tell you when you have 5 minutes left. I will tell you when the test is over and to stop working.

You may now start the test.

How to deal with issues during the test

It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.

In the following circumstances you will need to stop the test either for an individual pupil, a group of pupils or for the whole cohort:

- test papers are incorrectly collated or the braille has been printed incorrectly
- an incorrect test has been administered
- a fire alarm goes off
- a pupil is unwell
- a pupil needs to leave the room
- a pupil is caught cheating

If you need to stop the test:

- make a note of the time
- make sure the pupils are kept under test conditions and that they are supervised
- if the pupils have to leave the room, ensure they do not talk about the test
- speak to your test co-ordinator or a senior member of staff for advice about what to do next
- consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice

You should brief your headteacher on how the incident was dealt with, once the test is over.

What to do at the end of the test

If you need to make a transcript of a test script, complete it with the individual pupil at the end of the test under test conditions. Particular care should be taken to ensure accurate transcriptions are made and the pupil's answers are not corrected or amended. Pupils' brailled answers should not be transcribed onto the standard version of the test.

Ensure you inform your senior member of staff or test co-ordinator if you have made a transcript, or if a pupil has used a scribe, word processor or other electronic or technical device. This is so they can complete the appropriate online notification.

Make sure you have collected every test paper, including any unused test material. Return them immediately to the senior member of staff who is responsible for collating the tests.

Do not look at, review or amend pupils' answers in any way (unless it is necessary to make a transcript). If you tamper with or make changes to pupils' answers, it will be considered maladministration and results could be annulled.

Do not keep or photocopy test scripts for any reason.

All test materials, including printed transcripts and any unused test papers, must be stored securely until Friday 27 May.

Administering the braille version of Paper 2: reasoning
Print version product code: STA/22/8459/p ISBN: 978-1-78957-423-4
Electronic version product code: STA/22/8459/e ISBN: 978-1-78957-433-3

Standards & Testing Agency

Transcription of the Braille Version

2022 national curriculum tests
Key stage 2
Mathematics
Braille
Paper 3: reasoning

STA/22/8419/BTp

Transcription of the Braille Version

[braille page 1]

On your paper write:
Your first name
Your last name
Your date of birth
Your school name

Instructions

You must NOT use a calculator to answer any questions in this test.
You have 40 minutes to complete this test, plus your additional time allowance.
Follow the instructions for each question.
Work as quickly and as carefully as you can.
Some questions say: "Show your method." For these questions, you may get a mark for showing your method.
If you cannot do a question, go on to the next one. You can come back to it later, if you have time.
If you finish before the end, go back and check your work.
The questions are on different types of paper and diagrams are on opposite pages. Make sure you read everything carefully.
____ has been used in some questions to indicate a missing number.

::::::::::::

Test administration guidance

Note to test administrator

Please write the school DfE number on the pupil's braille script.

If you are acting as a scribe for a braillist, write the pupil's answers on a sheet of plain or lined paper and attach the braille diagrams showing the pupil's work.

[braille page 2]

1. You have a model of a hexagonal prism for this question.
   How many faces does the prism have?

……

2. Steve has six number cards.
   The numbers on his cards are
   3 4 5 6 7 8
   Use all six numbers to complete the three multiplications below.

   a) 24 = _____ × _____

   b) 28 = _____ × _____

   c) 30 = _____ × _____

……

[braille page 3]

3. Olivia buys a banana, an apple and a bag of nuts.
   The banana costs 30p
   The apple costs 45p
   The bag of nuts costs 60p
   She pays with three 50p coins.
   What is her change?
   Show your method.
   _____ p

……

4. Look at the list of six decimals below.
   0.3 0.5 0.8 0.03 0.25 0.75
   Write the decimal from the list that is equivalent to the four fractions below.

   a) $\frac{1}{2}$

   b) $\frac{3}{10}$

   c) $\frac{3}{4}$

   d) $\frac{3}{100}$

……

Test administration guidance

1. Provide the pupil with the model for this question.

2. Encourage the pupil to braille a before the answer to part a, b before the answer to part b, and c before the answer to part c.

4. Encourage the pupil to braille a before the answer to part a, b before the answer to part b, c before the answer to part c, and d before the answer to part d.

