

# Introduction

These notes are for teachers who will be supervising the administration of the 2004 key stage 3 English papers. They apply to the Reading paper, the Writing paper and the Shakespeare paper. All teachers should read Sections 1 and 2, which provide general and subject-specific information on supervising the tests and giving guidance to pupils. Teachers administering the tests to pupils who require special arrangements should also read Section 3.

Please note that for 2004 there are some changes to the arrangements for administering the key stage 3 English papers, summarised on pages 22 and 23 of the *Assessment and Reporting Arrangements* booklet.

## Section 1

### Supervising the tests

#### Teachers should:

- ensure that each pupil has 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 Writing paper and a Writing paper answer booklet. For the Shakespeare paper, this consists of the test paper relating to the Shakespeare play that the pupil has studied, a writing task answer booklet and a reading task 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 covers of the Shakespeare paper answer booklets;
- read aloud the instructions section on the front cover of each test paper;
- maintain appropriate test conditions by ensuring that pupils are able to work individually, undisturbed and without access to any unauthorised material such as notes, wall displays, dictionaries or other books;
- 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 names, the name of their school 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 markshets and dispatching scripts for external marking. The Writing paper planning page should not be sent with the scripts.

## Section 2

### Guidance to pupils before and during the tests

Before each test paper begins, teachers should read aloud the instructions on the front cover of the question paper (or for reading, the Reading answer booklet) 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 (15 minutes of reading time plus one hour to answer questions)

Read aloud the instructions on the cover of the Reading paper answer booklet.

- Pupils should be instructed to read the whole Reading booklet in the 15 minutes of reading time at the beginning of the test. During this time, they must not open or start to write in their Reading paper answer booklets. They may, however, annotate their Reading booklets if they wish to.
- Pupils should answer all the questions in the Reading paper answer booklet. Pupils should be reminded that this paper assesses reading and not writing, so while they should express their ideas clearly, aspects of writing, such as spelling, will not be assessed.
- Teachers should remind pupils of the time they have remaining where appropriate, for example, halfway through the paper and five minutes before the end.

#### Writing paper (45 minutes including 15 minutes of recommended planning time)

Read aloud the instructions on the cover of the Writing paper.

- Pupils should be advised to spend up to 15 minutes planning their writing. Pupils may use the planning page provided for this purpose; this page will not be marked. When pupils have completed their planning they may start writing their answers. 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 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.
- Pupils should be reminded to start writing their answers after 15 minutes if they have not done so already. Pupils should also be reminded of the time they have remaining where appropriate, for example halfway through the paper and five minutes before the end.

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

Read aloud the instructions on the cover of the Shakespeare paper.

#### Writing task

- Pupils should be advised to spend up to 30 minutes on the writing task on the Shakespeare paper. Pupils should be reminded to write their answer in the writing task answer booklet.
- Pupils should be reminded that they are not required to refer to the Shakespeare play they have studied. The writing task on the Shakespeare paper is a test of pupils' writing including an assessment of their spelling.

#### Reading task

- Pupils should be advised to spend up to 45 minutes on the reading task on the Shakespeare paper. Pupils should be reminded to write their answer in the reading task answer booklet.
- The reading task on the Shakespeare paper assesses pupils' understanding of the play they have studied. Pupils' attention should be drawn to the two extracts from the two sections of the play they have studied in class, which are printed in the test paper after the reading task. Pupils should refer to both extracts in their answers to the task.

#### General

- The writing task answer booklets and reading task answer booklets will be sent to different markers. It is important that pupils use the correct answer booklets during the test. Answer booklets should not be collected until the end of the test.
- If it is noticed during the test that a pupil has started the reading task answer in the writing task answer booklet, the pupil should be allowed to continue. This may involve provision of additional paper. Ensure that procedures in the *Schools' guide* are followed in these circumstances.
- 30 minutes after the start of the paper, an announcement should be made to pupils advising them to move on to the reading task and use the reading task answer booklet for this task.
- Teachers should remind pupils of the time they have remaining where appropriate, for example, halfway through each task and five minutes before the end.

#### Guidance on queries

In English, the tests are designed to assess pupils' ability to read and write in English. In all three papers, general instructions may be translated, paraphrased or explained. For the components of the key stage 3 English test that assess reading, ie the Reading paper and the reading task on the Shakespeare paper, no assistance may be given with reading or interpreting texts, the Shakespeare extracts, questions or tasks.

For the components of the test that assess writing, ie the Writing paper and the writing task on the Shakespeare paper, if a pupil requests clarification of a word in the task, this can be provided to the individual pupil, but an explanation of the task must not be given.

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

## Section 3

### 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 MLP and braille tests will have been sent to schools that have ordered papers in these formats.

Detailed information on special arrangements for the test is given in the 2004 key stage 3 *Assessment and reporting arrangements* booklet sent to schools in autumn 2003. The section 'The tests: Special arrangements' (pages 45–63) gives details about the use of readers, communicators, signers, amanuensis, 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 test with pupils for whom English is an additional language.

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

Pages 50–51 and 53 of the 2004 key stage 3 *Assessment and reporting arrangements* booklet give detailed information on the use of readers, communicators and signers.

Readers may be used for the writing components in the English test, ie the Writing paper and the writing task on the Shakespeare paper. For the components of the key stage 3 English test that assess reading, ie the Reading paper and the reading task on the Shakespeare paper, readers may only be asked to read the general instructions. No other reading support can be given in these components.

#### Use of an amanuensis or word processor

Pages 52, 53 and 57 of the 2004 key stage 3 *Assessment and reporting arrangements* booklet give detailed information on the use of amanuensis or word processors.

An amanuensis should ensure that all language, punctuation and paragraphing are the pupil's own. If an amanuensis or word processor has been used for the writing task on 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 relevant form supplied by the external marking agency in the 2004 key stage 3 *Schools' guide* 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 54 of the 2004 key stage 3 *Assessment and reporting arrangements* booklet gives detailed information on the use of transcripts.

The pupil's original script must be sent to the marker with the transcript and schools must complete the relevant form supplied by the external marking agency in the 2004 key stage 3 *Schools' guide*. All punctuation and phrasing must be the pupil's own.

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## English test

# Notes for teachers

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

EARLY YEARS

NATIONAL CURRICULUM 5–16

GCSE

GNVQ

GCE A LEVEL

NVQ

OTHER VOCATIONAL QUALIFICATIONS

En

KEY STAGE 3

LEVELS 4–7

2004

# 2004



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**Order ref:** OCA040172

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This section provides further specific guidance for teachers and support staff who are supervising the English test for pupils who have special educational needs.

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

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