

Joint Council
For
GENERAL QUALIFICATIONS

GCE, VCE, GCSE & GNVQ

Regulations and Guidance relating to
Candidates with Particular Requirements

1 September 2000 to 31 August 2001



This document is issued by the Joint Council for General Qualifications, which comprises the following.

Assessment and Qualifications Alliance
Edexcel Foundation
Northern Ireland Council for Curriculum Examinations and Assessment
OCR
Welsh Joint Education Committee

The Regulations and Guidance set out in this document have been jointly agreed by all the awarding bodies in order to ensure that candidates have fair and consistent consideration. Policy is kept under review through the Joint Council and with QCA, ACCAC and CCEA under their remit for qualifications and assessment.

The Joint Council for General Qualifications has been established by the awarding bodies in order to identify issues of common interest and deal with them efficiently and effectively.

Further copies of this document may be obtained direct from any of the awarding bodies or downloaded from their website.

All correspondence about policy or individual candidates should be addressed directly to the relevant awarding body. Addresses and websites are given at the back of the document.

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INTRODUCTION

1. This document has been issued by the Joint Council for General Qualifications and sets out the Regulations and Guidance agreed jointly by the awarding bodies for GNVQ **courses starting from September 2000 onwards**, GCE, VCE and GCSE qualifications. This document replaces the Regulations and Guidance documents issued by the Joint Council for General Qualifications effective for 2000 examinations. The Regulations apply to 2000/2001 and supersede earlier Regulations. Changes to the document content are indicated by a vertical line in the margin.
2. The awarding bodies recognise that there are some candidates who have coped with the learning demands of a course but for whom the standard arrangements for the assessment of their attainment may present a barrier. This applies both in the case of candidates with known and long-standing learning problems and candidates who are affected at or near the time of assessment. Such barriers may arise as a result of:
 - 2.1 a permanent or long-term disability or learning difficulty;
 - 2.2 a temporary disability, illness or indisposition;
 - 2.3 English being a second or additional language;
 - 2.4 the immediate circumstances of the assessment.
3. Special **arrangements** are approved before an examination or assessment and are intended to allow attainment to be demonstrated. They can be provided in respect of 2.1, 2.2 and 2.3 above.
4. Special **consideration** is given following an examination or assessment to ensure that a candidate who has a temporary illness, injury or indisposition at the time it is conducted is given some compensation for those difficulties and the circumstances. It is available in respect of 2.2 and 2.4 above.
5. The provision for special arrangements and special consideration is made so that candidates are able to receive recognition of their attainment so long as valid and reliable examinations or assessments can be provided. Such provision is not intended to alter the assessment demands of the qualifications. It is the responsibility of the Head of the centre, e.g. Head/Principal, entering a candidate to ensure that any request on behalf of a candidate is based on firm evidence of a barrier to assessment of attainment.
6. **Summary of Principles for Awarding Bodies**

Awarding bodies seek to:

- approve valid special/alternative arrangements for access to examination and assessment;
- give special consideration to the performance in assessment where specific circumstances have arisen at or near to the time of assessment that were not provided for by prior special arrangements; 2

- ensure that neither a special arrangement nor special consideration gives an unfair advantage over other candidates;
- ensure that special arrangements do not reduce the validity or reliability of the examination or assessment;
- ensure that the provision for special arrangements and special consideration does not mislead the users of the qualification about the candidate's attainment;
- ensure that the provision for special arrangements and special consideration does not compromise the integrity or credibility of the qualification;
- determine special arrangements and special consideration in relation to the defined needs of individual candidates;
- consider the candidate's usual methods of learning and producing work when making decisions on special arrangements.

7. **Summary of Principles for Centres**

The centre should:

- choose the qualification – or the option(s) within a qualification – which is most appropriate for the candidate with a known long-term or permanent disability or learning difficulty;
- diagnose the requirements of each candidate individually making use of specialist advice from external sources, as appropriate;
- ensure that all applications for special arrangements and special consideration are supported by the Head of the centre;
- ensure that the arrangements requested will assist the candidate to demonstrate his/her attainment without affecting or circumventing assessment requirements;
- consider the candidate's normal way of learning and producing work as a basis for special arrangements provided that this would not give the candidate an unfair advantage or compromise the integrity of the examination or assessment;
- ensure that the candidate has experience of and practice in the use of the arrangements requested;
- consult the relevant awarding body at the earliest opportunity if there is any doubt surrounding the acceptability of proposed arrangements for a particular candidate.

8. Centres should note that a candidate with a Statement of Special Educational Needs does not qualify automatically for special arrangements.

9. Centres should note that failure to comply with the Regulations contained in this document may lead to a candidate's grade or result being withheld.
10. Centres should send all specific enquiries, requests for advice and completed application forms directly to the awarding body with which a candidate is being entered for assessment. Details of all awarding bodies are given on page 76.
11. The Regulations and Guidance contained in this document have been commonly agreed by the awarding bodies taking into account advice from specialist organisations and with regard to the examination and assessment structures. Through the Joint Council the awarding bodies act to keep these policies under review.

SPECIAL ARRANGEMENTS

GENERAL REGULATIONS ON SPECIAL ARRANGEMENTS

1. Special arrangements apply to both permanent or long-term disabilities and learning difficulties, and to temporary disabilities, illness and indispositions. In the case of temporary conditions centres should contact the relevant awarding body as soon as possible after the situation arises. If a temporary condition arises during the examination period, centres should seek awarding body advice, wherever possible, especially if the circumstances are unusual or distressing.
2. Centres should avoid making assumptions, on the basis of previous experience or hearsay, about the arrangements which may or may not be made. Judgements are made by awarding bodies according to the circumstances and needs of the individual candidate.
3. In respect of permanent or long-term conditions, centres should **choose the most appropriate course** and examination specification/syllabus. Schemes of assessment vary within subjects and some specification/syllabus requirements present fewer problems than others for candidates with disabilities. Whenever possible, centres should **investigate the various specifications/syllabuses available** and choose the most suitable to meet the needs of the candidate. When choosing **modular** schemes of assessment, centres must ensure that they can meet the closing dates for submission of requests for special papers and special arrangements for end-of-module tests. (See also page 55.)
4. **Multiple disabilities.** Many students with physical disabilities also have sensory difficulties or problems. If candidates have multiple disabilities, centres should ensure that they have considered **all** the possibilities for meeting their assessment needs.
5. A candidate may not need the same arrangements for all examinations. Centres should be aware that different subjects and different methods of assessment can make very different demands on candidates. A candidate's need for special arrangements must be related to **specific examination papers** and/or other forms of assessment.
6. Before making an application for special arrangements, centres should:
 - consult any specialist LEA or other external advisory services available;
 - consider whether the **severity** or **effect** of the particular disability is likely to change before the time of the examination;
 - consider the **assessment objectives** of the subject(s) concerned. Centres should be aware that the candidate's way of producing work in the classroom and for internal assessments may be the most suitable arrangement for the examination, provided that it does not give the candidate an unfair advantage over other candidates or compromise the integrity of the examination.