[braille page 4]

5. Some children vote for their favourite ice-cream flavour.
Their votes are shown in the table below.

Ice-cream flavour	Number of children
vanilla	87
chocolate	154
strawberry	____
mint	38
total	402

,,,,,,,,,,,

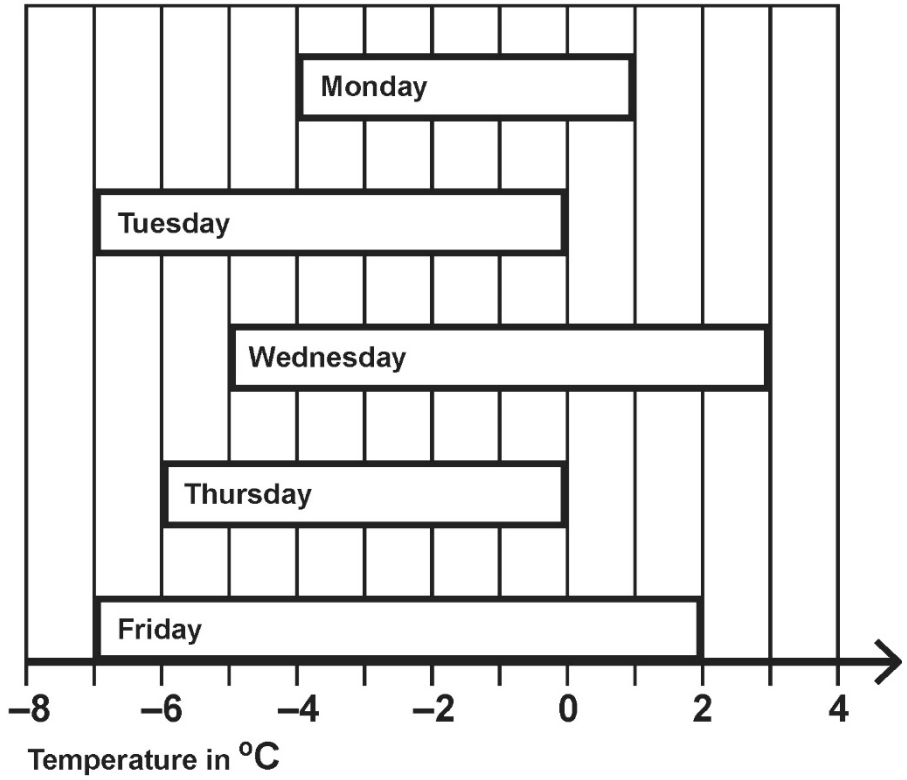
How many children vote for strawberry?
Show your method.

_____ children

……

[braille page 5, facing page 6]

Diagram for question 6



[braille page 6]

6. The chart on the opposite page shows the range of temperatures each day during one week from Monday to Friday.

a) What was the lowest temperature?

_____ °C

b) What was the difference between the highest and lowest temperatures on Wednesday?

_____ °C

……

6. Ensure the pupil finds the diagram on the facing page.
Encourage the pupil to braille a before the answer to part a, and b before the answer to part b.

7. One Saturday afternoon, a total of 234 869 people attended three rugby matches.
80 978 people attended match 1
72 319 people attended match 2
Write how many people attended match 3.
Show your method.

……

8. a) Round 7546 to the nearest 1000

b) Round 7546 to the nearest 100

c) Round 7546 to the nearest 10

……

[braille page 7]

9. Look at the calculation below.

1000 × 416 = 10 × _____

Write the missing number.

……

10. Adam buys 4 pens and a ruler.
He pays £4.75 altogether
pen pen pen pen
ruler

Jack buys 2 pens.
He pays £1.98 altogether.
pen pen
How much does a ruler cost?
Show your method.

……

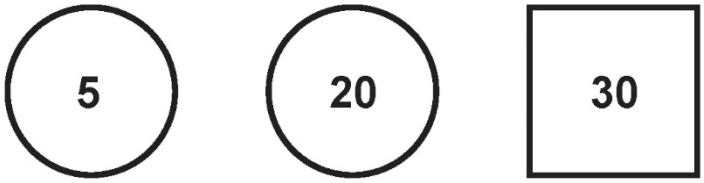
11. Ally chooses a whole number.
When she multiplies her number by 4
the answer is less than 100
When she multiplies her number by 5
the answer is greater than 100
Write a number that Ally could have started with.

