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 advice and 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.

Section 1

Supervising the tests

Teachers should:

- ensure that each pupil has the correct test paper. 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 booklet and a Writing paper answer booklet. For the Shakespeare paper, this consists of the question paper and 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 cover of the Shakespeare paper answer booklet;
- explain the instructions to pupils on the front cover of each test paper;
- maintain appropriate test conditions by ensuring that pupils are able to work individually, unobserved and without access to any unauthorized material, such as notes, wellknown or other booklets;
- 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, the name of their school and other required details on 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 mark sheets and dispatching scripts for internal marking. The Writing paper planning page should not be used 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 paper booklet) and advise pupils 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 front cover of the Reading paper answer booklet.

- Pupils should be reminded to read the whole Reading booklet in 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 booklet. They may, however, annotate their Reading booklets if they wish.
- Pupils should answer all of the questions in the Reading paper answer booklet. Pupils should be reminded that this paper assesses reading and not writing, so they should express their ideas clearly, except in a spelling, which 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 front cover of the Writing paper.

- Pupils should be advised to spend 15 minutes planning their writing. Pupils may use the planning page provided for this purpose; the page will not be marked. Where pupils have completed their planning, they may start writing their answers. Pupils should be reminded to write their answer 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 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 second scenes of the play they have studied in which, which are printed in the test paper after the reading task. Pupils should be reminded to annotate 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 or the writing task’s answer booklet, the pupil should be allowed to continue. This may involve provision of additional paper. Where procedures in the Schools’ guide are followed these circumstances.
- 30 minutes after the start of the paper, an announcement should be made to pupils stating when to turn over to the reading task and then the writing task’s answer booklet for the 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, the Reading paper and the reading task on the Shakespeare paper, no assistance may be given on reading or interpreting texts, the Shakespeare play, questions or tasks.

For the components of the test that assess writing, 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. An explanation of the tasks 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 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 tests is given in the 2004 Key Stage 3 Assessment and reporting arrangements booklet sent to schools in January 2005.

The section ‘Special arrangements’ (pages 45–65) gives detailed information about the use of readers, communicators, signers, transcribers, adapted materials, school-based adaptations and other special arrangements for pupils who experience difficulty with English as an additional language.

Use of a reader, communicator or signer

Pages 50–51 of the 2004 Key Stage 3 Assessment and reporting arrangements booklet give detailed information about the use of readers, communicators and signers.

Readers may be used for the writing components in the English test, i.e., the Writing paper and the writing task on the Shakespeare paper. For the components of the key stage 3 English test that assess reading, i.e., 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 may be given to 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 about the use of amanuenses 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’s writing paper 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.

Transcribers

Page 54 of the 2004 Key Stage 3 Assessment and reporting arrangements booklet gives detailed information on the use of transcribers.

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.