7. Candidates with Statements of Special Educational Needs do not necessarily qualify for special arrangements. Where candidates have Statements, centres should ensure their possible needs are considered at the annual Review before the candidate commences coursework. The Review should consider whether an amendment to the Statement is needed to take into account the resourcing implications of any special arrangements which may be agreed.
8. Centres must ensure that the candidate has had **experience of, and practice in**, the use of any special arrangements which are requested.
9. If there is any doubt about the acceptability of the arrangements proposed, the awarding body should be consulted at the earliest opportunity and preferably at the start of the course.

THE RANGE OF SPECIAL ARRANGEMENTS

10. The kinds of special arrangements which can be considered are listed in paragraphs 11-41. There are also detailed sections on how these arrangements might apply to particular needs, on pages 19-34, and further Regulations and Guidance on pages 35-52. Heads of centres should make sure that teachers of candidates with special assessment needs read this document so that they are aware of the different ways in which needs can be met. Note also that the kinds of special arrangements which are appropriate for one subject may not be appropriate for other subjects.

General principles for special arrangements in GCSE examinations in English and English Literature are given on pages 13-15.

Time Allowance

11. **Additional time** may be allowed in timed components in most subjects, including English, Irish and Welsh. Additional time will not normally be permitted in an examination component where performance of a task in a limited time is an assessment objective, or where a candidate's ability to demonstrate attainment in a subject is not affected by his or her special assessment need.
12. Centres should note that the amount of additional time granted must reflect the extent to which the completion of the examination is affected by the candidate's condition. For example, a candidate with a learning difficulty requiring additional time for writing should not be given additional time for examinations of a predominantly practical nature.
13. An additional allowance of **up to 25%** of the total examination time should meet most needs. An allowance of more than 25% may be permitted in **exceptional cases** with the prior approval of the awarding body.
14. **Supervised breaks or rest periods** may be given either in or outside the examination room. The duration of the break will not be deducted from the time allowed for the examination component. In certain cases the candidate may require additional time as well as rest breaks.

Means of Access to Questions

15. Modifications to the **visual presentation** of papers, for visually-impaired candidates whose impairment is not corrected by spectacles or other forms of vision aid:
 - enlarged/large-print papers;
 - modified print (simplification e.g. layout, items of visual complexity);
 - braille versions of papers;
 - tactile enhancement. (See also pages 24-25.)
16. **Use of low vision aids** and technological devices (e.g. closed circuit televisions, OCR scanners, etc.) for visually-impaired candidates whose impairment is not corrected by spectacles or other forms of vision aid. (See also pages 24-25.)
17. **Modification of the language** used in question papers for severely hearing-impaired candidates (pre-lingually deaf or hearing-impaired from such an early age that vocabulary and understanding of syntax are limited). The following will not be modified:
 - technical terms in any subject;
 - text and stimulus material in English and Welsh examinations;
 - text in the foreign language in modern foreign language papers;
 - literary extracts;
 - source material where understanding of the original material is specifically being assessed. (See also pages 27-29.)
18. **Reading of questions** to candidates if access to the paper is not possible through other means, except where understanding of the written word is an assessment objective. (See also pages 35-36.)
19. **Either signing of questions or the oral presentation of questions using the oral/aural approach** for candidates with a hearing impairment (except where reading is an assessment objective) in exceptional circumstances, if either approach is the usual method of communication in the classroom and access to the examination cannot be achieved by other means. (See also pages 37-39.)
20. **Special amplification for aural tests** for hearing-impaired candidates, or reading of the tests to enable candidates to lip-read. (See also page 38.)
21. **Use of flashcards** or other visual presentation for hearing-impaired candidates in mental arithmetic tests. (See also page 28.)
22. **Coloured overlays/paper.** Some visual difficulties are normally corrected by the use of tinted spectacles or coloured overlays, and permission for the use of these aids does not have to be sought from the awarding body. Awarding bodies will **not** provide enlarged question papers for candidates⁷ with such difficulties, but centres may, with

permission of the awarding body, open question papers up to one hour prior to the examination in order to to make enlargements or photocopy onto coloured paper. **Centres should ensure that the entire paper is copied.**

23. **Use of bilingual translation dictionaries** (i.e. without explanation of terms) for candidates whose first language is not English, Irish or Welsh according to individual needs. Dictionaries are not permitted in English, Irish or Welsh examinations and in examinations in the candidate's first language or a closely related language except where specifically permitted by the specification/syllabus. Electronic bilingual dictionaries or translators may not be used. Candidates whose first language is not English, Irish or Welsh will not be permitted to have questions in English, Irish or Welsh translated into their first language. (See also page 34.)
24. **Use of a prompter** under exceptional circumstances. (See also pages 51-52.)

Means of Presenting Responses

25. Responses in **braille** with a transcript provided by the centre. (See also pages 15 and 25.)
26. Use of a typewriter, word processor or other aid for candidates who are unable to write, or need such support during the examination. Use must not be made of spell-checks, thesauri or similar electronic devices, whether part of word-processing software or otherwise. If, in exceptional cases, permission is given for use of a spell-check facility the arrangements outlined in paragraph 36 on page 9 will apply. (See also pages 20, 25, 28 and 31.)
27. Candidates who have difficulty with speech may be permitted to use **augmentative speech equipment** in oral examinations. However, it is possible that they will not be able to meet all the assessment criteria using such equipment. (See also page 21.)
28. A **transcript** of the candidate's responses, provided by the centre. (See also page 49.)
29. Use of **an amanuensis** if responses cannot be communicated through other means. (See also pages 47-48.)
30. **Dictation** of responses on to tape is not considered to be in the best interests of candidates and would therefore be permitted only in the most exceptional circumstances. A transcript must be provided by the centre.
31. In practical examinations or tests, **use of a practical assistant** or helper to ensure the candidate's safety and to support the candidate by assisting with those elements of the tasks which are not the focus of the assessment. The practical assistant must not perform tasks for which the candidate is given credit. (See also pages 19-22, 23-26 and 42-43.)