……

8. Encourage the pupil to braille a before the answer to part a, b before the answer to part b and c before the answer to part c.

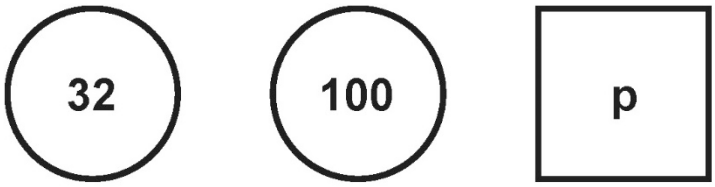
[braille page 8]

12. Look at the diagram below.



The rule for this diagram is:
Find the difference between the numbers in the circles.
Double this to make the number in the square.
Use the same rule to write the missing numbers below.

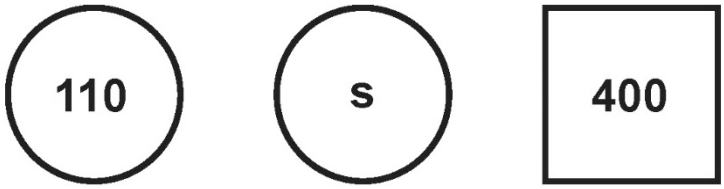
a)



Write the value of p

p = _____

b)



Write the value of s

s = _____

……

[braille page 9]

13. Look at the addition below.

$\frac{2}{3}$ + _____ = $\frac{5}{6}$

Write the missing fraction.

……

14. Jack hires a hall for a party.
The formula below is used to work out the total cost.

Total cost = £15 booking fee + £12.50 per hour

What is the total cost of hiring the hall from 6 pm until 11 pm?
£_____

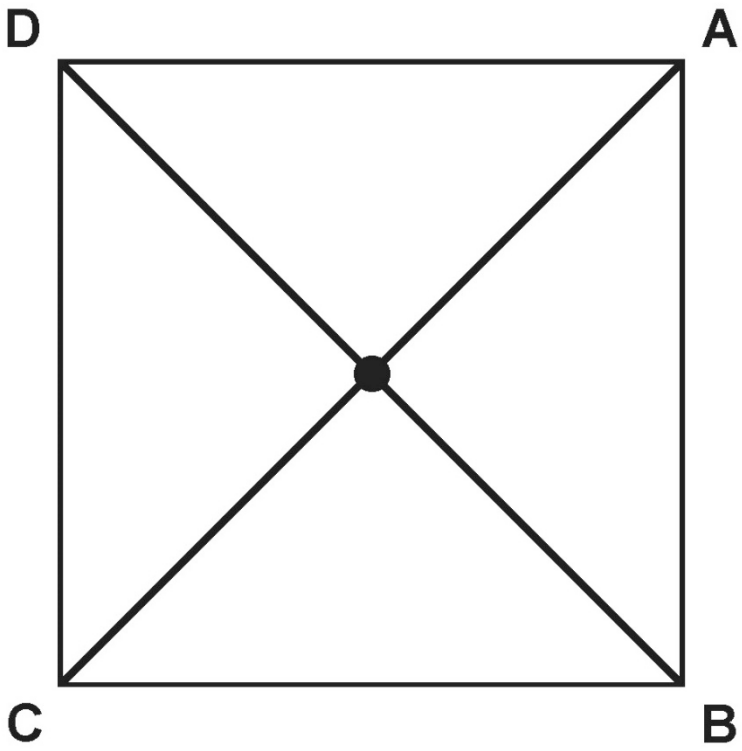
……

Test administration guidance

12. Ensure the pupil understands that p represents a missing number and s represents a different missing number.
Encourage the pupil to braille a before the answer to part a, and b before the answer to part b.

