

**2026 national curriculum tests**

# **Key stage 2**

## **Mathematics mark scheme amendments**

**Amendments to the mark schemes for  
modified large print (MLP) and braille**



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## Introduction: modified large print

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	20, 25, 27, 31
Paper 2	2, 3, 7, 13
Paper 3	8a, 8b

## **General guidance to be applied throughout the MLP papers**

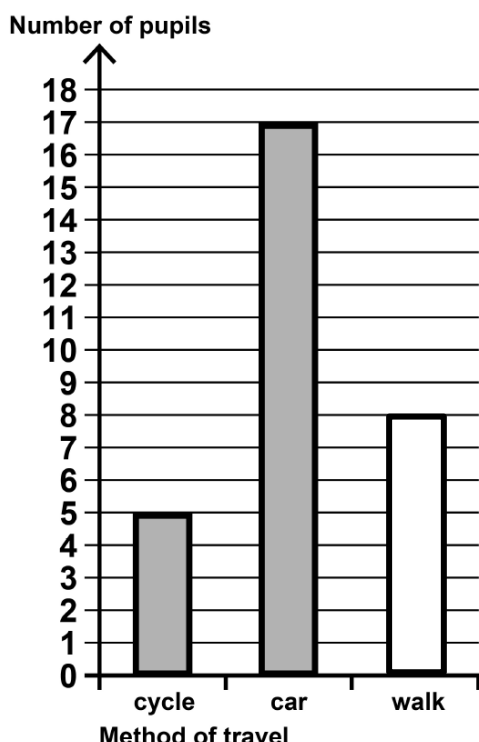
- You should make every effort to understand what the pupil has written in an answer, without reading into the answer anything that the pupil did not intend.
- Some pupils with visual impairment find it difficult to get their answers across clearly. It may take you longer to read their answers. Apply 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 0.5 cm and angles to the nearest 5°.
- If pupils 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.

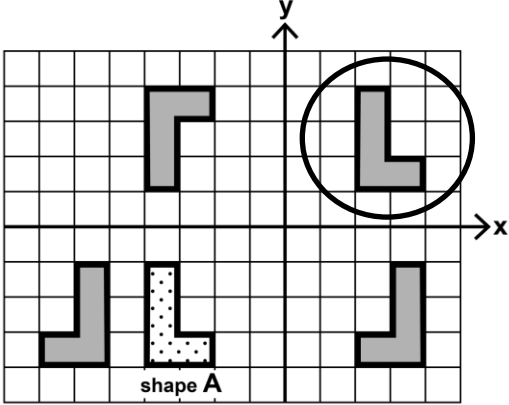
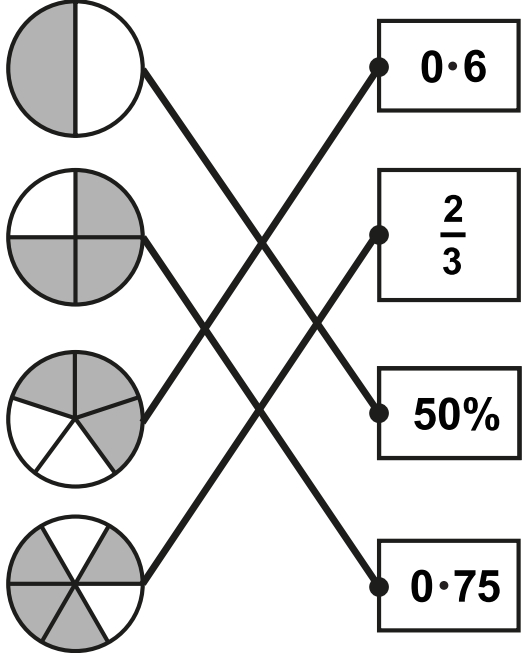
## Amendments to mark schemes for Paper 1: arithmetic (MLP)