Alternative Accommodation Arrangements

32. In certain circumstances an awarding body will consider permitting a candidate to sit an examination at a venue other than the examination centre - for example, at home or in hospital. In such cases the Head of centre must be satisfied as to the necessity for such an arrangement. The Head of centre is responsible for obtaining permission for this

arrangement from the awarding body and must also be satisfied that appropriate examination conditions will prevail at the alternative venue.

33. The centre must appoint a person of known integrity who will be responsible for the security of the question paper(s), who will act as invigilator and who will conduct the examination in accordance with the Instructions for the Conduct of Examinations published by the awarding bodies.
34. Question papers taken to the alternative venue must be packed securely so that the confidentiality of the examination is maintained. Worked scripts should, wherever possible, be returned with others from the centre, but where they are despatched separately to an examiner, they must be sent in the official stationery provided by the awarding body.

Coursework

35. The relevant awarding body should be consulted as soon as possible if a candidate is unlikely to be able to fulfil all coursework requirements. (See also page 18 paragraph 9.) This applies to cases where an extension of time to complete coursework might be required. Awarding bodies should be consulted if an extension is required for the submission of work or marks, because of illness or disability and a formal agreement for an extension should be sought.

Exemption

36. If a candidate is unable to fulfil an assessment objective, a special award may be made by giving compensation for the missing element. In such cases, there will be an indication on the certificate that the candidate was exempt from fulfilling one of the assessment objectives.

Spelling, Punctuation and Grammar in GCSE

37. In examinations where spelling, punctuation and grammar form part of the assessment, all candidates will be assessed under the same nationally agreed criteria.
38. It is not considered to be in the interests of candidates to be exempted from this assessment but if a candidate is eligible for exemption, and compensation is given in the form of an adjustment to marks, there will be an indication on the certificate that the candidate was exempt from fulfilling one of the assessment objectives in the subject.
39. If, in exceptional circumstances (for example, for a candidate with a severe physical disability or a candidate with a broken arm) permission is given for the use of an amanuensis, the candidate will not normally be expected to dictate spelling and punctuation. If reliable alternative evidence is available, such as examples of the candidate's written work under controlled conditions, special consideration procedures will be applied to enable an assessment to be made; otherwise the provisions of paragraph 36 will apply.

Quality of Language in GCE

40. In examinations where quality of language forms part of the assessment, all candidates will be assessed under the same nationally agreed criteria.

41. There is no exemption allowed from the assessment of quality of language. Where an amanuensis is used by a candidate it may be necessary to place an indication on the certificate unless some modules/papers have been completed without the use of an amanuensis.

SPECIAL ARRANGEMENTS DELEGATED TO CENTRES

42. This section deals with special arrangements that may be effected by centres without prior application to awarding bodies.
43. Heads and Principals of centres are empowered to grant additional time up to a maximum of 25% of examination time, and/or rest breaks, to examination candidates with particular requirements, having seen appropriate evidence of need. Candidates eligible for additional time and/or rest breaks would include those with permanent or temporary physical disabilities, and those with a learning difficulty. Centres will be required to report to the appropriate awarding body all cases where additional time and/or rest breaks have been granted. Form JCGQ/AT must be used for this purpose. It will be sent separately to centres.
44. In the case of learning difficulties, there must be evidence of need and a history of provision during the course. The evidence must take the form of **one** of the following:
- a Statement of Special Educational Needs relating to secondary education;
 - or
 - a relevant diagnostic report confirming learning disability produced by an educational psychologist or appropriately qualified teacher subsequent to Year 6/KS2.

The evidence must be held at the centre and made available to any awarding body representative who inspects the centre during an examination session.

45. In cases where additional time is being considered for candidates with learning difficulties, the Head/Principal must be satisfied that the candidate can cope with the subject content of the specification/syllabus involved.
46. In cases where the Head/Principal is unable to make a decision, an application should be referred to the appropriate awarding body.
47. For candidates whose first language is not English, Irish or Welsh centres may provide a bilingual dictionary without applying to the awarding body, except for modern languages and General Studies. A bilingual dictionary is not permitted in English, Irish or Welsh. Centres should note that the provision of a bilingual dictionary is the only special arrangement that can be made solely on the grounds of language and that no additional time can be granted.
48. Centres delegating time should consider whether they will require additional copies of audio cassette materials in music and modern foreign languages. Applications for additional copies should be submitted in writing to the awarding body. Please note that **additional copies of audio/video cassette tapes will not be despatched unless requested.**

HOW TO APPLY FOR SPECIAL ARRANGEMENTS

49. This information applies to all requests except those covered by the section above, “Special Arrangements Delegated to Centres”.

Evidence Requirements

50. In the case of learning difficulties, evidence of need should be confirmed by a history of provision during the course within the school/college, supported by one or more of the following:

- a report from an appropriately qualified teacher completed within two years of the examination series (see report pro forma on pages 61-63.)
- a report from a qualified psychologist giving evidence of a history of literacy difficulty completed or updated within two years of the examination series (see report pro forma on pages 57-60.)

It is important for reports to be updated during a modular course or an extended course during which assessment takes place at intervals. Where a report lapses during a modular scheme, centres must arrange an update of the assessment.

51. Centres must provide the awarding body with historical evidence of the candidate's needs and an indication of how the centre meets these needs. They will be expected to establish that the candidate's needs have been recognised over the duration of the examination course and that the arrangements requested for the examination reflect past and present requirements.
52. A report from a psychologist should be submitted on the Psychological Assessment Report form. A copy of the form and notes for its completion can be found on pages 57-58. Where a candidate has an Educational Psychologist's Report which is more than two years old at the time of the examination, awarding bodies will accept a supplementary report. This report must include the information requested on the Supplementary Psychologist Assessment Report form. (See page 59.)
53. A report from a teacher holding a qualification recognised by the Joint Council (see pages 74-75) should be submitted on the Specialist Teacher's Assessment Report form. A copy of the form and notes for its completion can be found on pages 61-65. In cases of doubt regarding the acceptability of a qualification, centres should refer to one of the awarding body's websites to see an up to date list.
54. Centres must support requests for candidates with sensory-neural hearing loss with evidence derived from recent pure tone audiometric testing. Such evidence should include additional information from a qualified teacher of the deaf.
55. Centres must provide medical or other appropriate evidence for cases that the Head of centre is unable to verify to the satisfaction of the awarding body. They should seek advice from the LEA Advisory Service or other appropriate external sources in order to verify the extent and nature of the candidate's problem.

Submitting Applications

56. Applications for special arrangements must be submitted using form JCGQ/SA/01. A copy of the form and notes for guidance on its completion can be found on pages 53-56.