[braille page 10, facing page 11]

Diagram for question 15



[braille page 11]

15. Look at the diagram on the opposite page.
Stefan stands in the centre of this square.

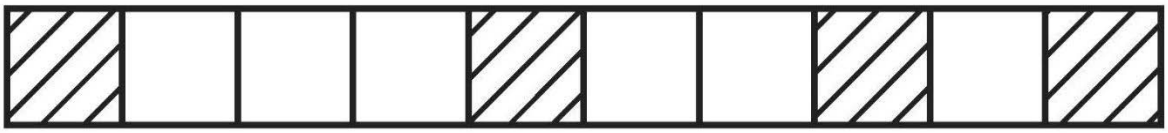
a) Stefan is facing towards B
He turns anti-clockwise to face A
What angle does Stefan turn through?
_____ degrees

b) Stefan is now facing towards A
He turns 3 right angles clockwise.
Write the letter he faces after the turn.

……

15. Ensure the pupil finds the diagram on the facing page.
Encourage the pupil to braille a before the answer to part a, and b before the answer to part b.

[braille page 12, facing page 13]
Diagram for question 16



[braille page 13]

16. Look at the line of squares on the opposite page.
Now look at the five fractions below.

$\frac{1}{4}$ $\frac{2}{5}$ $\frac{4}{10}$ $\frac{6}{10}$ $\frac{40}{100}$

Write the fractions that represent the shaded part of the line.

……

17. Kim makes a cuboid using straws.
She uses 4 straws that are 7.5 cm long.
She uses 4 straws that are 11 cm long.
She uses 4 straws that are 8.5 cm long.
What is the total length of all the straws in her cuboid?
Show your method.

_____ cm

……

18. The full price of a T-shirt is £15
In a sale the price is reduced by 30%
What is the reduced price?
Show your method.

£____

……

[braille page 14]

19. Jack says that when you square a prime number, the answer has only two factors.
Explain why Jack is not correct.

……

20. The table below shows how many people finished the New York Marathon in each of the first four decades it was held.

Decade	Total number of people who finished
1st decade	24 863
2nd decade	170 932
3rd decade	282 420
4th decade	350 824

,,,,,,,,,,,

What is the mean number of people who finished the marathon per decade?
Round your answer to the nearest hundred.
Show your method.

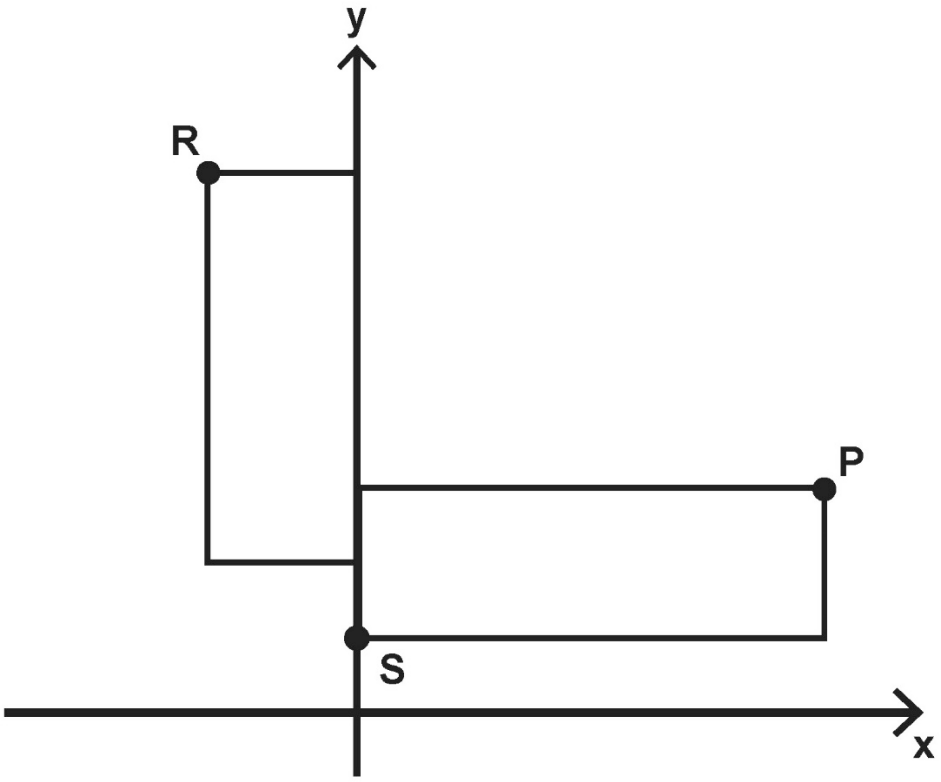
_____ people

……

16. Ensure the pupil finds the diagram on the facing page.

[braille page 15, facing page 16]