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

For questions 20, 25, 27 and 31 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								
2	<p>Award <b>ONE</b> mark for drawing the bar in the range 7.5 – 8.5 pupils, e.g.</p>  <p>Number of pupils</p> <p>Method of travel</p> <table><thead><tr><th>Method of travel</th><th>Number of pupils</th></tr></thead><tbody><tr><td>cycle</td><td>5</td></tr><tr><td>car</td><td>17</td></tr><tr><td>walk</td><td>8</td></tr></tbody></table>	Method of travel	Number of pupils	cycle	5	car	17	walk	8	1m	Ignore the width of the bar.
Method of travel	Number of pupils										
cycle	5										
car	17										
walk	8										
3	<p>Award <b>ONE</b> mark for all three models matched correctly to their shape names, as shown:</p> <p>Q Triangular prism</p> <p>P Triangle-based pyramid</p> <p>R Cone</p>	1m	<p>All three models must be matched correctly to their shape names for the award of the mark.</p> <p><b>Do not</b> accept any model that has been matched to more than one shape name.</p>								

Qu.	Requirement	Mark	Additional guidance
7	<p>Award <b>ONE</b> mark for the correct shape circled, as shown:</p> 	1m	Accept alternative unambiguous positive indication of the correct answer.
13	<p>Award <b>TWO</b> marks for all four circles matched correctly, as shown:</p>  <p>Award <b>ONE</b> mark for any two circles matched correctly.</p>	Up to 2m	<p>Lines need not touch the circles or proportions, provided the intention is clear.</p> <p><b>Do not</b> accept any circle that has been matched to more than one proportion.</p>

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

Qu.	Requirement	Mark	Additional guidance
<b>8a</b>	12	<b>1m</b>	Accept alternative unambiguous positive indications of the correct month, e.g. Mar
<b>8b</b>	March	<b>1m</b>	

## Introduction: braille

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	20, 25, 27, 31
Paper 2	2, 3, 7, 9, 13, 16a, 16b, 20, 22a, 22b
Paper 3	1, 4, 8a, 8b, 10, 17, 19a, 19b



## **General guidance to be applied throughout the braille papers**

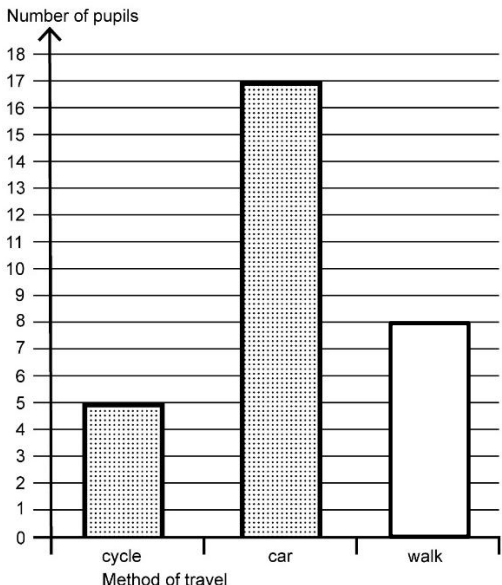
- You should make every effort to understand what the pupil has written in an answer, without reading into the answer anything that the pupil did not intend.
- Some pupils with visual impairment find it difficult to get their answers across clearly. It may take you longer to read their answers. Apply 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 0.5 cm 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 (Braille)

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

For questions 20, 25, 27 and 31 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
2	<p>Award <b>ONE</b> mark for drawing the bar in the range 7.5 – 8.5 pupils, e.g.</p> 	1m	Ignore the width of the bar.
3	<p>Award <b>ONE</b> mark for all three models matched correctly to their shape names, as shown:</p> <p>Q Triangular prism</p> <p>P Triangle-based pyramid</p> <p>R Cone</p>	1m	<p>All three models must be matched correctly to their shape names for the award of the mark.</p> <p><b>Do not</b> accept any model that has been matched to more than one shape name.</p>
7	Q	1m	Accept alternative unambiguous positive indication of the correct answer.
9	<p>Award <b>ONE</b> mark for both correct letters written.</p> <p>Q <b>AND</b> S (in any order)</p>	1m	Accept alternative unambiguous positive indication of the correct answer.