57. Applications for candidates with long-term disabilities should be made as early as possible. Latest submission dates are given on page 55. Centres should note that unless sufficient notice is given it may not be possible to provide special versions of question papers, or to agree to other arrangements.
58. For candidates with temporary disabilities or indisposition as much notice as possible should be given.

NOTE: Inform the relevant awarding bodies immediately if there needs to be any change to the special arrangements requested before the examination/assessment takes place.

59. If approval is given for special arrangements involving the use of any of the following, centres **must** refer to the **Notes** included in this document, which form part of the regulations:

readers;
communicators;
teachers of the deaf supporting hearing-impaired candidates in coursework;
practical assistants;
computers/word processors/electronic typewriters;
amanuenses;
transcripts;
prompters.

SPECIAL ARRANGEMENTS FOR GCSE ENGLISH and ENGLISH LITERATURE

General principles governing special arrangements which may be permitted for candidates with special requirements taking GCSE examinations in English and English Literature are summarised below.

1. Additional Time/Rest Breaks

Additional time up to a maximum of 25% of examination time and/or rest breaks may be granted by the Head of centre without application to the awarding body, according to need, for candidates with disabilities taking English or English Literature, provided there is appropriate evidence.

2. Transcripts

Centres may provide transcripts, verbatim or, in approved cases, with some interpretation or translation, of candidates' English Literature scripts.

Centres may provide only verbatim transcripts of candidates' written responses in English including copying all mistakes in spelling and punctuation, but where writing is an assessment objective presentation will be assessed on candidates' original work only.

3. Readers

The use of a reader will not be allowed in English or English Literature except, in exceptional circumstances only, for visually-impaired candidates who are unable to access questions effectively by other means (e.g. braille, enlarged print). Where candidates use braille or enlarged papers it will be permissible for the invigilator to "read through" questions before the start of an examination. In papers where reading is an assessment objective candidates will not normally receive an indication on their certificate if they are able to read some parts of the paper: indications on certificates will normally be confined to those cases where a complete reading service is provided by a reader.

4. Taped Versions of Question Papers

The use of taped versions of question papers in English or English Literature will not be allowed except, in exceptional cases only, for visually-impaired candidates unable to access questions effectively by other means. There will be an indication on the certificate where reading is an assessment objective, unless the candidates can read unaided some material within the examinations.

Taping of answers may be allowed only in exceptional cases, the centre being required to produce a transcript of the tape.

5. Amanuenses

In English examinations, the dictation of answers to an amanuensis may be allowed only for candidates who are physically disabled or visually-impaired or who have a temporary injury. In such cases, there will always be an indication on the certificate, unless candidates have demonstrated achievement of written English in other components.

Since literacy skills are being assessed, candidates with learning difficulties taking English will not be allowed the use of an amanuensis. In English Literature, the use of an amanuensis for such candidates may be permitted in exceptional cases only.

6. Word processors

Candidates with visual impairments, physical disabilities and/or temporary injuries may use a word processor to present responses to questions in English and English Literature papers, subject to normal regulations e.g. without using spell-check facilities. In English, a candidate with a temporary injury should be asked to provide samples of handwritten work produced under controlled conditions. The use of a word processor will not be permitted in papers in which a significant proportion of the marks are allocated to handwriting and presentation skills, although verbatim transcripts will be permitted.

Candidates with learning difficulties who qualify to use a word processor may normally be allowed to do so in English and English Literature and will be treated as for candidates with physical disabilities above.

Candidates may, without permission from the awarding body, use word processors for coursework in English provided that some handwritten work is submitted.

7. Signing

Subject to the normal rules on eligibility, signing of instructions and questions but not texts/stimulus material or literary extracts to hearing-impaired candidates will be allowed in English Literature but not in written components in English. Signing of responses will not be permitted.

8. Exemption from assessment of SPG

No exemption from the assessment of spelling, punctuation and grammar will be allowed in English.

Where a candidate is allowed the use of an amanuensis, no assessment of spelling, punctuation and grammar can be made but see section 5 above.

Candidates may, only as a last resort, be exempt from the assessment of spelling, punctuation and grammar in English Literature resulting in an indication on the certificate.

9. Exemption from Speaking/Listening

Normally only candidates with hearing impairments, speech impediments or severe language disorders may be exempt from the speaking/listening components of English and there will always be an indication on the certificate.

10. Augmentative Speech Equipment

Candidates may use augmentative speech equipment to meet the speaking/listening assessment objective in English. The awarding bodies will determine, specification/syllabus by specification/syllabus, the extent to which the individual marking criteria within the assessment objective can be met and advise the centre accordingly.

11. **Modified Papers**

For hearing-impaired candidates only, modifications may be made by the awarding body to the questions but not to texts in English and English Literature.

12. **Braille**

Visually-impaired candidates may be allowed to use braille versions of question papers in English and English Literature.

A visually-impaired candidate may be allowed to answer in braille in English and English Literature, the centre providing the awarding body with a transcript of the candidate's answers. In the case of English, awarding bodies will determine, specification/syllabus by specification/syllabus, the extent to which the individual marking criteria within each assessment objective can be met. Where some of the marking criteria can be met, it will not be necessary for the candidate to be exempted from an assessment objective or to have an indication on the certificate.

FOOTNOTE

The above general principles for English should generally apply also to Irish and Welsh though there are a few minor exceptions. Details can be obtained from the Welsh Joint Education Committee or the Northern Ireland Council for Curriculum Examinations and Assessment at the addresses given on page 76.

SPECIAL CONSIDERATION

ELIGIBILITY FOR SPECIAL CONSIDERATION

1. A candidate who is fully prepared for assessment will be eligible for special consideration if:
 - (a) performance in a component is affected by circumstances beyond the control of the candidate, e.g. recent personal illness, accident, bereavement, serious disturbance during the examination (but see paragraphs 4 and 5 below);
 - (b) part of an examination is missed due to circumstances beyond the control of the candidate, e.g. recent personal illness, accident, bereavement (but see paragraphs 4 and 5 below);
 - (c) special arrangements which were made in respect of a permanent or long-term disability proved inappropriate or inadequate.
2. A candidate will **not** be eligible for special consideration if:
 - (a) any part of the examination is missed due to personal arrangements including holidays or unauthorised absence from any examination component;
 - (b) no evidence is supplied by the centre that the candidate had been affected at the time of the examination by a particular condition e.g. chronic hay fever.
3. Candidates, either individually or as groups, will **not** be eligible for special consideration if:
 - (a) preparation for a component is affected by difficulties during the **course** e.g. disturbances through building work, lack of proper facilities, changes in or shortages of staff, industrial disputes (but see also (b) below);
 - (b) the effect on the final assessment cannot be reliably quantified by the awarding body.