Diagram for question 21



[braille page 16]

21. Look at the diagram on the opposite page.
It is not to scale.
The two rectangles are identical.
The length of each rectangle is three times its width.
The point R has coordinates
(−2, 8)
The point S has coordinates
(0, 1)
What are the coordinates of point P?
(____ , ____)

:::::::::::::
:::::::::::::

END OF TEST

21. Ensure the pupil finds the diagram on the facing page.

Blank page

Blank page

Braille transcript

Print version product code: STA/22/8419/BTp ISBN: 978-1-78957-348-0

Electronic PDF version product code: STA/22/8419/BTe ISBN: 978-1-78957-360-2

2022 national curriculum tests

Key stage 2

Mathematics

Administering the braille version of
Paper 3: reasoning

THURSDAY 12 MAY 2022

CONFIDENTIAL: This pack must be kept secure and unopened until the start of the test on **Thursday 12 May 2022**.

Early opening, up to 1 hour before the test starts, is only allowed if access to the contents is needed to make adaptations to meet individual pupils' needs. Early opening of more than 1 hour is only allowed if permission has been granted by STA.

Please ensure you have read and understood the 2022 modified test administration guidance before opening this pack.

Pack contents:

- Administration instructions for the braille version of the key stage 2 mathematics test Paper 3: reasoning (overleaf)
- 1 copy of the braille tactile version of the key stage 2 mathematics test Paper 3: reasoning
- 1 copy of the printed transcript of the braille version of the key stage 2 mathematics test Paper 3: reasoning
- 1 model pack.

For test administration

2022 Key stage 2 mathematics test

The following information explains how to administer the braille version of the key stage 2 mathematics test Paper 3: reasoning. Modified test administration guidance is available at www.gov.uk/sta. If you have any questions, you should check with your headteacher or key stage 2 test co-ordinator before you administer the test.

Please make sure that you follow these instructions correctly to ensure the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation.

Format

The key stage 2 mathematics test consists of 3 papers. The papers must be administered in order.

The scheduled day for the administration of Paper 3 is Thursday 12 May.

Paper 3: reasoning consists of a single test booklet in braille.

There is a printed transcript of the braille booklet to help test administrators.

Pupils will have 40 minutes to complete the test, plus up to 100% additional time.

You must refer to the printed transcript rather than the standard test questions when administering this test.

Equipment

Each pupil will need the equipment specified below:

- a suitable way of recording their answers that reflects the usual way they write in class, such as a brailler, electronic braille display or word processor
- braille paper (if the pupil is brailling their responses)
- a suitable tactile ruler (for measuring centimetres)
- the model supplied for **question 1**

Pupils 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 spell checkers

Pupils are **not** allowed:

- calculators

Assistance

- You must ensure nothing you say or do during a test could be interpreted as giving pupils an advantage, for example, indicating an answer is correct or incorrect, or suggesting the pupil review an answer again.
- If the pupil requests it, you may read a question to the pupil on a one-to-one basis.
- If reading to a pupil, you may read words and numbers, but not mathematical symbols. This is to ensure that pupils are not given an unfair advantage by having the function inadvertently explained by reading its name.
- At a pupil's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the pupil by interpreting it.

The examples below illustrate how to deal with some common situations:

Question: What does 'quadrilateral' or '>' or '<' mean?
Answer: I can't tell you, but think hard and try to remember. We can talk about it after the test.

Question: What is '0.6'?
Answer: That's nought point six.

- You must not explain any subject-specific terminology. If any context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the context.

Guidance for specific questions

Additional guidance is given within the test transcript.

There is a model supplied for **question 1**. Make sure this model is to hand at the start of the test.

For **question 21**, there are no grid lines on the graph. This is intentional. This is part of the demand of the question.

Before the test begins

Make sure you have the printed transcript of the braille booklet.

Have the model needed for **question 1**.

