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KEY STAGE

3

LEVELS

4-7

2003

English tests

# Notes for teachers

This booklet is provided for teachers who will be supervising the administration of the English tests.

2003

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Guarding standards

# Introduction

Please note that for 2003 the format of the key stage 3 English papers has changed.

These notes are for teachers who will be supervising the administration of the 2003 key stage 3 English tests. They apply to the Reading paper, the Writing paper and the Shakespeare paper. Sections 1 and 2 provide general and subject-specific information on supervising the tests and giving guidance to pupils. Section 3 deals with special arrangements, and therefore needs to be read, in addition to sections 1 and 2, only by teachers who will be providing support of this kind.

## Section 1

### Supervising the tests

#### *Teachers should:*

- maintain appropriate test conditions by ensuring that pupils are able to work individually, undisturbed and without access to any unauthorised material such as notes, dictionaries or other books;
- ensure that pupils have been given the correct test papers. For the Reading paper, this consists of a Reading booklet and a Reading paper answer booklet. For the Writing paper, this consists of a question paper and an answer booklet. For the Shakespeare paper, this consists of the relevant question paper and an answer booklet;
- have ruled A4 paper available for pupils who complete an answer booklet and ask for extra paper;
- ensure that pupils write their name and the name of their school in the spaces provided on the front cover of each answer booklet and the name of the play studied on the front cover of the Shakespeare paper answer booklet;
- draw pupils' attention to the instructions section on the front cover of each test paper;
- help pupils who need assistance during the tests, according to the guidance given in this document;
- give appropriate time reminders, for example halfway through each test and again towards the end. Guidance for each paper is given in section 2;
- collect completed answer booklets from pupils at the end of the test, together with any additional sheets of paper used by pupils for their answers. Pupils should be reminded to ensure that they have written their name and other required details on the answer booklets and all extra sheets of paper;
- refer to the *Schools' guide* booklet, sent by the external marking agency, for detailed guidance on completing marksheets and dispatching scripts for external marking.

# Section 2

## Guidance to pupils before the tests

Before each test paper begins, teachers should go through the instructions on the front cover of the test paper and advise pupils on how to use their time. Pupils should be told that if they are unsure about what to do they may ask for help.

### ***Reading paper (1 hour plus 15 minutes of reading time)***

- Pupils have 15 minutes of reading time at the beginning of the test to read the Reading booklet. During this time, they must not open or start to write in their Reading paper answer booklet.
- Pupils should then be advised to skim through the Reading paper answer booklet to check the range of questions and the marks allocated to them.
- Pupils should be reminded to use the wording of the question, the allocation of marks, the space provided and any bullet points as a guide to the number of points they need to include in their answers.
- Pupils should answer all the questions in the Reading paper answer booklet. Teachers should advise pupils not to spend too long on a question they are finding difficult but to move on to the next question and go back to any unfinished questions when they have finished the paper. Pupils should be reminded that this paper assesses reading and not writing.

### ***Writing paper (45 minutes including 15 minutes planning time)***

- Pupils should be advised to spend the first 15 minutes planning their writing. A planning page is provided for this purpose. The planning page is not marked. Pupils should be reminded to write their answers in the Writing paper answer booklet.
- Pupils should be reminded that this paper assesses writing and they should think carefully about the purpose and audience of the task, and pay due attention to grammar, including paragraphing, and punctuation.
- Teachers should remind pupils about the importance of checking their work carefully for errors before they hand it in.

### ***Shakespeare paper (1 hour 15 minutes)***

- Pupils should be reminded that Section A is a test of writing and Section B is a test of their understanding of the Shakespeare play they have studied.
- For Section A, they are not required to include specific details of the Shakespeare play in their writing.
- For Section B, pupils' attention should be drawn to the extracts from the sections they have studied in class, which are printed in the test paper after the Reading task. They should check the extracts carefully and refer to both of them in their answers to the task.
- Pupils should be reminded to start their answer to Section B on a new page.