Minimum Requirements

4. For the award of a grade by special consideration where a candidate misses part of an examination through illness or personal misfortune, there should normally be a minimum of **50%** of the examination completed for a GCE/VCE and **35%** for a GCSE/ F & I GNVQ examination.
5. What comprises the 50% (GCE/VCE), 35% (GCSE/F & I GNVQ) of a particular scheme of assessment will be specified by the awarding body.
6. However, **for GCSE**, in cases where 35% of examination work has not been completed, awarding bodies may make an **exceptional circumstance award**, provided that additional appropriate pre-existing evidence of attainment is available. This pre-existing evidence **must**:

- have been produced by the candidate under controlled conditions;
 - match the specification/syllabus requirements regarding content at the appropriate tier of entry;
 - reflect the nature of the component(s) missed.
7. Where an application for an exceptional circumstance award is made centres should not submit any additional evidence until it is called for by the awarding body. If appropriate evidence is not available no exceptional circumstance award can be made.
 8. Where a candidate has died before completing the minimum amount of work required and an award is requested other evidence of attainment may be accepted at the discretion of the awarding body.

HOW TO APPLY FOR SPECIAL CONSIDERATION

9. The Head of centre is responsible for the submission of a request for special consideration and must be satisfied that the case is genuine.
 - Submit the request to the awarding body on the official form JCGQ/SC/01 (see pages 66-67) as soon as possible after the examination **and not later than 7 days after the date of the last component in the specification/syllabus concerned.**
 - Submit a separate application form for each constituent subject of combined-subject specifications/syllabuses.
 - In the case of partial absence, details of candidates estimated to be of comparable standard must be given for each subject.
 - For any application relating to coursework components centres will be required to submit a breakdown of marks with the special consideration request form.
 - You must provide medical or other appropriate evidence in all cases of absence and cases that the Head of centre is unable to verify to the satisfaction of the awarding body.

10. Requests for special consideration received after the publication of results will normally only be accepted if:
 - they have been overlooked at the centre and the oversight is confirmed by the Head of centre;
 - medical evidence emerges about a candidate's condition which demonstrates that the candidate must have been affected by that condition at the time of the examination even though the problem revealed itself only after the examinations were over.

In any event late applications will not be accepted after 20 September following a summer examination series.

CANDIDATES WITH PHYSICAL DISABILITIES

You should read this guidance in conjunction with paragraphs 11-41 of the General Regulations section on special arrangements.

Time Allowance

1. The needs of most candidates will be met by an additional allowance of up to 25% which can be granted by the Head of centre without application to the awarding body. You must apply for additional extra time if you consider it to be necessary. You should bear in mind the following important points.
 - The **average speed of communication** of the candidate (by hand-writing, typing, using a manual/electric/electronic machine, computer, word processor, amanuensis, voice-synthesiser, etc.) in comparison with able-bodied candidates.
 - Whether pain or muscular spasm occurs or increases with time. Candidates with conditions such as arthritis may have increased pain and stiffness if it is cold, whilst those with cerebral palsy will experience more spasms in times of stress or when surprised by unexpected announcements or noise from outside. How can such problems be resolved? Extra time may be necessary for certain candidates.
 - Whether **reading speed** is much slower than for other candidates. This often occurs if students have co-ordination problems (e.g. cerebral palsy and some students with other conditions affecting parts of the nervous system).
 - Whether diagrams are required and whether they cause particular difficulty for candidates with perceptual problems or whose hand/eye co-ordination is weak. Young people with muscular dystrophy and similar conditions may find lifting and positioning rulers and other equipment very tiring and time consuming as their muscles are so weak. It may be that something other than extra time will be better for these candidates.

Looking at the frequency of diagrams in past papers will help in estimating how much extra time should be allowed.

- Whether the candidate finds difficulty in turning pages or in manipulating the paper or other equipment. It may be appropriate to allow extra time for this but investigation of other arrangements might be needed.
- The **number of components** the candidate is taking and the distribution of these in the timetable. When a candidate is likely to become excessively fatigued because of a number of examinations being close together this should be brought to the attention of the awarding body. If there are two components on the same day a candidate may need more time for the second paper.
- Extra time may be needed for the completion of **practical tasks**.
- If an amanuensis is used extra time will be allowed as specified by the guidance notes on pages 47-48.
- A candidate with speech problems may need extra time for oral tests.
- Candidates with writing problems will also need extra time in assessments where a written response is required following an aural or a practical test.

Rest periods

2. Rest periods (either in or outside the examination room) may be helpful to candidates with disabilities. These may be granted at the discretion of the Head of centre without application to the awarding body. Some will be required for medical or other treatment and you will need to be satisfied that the level of supervision is such that the candidate does not have contact with persons or material that would be of advantage.

Consider when and how quickly the candidate tires and how this affects communication. This is important in deciding whether a **period of rest** during the examination would be helpful.

Means of presenting responses

3. The most appropriate method of answering should be the one that will enable the candidate to demonstrate his or her attainment as quickly and fluently as possible.

The following methods are all possible.

- handwriting
- typewriting
- word processing (no use of spell-check, thesaurus, etc.)
- dictation to an amanuensis
- dictation on tape (exceptional)
- other technological aids

4. If a word processor is used the material should be saved and/or printed at short intervals or autosave software should be used.

You should have back-up equipment available in case of mechanical breakdown.

It is vital that you discuss the method chosen with the awarding body well in advance, that the candidate is well practised in its use and has gained an appropriate level of proficiency.

5. The equipment may be noisy enough in use to disturb other candidates. If this is so, you should make available a separate room and another invigilator. These will also be required when an amanuensis is used or when extra space is needed to accommodate bulky equipment.
6. A transcription should be made of material recorded on tape and both the transcription and the tape must be sent to the awarding body.
7. Students with co-ordination difficulties or poor hand/eye co-ordination may find it impossible to record answers in grids provided for multiple choice questions. They may find difficulty in completing tables and other areas of the paper where there is limited space for the answer.

An **enlarged grid** or the use of software or technological aids may be of assistance. An **amanuensis** may be used to draw labelling lines or to join points on a graph at the direction of the candidate.

Early discussion about these problems with the awarding body will give the candidate time to practise the agreed procedure to be used in the examination.