Review the list of pupils with any particular individual needs and consider whether they may need rest breaks or other access arrangements.

Ensure that you know how to administer any access arrangments correctly. Please refer to the 2022 key stage 2 access arrangements guidance.

It is important that the pupils' names on their tests match the names on the test attendance register. Check with your test co-ordinator whether any pupil in your group is known by a different name in school, or has changed their name since pupil registration. This is so you can write the correct name on their test paper.

Check there are enough administrators to maintain adequate supervision during the test. You should consider the possibility that at least one test administrator might need to leave the room with a pupil.

Ensure that you understand how to deal with issues during the tests.

What to do at the start of the test

Check seating is appropriately spaced.

Check pupils do not have mobile phones or other disruptive items.

Check pupils do not have materials or equipment that may give them extra help.

Ensure each pupil who needs it has a braille copy of Paper 3: reasoning.

Ensure the following is written on the cover of the pupil's paper (or on every page of braille paper used if this is how the pupil is answering): pupil's name provided during pupil registration, your school's name and DfE number.

Tell the pupils the duration of the test.

How to introduce the test

It is important to brief pupils fully at the start of each test. You should use this script to introduce Paper 3: reasoning.

This is the key stage 2 mathematics Paper 3: reasoning.

Open your test booklet to page 1. I will read the instructions to you. (Read the instructions from braille page 1 of the transcript of the test paper to the pupils.)

*You must **not** use a calculator to answer any questions in this test.*

You have up to 80 minutes to complete this test. This includes your additional time allowance.

Follow the instructions for each question.

Work as quickly and as carefully as you can.

Some questions say: 'Show your method'. For these questions, you may get a mark for showing your method.

If you cannot answer a question, go on to the next one. You can come back to it later if you have time.

If you finish before the end, go back and check your work.

The questions are on different types of paper and diagrams are on opposite pages. Make sure you read everything carefully.

___ has been used in some questions to indicate a missing number.

If you want to change your answer, put a line through the response you don't want the marker to read or use a series of 'for' signs (full 6 dot cells) with your brailler.

Remember to check your work carefully.

If you have any questions during the test, you should put your hand up and wait for someone to come to you. Remember, I can't help you answer any of the test questions.

You must not talk to each other.

Do you have any questions?

I will tell you when you have 5 minutes left. I will tell you when the test is over and to stop working.

You may now start the test.

How to deal with issues during the test

It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.

In the following circumstances, you will need to stop the test either for an individual pupil, a group of pupils or for the whole cohort:

- test papers are incorrectly collated or the braille has been printed incorrectly
- an incorrect test has been administered
- a fire alarm goes off
- a pupil is unwell
- a pupil needs to leave the room
- a pupil is caught cheating

If you need to stop the test:

- make a note of the time
- make sure the pupils are kept under test conditions and that they are supervised
- if the pupils have to leave the room, ensure they do not talk about the test
- speak to your test co-ordinator or a senior member of staff for advice about what to do next
- consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice

You should brief your headteacher on how the incident was dealt with, once the test is over.

What to do at the end of the test

If you need to make a transcript of a test script, complete it with the individual pupil at the end of the test, under test conditions. Particular care should be taken to ensure accurate transcriptions are made and the pupil's answers are not corrected or amended. Pupils' brailled answers should not be transcribed onto the standard version of the test.

Ensure you inform your senior member of staff or test co-ordinator if you have made a transcript, or if a pupil has used a scribe, word processor or other electronic or technical device. This is so they can complete the appropriate online notification.

Make sure you have collected every test paper, including any unused test material. Return them immediately to the senior member of staff who is responsible for collating the tests.

Do not look at, review or amend pupils' answers in any way (unless it is necessary to make a transcript). If you tamper with or make changes to pupils' answers, it will be considered maladministration and results could be annulled.

Do not keep or photocopy test scripts for any reason.

All test materials, including printed transcripts and any unused test papers, must be stored securely until Friday 27 May.

Administering the braille version of Paper 3: reasoning
Print version product code: STA/22/8460/p ISBN: 978-1-78957-424-1
Electronic version product code: STA/22/8460/e ISBN: 978-1-78957-434-0

Standards & Testing Agency

2022 national curriculum tests
Key stage 2

Mathematics
Amendments to the mark schemes (AMS)

Modified large print (MLP) and Braille

Introduction

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

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

Amendments to the mark scheme MLP

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

Amendments to the mark schemes are not provided where the only change has been to further divide the question into subsections or where the layout of the question is different.