Qu.	Requirement	Mark	Additional guidance
<b>13</b>	<p>Award <b>TWO</b> marks for all four circles matched to the correct proportion as shown:</p> <p>a) R b) S c) P d) Q</p> <p>Award <b>ONE</b> mark for any two circles matched correctly.</p>	<b>Up to 2m</b>	Accept alternative unambiguous positive indication of the correct answer.
<b>16a</b>	<p>Award <b>ONE</b> mark for all three correct fractions written, as shown:</p> <p>5/9 4/9 3/9 (in any order)</p>	<b>1m</b>	Accept alternative unambiguous positive indication of the correct answer.
<b>16b</b>	<p>Award <b>ONE</b> mark for all three correct fractions written, as shown:</p> <p>5/8 6/8 4/8 (in any order)</p>	<b>1m</b>	Accept alternative unambiguous positive indication of the correct answer.
<b>20</b>	<p>Award <b>TWO</b> marks for three rows completed correctly, as shown:</p> <p>(a) 3 (b) 13 (c) 5 (d) 8 (e) 7 (f) 3</p> <p>If the answer is incorrect, award <b>ONE</b> mark for any two rows completed correctly.</p>	<b>Up to 2m</b>	<p>Rows may be completed in any order.</p> <p>Accept alternative unambiguous positive indication of the correct answer.</p>
<b>22a</b> <b>22b</b>	<p>P = -4 Q = -40</p>	<b>1m</b> <b>1m</b>	<p><b>Do not</b> accept 4- <b>Do not</b> accept 40-</p>

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

Qu.	Requirement	Mark	Additional guidance
1	Award <b>ONE</b> mark for both correct letters written, as shown:  Q <b>AND</b> S (in any order)	1m	Accept alternative unambiguous positive indication of the correct answer.
4	Award <b>ONE</b> mark for both correct digits.  7 <u>0</u> 8 – 16 <u>2</u> = 546	1m	Accept the calculation rewritten with the correct missing digits.
8a	12	1m	Accept alternative unambiguous positive indications of the correct month, e.g. Mar
8b	March	1m	
10	Award <b>ONE</b> mark for both correct numbers written.  16 <b>AND</b> 25	1m	Accept alternative unambiguous positive indication of the correct answer.
17	Award <b>TWO</b> marks for all three correct letters written, as shown:  P, S <b>AND</b> T (in any order)  If the answer is incorrect, award <b>ONE</b> mark for:  • three correct letters and one incorrect letter  <b>OR</b>  • two correct letters and no incorrect letters	Up to 2m	Accept alternative unambiguous positive indication of the correct answer.

Qu.	Requirement	Mark	Additional guidance
<b>19a</b>	<p>Award <b>ONE</b> mark for one pair of correct values for P and Q, i.e.</p> <p>P = 11   Q = 1</p> <p><b>OR</b></p> <p>P = 9   Q = 4</p> <p><b>OR</b></p> <p>P = 5   Q = 10</p> <p><b>OR</b></p> <p>P = 3   Q = 13</p> <p><b>OR</b></p> <p>P = 1   Q = 16</p>	<b>1m</b>	
<b>19b</b>	<p>Award <b>ONE</b> mark for a different pair of correct values for P and Q, e.g.</p> <p>P = 3   Q = 13</p> <p>P = 1   Q = 16</p>	<b>1m</b>	<p><b>Do not</b> award the mark, if a correct pair of values for P and Q has been repeated from the first part of the question (19a).</p> <p>If the answer to (19a) is incorrect, award <b>ONE</b> mark for one pair of correct values for P and Q given in (19b).</p>

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Electronic PDF version product code: STA/26/9066/e ISBN: 978-1-83507-635-4

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