Coursework

8. For the candidate who can only work slowly there are three requests which can be made:
 - that the candidate be allowed extra time in order to complete all the assignments by having a later deadline;
 - that the candidate be allowed to submit for assessment fewer assignments than the other candidates;
 - that consideration be given to the candidate submitting for assessment shorter individual assignments.
9. In deciding on the method, the one chosen should allow the candidate to demonstrate his or her attainment as well as possible. The second two have certain disadvantages in that it may be difficult to demonstrate ability when the assignments are limited in some way. Sufficient evidence of attainment in each of the relevant assessment objectives must be provided. The first option overcomes this but may prove to be too exhausting for the candidate who may be producing coursework for more than one subject. This option will only be permitted provided that it does not jeopardise the ability of the awarding bodies to publish results on time. You should seek advice from the awarding body.

Oral Examinations

10. If candidates are able to attempt oral examinations, you may request arrangements to make the testing environment as relaxed as possible.

Augmentative speech equipment may be used if this is the candidate's normal method of communication provided that the assessment criteria can be applied. If a substantial proportion of the assessment criteria cannot be met it may be in the candidate's interest to request exemption from the oral component. Advice from the awarding body should be sought.
11. If candidates are unable to be assessed for oral communication where this is an assessment objective, e.g. English, modern foreign languages, a special award will be made by arrangements to compensate for the missing element. In such cases there will be an indication on the certificate that the candidate was exempt from satisfying the full range of assessment objectives.

Practical Examinations and Assessments

12. The guiding principle in practical assessments must be safety at all times. Candidates must neither endanger other candidates nor endanger themselves. You should take the following steps.
 - If a set task is not suitable for the candidate and beyond his or her physical capabilities, ask the awarding body for guidance on an alternative task that would allow the candidate to demonstrate his or her attainment in the skill being assessed.

- For schemes of examination involving practical tests or practical coursework, contact the awarding body as early as possible about the possibility of using “helpers” to act as pairs of hands working to the direction of the candidate. Notes on the use of practical assistants are given on pages 42-43.
- If a candidate is unable to use standard equipment, check with the awarding body that special equipment can be used instead.

VISUALLY-IMPAIRED CANDIDATES

These notes relate to Visual-Impairments that are not fully correctable by spectacles or other forms of vision aid. They do not refer to Visual Perceptual Difficulties.

You should read this guidance in conjunction with paragraphs 11-41 of the General Regulations section on special arrangements.

Time Allowance

1. The needs of most candidates will be met by an additional allowance of up to 25% which can be granted by the Head of centre without application to the awarding body. You must apply for additional extra time if you consider it to be necessary. You should bear in mind the following important points.

- Many visually-impaired candidates work more slowly than their fully sighted peers for two main reasons:
 - (a) the additional time taken to access written information;
 - (b) the additional time taken to present responses.

The extent to which individual candidates will be affected by these factors will depend on the severity of their sight loss, their level of skill in managing it, the nature of the examination paper concerned and the means by which they present their responses.

- The inability to scan the page quickly or to comprehend diagrams readily may make additional time necessary for many visually-impaired candidates. (This will be the case for those working with enlarged as well as modified papers.)
- Papers requiring candidates to work with complex maps, figures, tables and diagrams are likely to cause particular difficulties, as are those involving large amounts of reading and cross-referencing.
- If a visually-impaired candidate is going to use specialist equipment (e.g. closed circuit television, low vision aids, etc.) to access the paper, this may also affect his or her speed of working.
- The means of presenting responses may also affect a candidate's speed of working. Assess his or her speed of working in the chosen means of presenting responses. Look out particularly for speed of handwriting, typing or braille, the extra time involved in using a reader or dictating to an amanuensis, and the extra time taken to check through answers at the end of the examination.

Rest Breaks

2. Extensive time allowances may create a situation where rest breaks are necessary, or where measures are required to avoid timetable clashes. Rest breaks may be granted at the discretion of the Head of centre without application to the awarding body. You must follow the awarding bodies' regulations on timetable clashes.

Means of Access to Questions

3. See paragraph 15 of the general section (page 7) for a summary of the types of paper available to visually-impaired candidates. The definitions given below may be helpful.

Unmodified Enlarged paper This is the standard paper enlarged on a photocopier from A4 to A3, thus enlarging the whole paper and retaining the original layout and visual presentation. Unmodified enlarged papers are most likely to be suitable for candidates with a moderate visual impairment for whom increasing the size of the text is sufficient in itself to provide access.

Modified Enlarged paper This involves the paper being modified on the advice of a specialist teacher of the visually-impaired to simplify visual complexity and layout and, where necessary, to reduce content, while still meeting the same assessment objectives as those tested in the original paper. Modified enlarged papers are then re-printed in 18 point bold print on A4 paper with modified diagrams incorporated. This can then be further enlarged onto A3 paper. The modification is normally undertaken by the awarding body well in advance of the examination date. Modified enlarged papers are most likely to be suitable for candidates with a severe visual impairment for whom a variety of aspects in the visual presentation of the original print paper may cause difficulties of access.

Braille paper This involves a similar process of modification to that outlined above for modified enlarged papers, with the paper, including tactile diagrams, then being produced in braille by a specialist agency.

4. It is very important to identify the correct type of paper for your individual candidate (particularly in the case of enlarged/modified papers for partially-sighted pupils). You can only do this by assessing individual needs against the different types of paper available. Some candidates may require most papers in one format but some in another, depending on their level of sight and the nature of the paper concerned. Some may even require papers in more than one format (e.g. enlarged and modified print). However, you should be aware of the time and cost involved in producing modified papers and only request material which is likely to be needed.
5. Candidates may also wish to access ordinary or modified papers through the use of low vision aids and technological devices (e.g. closed circuit television, OCR scanners, etc.).
6. If a candidate requires a reader, refer to the Notes on the use of readers (pages 35-36) for advice. A reader may be necessary for some types of paper where the candidate is required to refer back regularly to the text, even if he or she is competent in print or braille reading skills.
7. In the case of a candidate with colour blindness a key to identify different colours may be appropriate (e.g. OS map questions). Alternatively the invigilator may name colours to a candidate if required.

8. Some candidates may benefit from the addition of colour to a paper to highlight certain features. Again, check with the awarding body on the acceptability of this modification and on the most appropriate means of implementation.

Centres should refer to the document "Specification for the Preparation and Production of Examination Papers for Visually-Impaired Candidates" (Effective for examinations in and from 1998) which is available from any of the awarding bodies, in order to ensure that candidates are familiar with the methods of presentation that will be made available to them at the time of the examination.

Means of Presenting Responses

9. It is important to provide candidates with the means to present answers by the method most appropriate and familiar to them, where use of such methods would not invalidate the assessment objectives of the examination concerned. The points given below concerning the methods available should be borne in mind.

Handwriting The need for the candidate's work to maintain legibility throughout the examination, also the possible need to provide specialist pens and/or writing paper if needed.