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

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

General guidance to be applied throughout the MLP papers

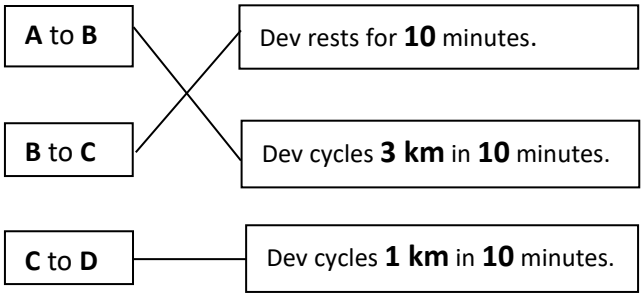
- You should make every effort to understand what the pupil has written in an answer, without reading into the answer anything that the pupil did not intend.
- Some pupils with visual impairment find it difficult to get their answers across clearly. It may take you longer to read their answers. Apply the mark schemes, but be sympathetic to their difficulties.
- Pupils with visual impairment find it difficult to draw accurately. Often thick pens or pencils are used by these pupils. You should make every effort to be fair in marking these questions and take into account what appears to be the pupil's intention.
- Unless otherwise indicated in this document, there should be an increased tolerance level for all drawing and measuring. In general, pupils will only be expected to measure lengths to the nearest 0.5cm and angles to the nearest 5°.
- If children have missed any answer lines or spaces within the text, their answers may be elsewhere on the page. Any unambiguous indication of the correct answer should be credited, working within the parameters of the mark scheme.
- Questions that appear as horizontal tick boxes in the standard version of the test may have been changed to vertical in the MLP version, in order to make it easier for pupils to track across the page. The correct answer will be the same as in the standard mark schemes.
- Markers should contact their supervisors if they have any problems applying the mark schemes to MLP scripts, or with specific responses. All supervisors have contact details of markers who will provide specialist advice.
- Accept numbers greater than 999 written without a comma, with space instead of a comma or with any clear indication.

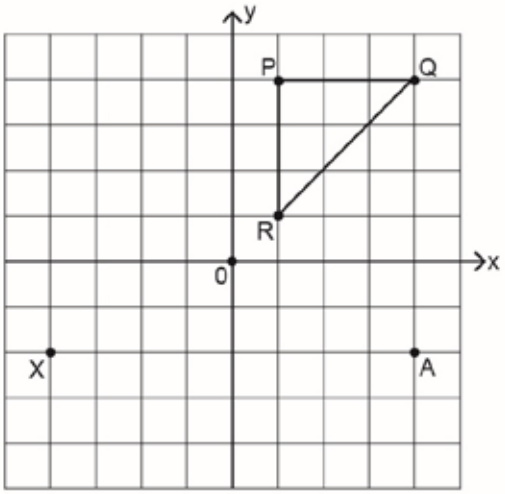
Amendments to mark schemes for Paper 1: arithmetic

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

For questions 17, 19, 29 and 33 the standard mark schemes expect a ‘formal method’ for long multiplication or long division. If the answer is incorrect, visually impaired pupils should be credited the method mark if they have used **any** appropriate method with no more than **ONE** arithmetic error; a formal method is not required. Working must be carried through to reach a final answer for the award of **ONE** mark.

Amendments to mark schemes for Paper 2: reasoning (MLP)

Qu.	Requirement	Mark	Additional guidance
9	56	**1m**	
13	Award **ONE** mark for each part of Dev's journey matched with the correct sentence, as shown:  	**1m**	Lines need not touch the boxes, provided the intention is clear. **Do not** accept any part of the journey which has been matched to more than one sentence.
21a **21b**	16 30	**1m** **1m**	Award **ONE** mark for an answer of • (92 - 2n) ÷ 2 Where n represents the answer to part a of the question, the value n must be between 12 and 16 (inclusive). Any follow through fraction or decimal answer must be expressed as an exact value.