## **Guidance to pupils during the tests**

In English, the tests are designed to assess pupils' ability to read and write in English. **General instructions may be translated, paraphrased or explained, but no assistance may be given with reading or interpreting the texts in the Reading booklet, the questions or the linked prompts.** These requirements also apply to pupils who use British Sign Language or other sign-supported communication.

No dictionaries (including bilingual), spellcheckers, thesauri or word lists of any kind are allowed in the English tests.

### ***Reading paper***

Teachers may explain that the space allocated for answers, the number of marks and any bullet points indicate the number of points pupils need to include in their answer. The prompts below question 10 are intended to help pupils understand what they should do, and tell them which areas they should cover in their answers.

**After 45 minutes, teachers should remind pupils that they have 30 minutes left to answer the paper.**

### ***Writing paper***

Pupils should be advised to spend the first 15 minutes planning their answers, using the planning page provided. The structure of the task may be explained: the box sets the context and the sentence in bold is the task. Pupils should be reminded to check their work carefully for errors.

### ***Shakespeare paper***

Pupils should be reminded that Section A is a test of writing and Section B is a test of their understanding of the Shakespeare play they have studied.

In Section A, their response to the Writing task will not have to include specific details of the play. Their spelling will, however, be assessed on this task.

In Section B, pupils should be reminded that the extracts which they should refer to in their answers are printed in the question paper after the Reading task. These extracts are a sub-section of the scenes they have studied and both of the extracts should be referred to in their answers.

**After 30 minutes, teachers should remind pupils that they should be finishing their answers to Section A and moving on to Section B.**

# Section 3

## Special arrangements

This section provides further specific guidance for teachers and support staff who will be supervising the English tests with pupils who have special educational needs.

Permission is required for early opening of a test paper for any pupil, regardless of that pupil's stage on the SEN Code of Practice, for whom you wish to make special arrangements.

The tests have been designed to be accessible to the majority of pupils at the end of the key stage. Modified large print (MLP), braille and enlarged versions of the tests have been made available. Additional guidance notes for teachers administering braille and modified tests will have been sent to schools that have ordered braille or modified papers.

Detailed guidance on special arrangements for the tests is given in the 2003 key stage 3 *Assessment and reporting arrangements* booklet, sent to schools in autumn 2002.

The section 'Special arrangements for the tests' (pages 32–49) gives details about the use of readers, communicators, signers, amanuenses, transcripts, school-based adaptations to the tests and other special arrangements such as allowing additional time. It also provides guidance on the administration of the English tests with pupils for whom English is an additional language.

### ***Use of a reader, communicator or signer***

Pages 37–38 of the 2003 key stage 3 *Assessment and reporting arrangements* give detailed guidance on the use of readers, communicators and signers.

Readers, communicators and signers must not be used in the English tests, except for help with reading general instructions, as these are tests of reading and writing.

### ***Use of an amanuensis or word processor***

Page 39 of the 2003 key stage 3 *Assessment and reporting arrangements* gives detailed guidance on the use of amanuenses.

An amanuensis should ensure that all language, punctuation and phrasing are the pupil's own. If an amanuensis or word processor has been used for Section A of the Shakespeare paper, the pupil will be allocated a mean mark of 2 for spelling.

If an amanuensis or word processor has been used, the forms supplied by the external marking agency in the 2003 key stage 3 *Schools' guide* for this purpose **must** be completed and attached to the pupil's answer booklets when these are sent to the external marker.

If a pupil has used a word processor, spell-checking facilities must not be used.

### ***Transcripts***

Page 40 of the 2003 key stage 3 *Assessment and reporting arrangements* gives detailed guidance on the use of transcripts.

A transcript can be made of any of the English tests but should be made only when it would be very difficult to read a pupil's handwriting. The pupil's original script must always be sent to the marker with the transcript and schools must complete the relevant form supplied by the external marking agency in the 2003 key stage 3 *Schools' guide*. All punctuation and phrasing must be the pupil's own. If a transcript has been made for Section A of the Shakespeare paper, where appropriate, the marker will refer to the pupil's original script to mark the spelling.

The full range of marks will be available for pupils who use a transcriber.

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