Typing If the candidate is using a manual typewriter, noise may be a problem in the examination room.

Word Processing Using qwerty or braille input, possibly with large character display or speech output. Refer to the Notes on the use of computers, word processors and electronic typewriters (pages 44-46) for further information on the use of computers in examinations. If a specialist device (e.g. braille word processor) is to be used make sure that you have the necessary technical support available in case of machine breakdown.

Braille Using manual braille and subsequent transcription to print - noise should again be a consideration. You may find it helpful to have a sighted braille reader on hand to transcribe the braille where necessary, also to proof-read the output of automatic transcription if using Braille n' Print or a similar device. Refer to the Notes on the production of a transcript (pages 49-50).

Amanuensis Refer to the Notes on the use of amanuenses (pages 47-48) for further information. The use of an amanuensis may be necessary even for a candidate who is competent in presenting responses in print or braille, in papers requiring specialist codes, symbols or language (e.g. some science and modern foreign language papers).

Coursework

10. You may consider that a visually-impaired candidate requires different coursework assignments from other candidates, to take account of the more limited access to reference materials.

11. If coursework tasks involve large amounts of independent reading and research you may wish to request that a visually-impaired candidate undertakes a reduced amount of coursework or completes it over a longer period. If a specification/syllabus requires that coursework should be completed within a specified period during the course, or places a limit on the duration of particular assignments, the awarding bodies may permit additional time provided that this does not jeopardise their ability to publish results at the agreed time. A lesser amount of coursework than that stipulated in the specification/syllabus may be accepted without penalty, provided that sufficient evidence of attainment in each of the relevant assessment objectives is provided.

Practical Examinations and Assessments

12. You may need to request some modification to practical tasks to make them accessible to a visually-impaired candidate, instead of or in addition to using a practical assistant. **Whether the awarding body is able to accept such a request will depend on the assessment objective(s) being tested.**

Additional Considerations

13. Consider in advance the need for any specialist equipment for use in examination situations e.g. task lighting, talking thermometer or calculator, specialist stationery. If in doubt, check with the awarding body whether these may be used. It is the responsibility of the centre to provide such items.
14. Identify well in advance what other special arrangements may be necessary on the day of the examination, e.g.
 - a large desk to accommodate specialist equipment;
 - a separate room to overcome problems of noise created by the use of equipment, a reader or amanuensis;
 - additional invigilation as a result of time allowances or use of a separate room;
 - supervised rest breaks.
15. Ensure that a visually-impaired candidate who cannot see a central clock is provided with regular time checks throughout an examination.

HEARING-IMPAIRED CANDIDATES

You should read this guidance in conjunction with paragraphs 11-41 of the General Regulations section on special arrangements.

Time Allowance

1. The needs of most candidates will be met by an additional allowance of up to 25% which may be granted by the Head of centre without application to the awarding body. You must apply for additional extra time if you consider it to be necessary. You should bear in mind the following important points.
 - A candidate may need additional time in an orally-administered assessment that requires written answers because he or she will not be able to lip-read or receive signed communication and write at the same time. Where diagrams or illustrations have to be explained additional time may also be needed. Please note the guidance above concerning extra time up to 25%.
 - In aural tests you may use a lip-speaker or sometimes a signing communicator to present the material recorded on an audio tape. Refer to the Notes for communicators presenting **aural** components to hearing-impaired candidates (pages 38-39). For this additional time may also be required.

Means of Access to Questions

2. Except for the text/stimulus material in English or Welsh or the text in the foreign language in modern foreign language examinations, you may ask for question papers to be modified for pre-lingually hearing-impaired candidates. Modifications can be made to general vocabulary and syntax but not to vocabulary specific to the subject or to literary texts and source material when understanding of the original material is specifically being assessed. This modification work is arranged by the awarding body and done by approved teachers of the deaf well in advance of the examination date.
3. You may ask for the signing of questions for candidates who are normally taught through signing if access to questions is not possible through other means. The communicator may use the method of signed communication appropriate to the candidate. Although some re-phrasing will be inevitable because of the change to a visual form of presentation, such re-phrasing must not give the candidate an unfair advantage and care must be taken not to indicate the meaning of technical words, where an understanding of those words is inherent in the question. In such instances the word should be finger-spelt.

You may ask for the oral/aural presentation of questions for candidates who are normally taught through such means in special schools or special classes if access to questions is not possible through other means. Although some re-phrasing may be inevitable because of the change to a visual form of presentation, such re-phrasing must not give the candidate an unfair advantage and care must be taken not to indicate the meaning of technical words, where an understanding of those words is inherent in the question.

4. For aural tests, special amplification may be used or tests may be read to enable candidates to lip-read.

In addition to lip-speaking the content of the tape in an aural test the presenter may finger-spell the initial letter of words which are easily confused, e.g. deux francs and neuf francs.

5. In mental arithmetic tests, flashcards showing the numbers may be used. (See also paragraph 21 on page 7.)

Means of Presenting Responses

6. Now that spelling, punctuation and grammar, or quality of language form part of the assessment in many specifications/syllabuses, all candidates will be assessed under the same nationally-agreed criteria. It is not considered to be in the best interests of candidates to be exempted from the assessment of spelling, punctuation and grammar in GCSE. There is no exemption from quality of language assessment in GCE. (See paragraphs 40-41 on page 9-10.)
7. You should be aware that some examinations do not require answers in complete sentences and that note-form is acceptable in some circumstances. You should consult the awarding body.
8. If your candidates have a problem with written work, you should check which examination papers include an assessment of spelling, punctuation and grammar.
9. **The signing of responses is not permitted.**

Coursework

10. In an everyday teaching situation some hearing-impaired pupils have a teacher of the deaf working alongside the classroom teacher to aid communication and understanding and to ensure that the hearing-impaired pupil can take part in the lesson.

If a pupil has normally been using a teacher of the deaf in this way, then such a teacher may perform the same function during any classroom-based assessments.

11. Special arrangements are intended to enable the candidate to demonstrate his or her level of attainment but you must ensure that they do not give the candidate an unfair advantage over other candidates in the same examination. Also you must avoid misleading the user of the certificate about the candidate's attainment in the subject concerned.
12. The teacher must confirm that steps were taken to ensure that the work assessed is solely that of the candidate concerned and must present a written declaration that the candidate's work was conducted under the required conditions.
13. Make sure that full details are recorded of the nature of any assistance given to a particular candidate which is beyond that given to the teaching group as a whole but within the parameters laid down by the specification/syllabus.
14. You must take this assistance into account, according to the awarding body's instructions, when making any assessments.