25	Award **TWO** marks for both points correctly marked, as shown:  Award **ONE** mark for either: • correct point marked A **OR** • correct point marked X **OR** • a correct reflection of an incorrectly translated point A	**Up to 2m**	Accept slight inaccuracies provided the intention is clear. Ignore any points drawn in the 2nd quadrant unless it is a correct follow through of point A.

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

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

2022 national curriculum tests
Key stage 2

Mathematics
Amendments to the mark schemes (AMS)

Braille

Standards & Testing Agency

Introduction

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

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

Amendments to the mark scheme Braille

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

Amendments to the mark schemes are not provided where the only change has been to further divide the question into subsections or where the layout of the question is different.

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

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

General guidance to be applied throughout the braille papers

- You should make every effort to understand what the pupil has written in an answer, without reading into the answer anything that the pupil did not intend.
- Some pupils with visual impairment find it difficult to get their answers across clearly. It may take you longer to read their answers. Apply the mark schemes, but be sympathetic to their difficulties.
- Pupils with visual impairment find it difficult to draw accurately. Often thick pens or pencils are used by these pupils. You should make every effort to be fair in marking these questions and take into account what appears to be the pupil's intention.
- Unless otherwise indicated in this document, there should be an increased tolerance level for all drawing and measuring. In general, pupils will only be expected to measure lengths to the nearest 0.5cm and angles to the nearest 5°.
- Any unambiguous indication of the correct answer should be credited.
- Some braille questions are asked differently to the standard version, but the differences are sufficiently small that you should still be able to apply the standard mark scheme, for example, pupils are asked to write rather than circle the answer.
- Accept numbers greater than 999 written without a comma, with space instead of a comma or with any clear indication.

Amendments to mark schemes for Paper 1: arithmetic

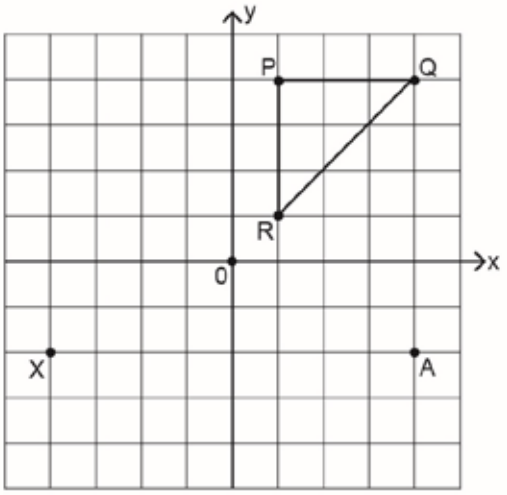
Please use the standard mark schemes to mark Paper 1: arithmetic.

For questions 17, 19, 29 and 33 the standard mark schemes expect a ‘formal method’ for long multiplication or long division. If the answer is incorrect, visually impaired pupils should be credited the method mark if they have used **any** appropriate method with no more than **ONE** arithmetic error; a formal method is not required. Working must be carried through to reach a final answer for the award of **ONE** mark.

Amendments to mark schemes for Paper 2: reasoning (Braille)

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

Qu.	Requirement	Mark	Additional guidance
21a	16	**1m**	
21b	30	**1m**	Award **ONE** mark for an answer of • (92 - 2n) ÷ 2 Where n represents the answer to part a of the question, the value n must be between 12 and 16 (inclusive). Any follow through fraction or decimal answer must be expressed as an exact value.

Qu.	Requirement	Mark	Additional guidance
25	Award **TWO** marks for both points correctly marked, as shown:  Award **ONE** mark for either: • correct point marked A **OR** • correct point marked X **OR** • a correct reflection of an incorrectly translated point A	**Up to 2m**	Accept slight inaccuracies provided the intention is clear. Ignore any points drawn in the 2nd quadrant unless it is a correct follow through of point A.

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

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

Qu.	Requirement	Mark	Additional guidance
16	Award **TWO** marks for three fractions written correctly, in any order. $\frac{2}{5}$ $\frac{4}{10}$ $\frac{40}{100}$ If the answer is incorrect, award **ONE** mark for • only two fractions written correctly and no incorrect fraction **OR** • three fractions written correctly and one incorrect fraction.	**Up to 2m**	

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