Oral Examinations

15. If candidates are able to attempt oral examinations, arrangements may be made to make the testing environment as relaxed as possible.
16. If candidates are unable to be assessed for oral communication where this is an assessment objective (e.g. English, modern foreign languages, etc.) a special award will be made by arrangements to compensate for the missing element. In such cases, there will be an indication on the certificate that the candidate was exempt from satisfying the full range of assessment objectives.

Practical Examinations

17. You may ask to use communicators to clarify written instructions.

Mental Arithmetic Tests

18. In mental arithmetic tests in which a candidate has to lip-read numbers, you may request numbers to be presented visually, either on flashcards or with numbers written on a blackboard or a whiteboard as the teacher speaks the question.

LEARNING DISABILITIES (Including Neurological Dysfunction)

You should read this guidance in conjunction with paragraphs 11-41 of the General Regulations section on special arrangements.

Identification of candidates for whom special arrangements may be requested

1. Candidates are likely to have experienced difficulties in at least one of the areas given below.

Reading Accuracy	This would include candidates who are unlikely to be able to read the examination material with sufficient accuracy to avoid making mistakes that will affect the understanding of what they read.
Reading Speed	This will be a particular problem where the speed of reading is so slow that the candidate loses the sense of what he or she reads.
Spelling	This will include candidates with spelling difficulties that significantly slow their work rate and result in the use of alternative words that are easier to spell or candidates who are unlikely to achieve any score in the marking of spelling.
Handwriting Speed	Candidates whose handwriting speed is so slow that it presents a particular problem should be trained to communicate the information required by questions as briefly as possible wherever this is appropriate. Where such a strategy is not sufficient, special arrangements may need to be sought.
Handwriting Legibility	This may relate to writing under time pressure and in such cases the previous section will apply. There are, however, candidates whose scripts are illegible despite their being allowed to write more slowly.
Other Difficulties	As well as the preceding areas of difficulty, some candidates have other specific problems, e.g. attention and concentration, clumsiness and disorganisation of such severity as to prevent them from demonstrating attainment. Such difficulties as these and others are often found to be associated with neurological dysfunction.

2. The following information will need to be provided:
 - a description of the severity of the disability;
 - evidence of the extent to which the candidate is disadvantaged because of the disability;

- what special arrangements have been made to enable the candidate to overcome his or her disability in school/college work and assessment;
- historical evidence of the disability. The candidate's needs should have been recognised over a period of time and the arrangements proposed for the examination should reflect past and present need. If no previous arrangements have been made, you should consider very carefully whether arrangements are justified, and refer cases of doubt to the awarding body;
- evidence derived from psychological assessment. Such evidence must include the information requested on the Psychological Assessment Report/Specialist Teacher's Assessment Report. Any assessment used as evidence must have been conducted by a psychologist or an appropriately qualified teacher and the report prepared within the two years prior to the examination. (See pages 10-12 and 57-65.)

Time Allowance

3. The needs of most candidates will be met by an additional allowance of up to 25% that can be granted by the Head of centre without application to the awarding body. You must apply for additional extra time if you consider it to be necessary. In establishing need, you should take account of the nature of the difficulties outlined in paragraph 1 above.

Means of Access to Questions

4. The reading of questions to candidates is permitted only in exceptional cases. Any request would need to provide psychological evidence of a discrepancy between reading ability and reasoning ability and a Reading Age of 12.0 years and below for GCE and VCE, and 10.0 years and below for GCSE and Intermediate and Foundation GNVQ. The reading of question papers will lead to an indication on the certificate in some subjects. In subjects where understanding of the written word is an assessment objective, readers will not be allowed.
5. The taping of question papers will not be permitted.

Means of Presenting Responses

6. You may request the use of a word processor where this is the candidate's usual method of communication. However, use must not be made of spell-checks, thesauri or similar electronic devices. The use of a word processor will not be permitted in papers in which a significant proportion of the marks are allocated to handwriting and presentation skills, although verbatim transcripts will be permitted. (See paragraph 7 below.)
7. You may provide a transcript of any sections of a candidate's script which would be difficult for an examiner to decipher. The transcript should normally be a verbatim copy of the original script. If, however, you consider that some interpretation or translation is necessary, you should discuss this with the awarding body and be prepared to supply samples of work.
8. Permission for the use of an amanuensis would be exceptional and there would need to be an indication on the certificate that the candidate was exempt from one of the assessment objectives in the subject. Centres requesting an amanuensis must be prepared to supply samples of work completed under timed conditions both with and without the services of an amanuensis.

Practical Examinations

9. Some candidates with neurological dysfunction have particular problems of organisation and clumsiness. You should bear in mind factors affecting the safety of the candidate and other candidates.

Coursework

10. Candidates may, without the need to request permission from the awarding body, use spelling aids, e.g. dictionaries and word processors with spell-check facilities in coursework, unless a set task within controlled conditions specifically excludes their use.

CANDIDATES WITH OTHER DISABILITIES/DISORDERS

Most candidates with special educational needs who require special arrangements will be covered by the previous sections. There are, however, others for whom particular special arrangements may be made related to their own individual needs.

These would include the following.

- Emotional and behavioural difficulties e.g. where poor concentration may require supervised breaks.
- Language disorders where language comprehension and expression, including vocabulary and syntax, may be impaired.
- Communication disorders involved in conditions such as autism, Asperger's Syndrome, etc. where associated difficulties significantly disadvantage the candidate in, for example, oral components.

For such candidates and others not specifically mentioned, early discussion with awarding bodies, preferably at the commencement of the course, is essential so that decisions may be made on the nature of the evidence required and the arrangements that will be permissible. In most of these cases psychological and/or medical evidence will be needed.

CANDIDATES WHOSE FIRST LANGUAGE IS NOT ENGLISH, IRISH OR WELSH

1. The use of a bilingual dictionary is the only permitted special arrangement for candidates where the reason for the application is solely on the grounds that their first language is not English, Irish or Welsh. Additional time is not permitted for the use of a bilingual dictionary. Electronic bilingual dictionaries or translators may not be used.
2. For bilingual dictionaries an application is not required except in modern languages and General Studies.
3. A bilingual dictionary is not allowed in English, Irish or Welsh.

THE USE OF READERS

A reader is a person who, on request, will read to the candidate:

- (a) the entire or any part of the examination paper or coursework material;
- (b) any part of the candidate's answers.

For candidates requiring a reader and an amanuensis, the same person may act as both (see Notes on the use of amanuenses pages 47-48).

1. Permission for the use of a reader must be obtained from the awarding body prior to the examination or at the commencement of coursework.
2. The use of a reader should neither give a candidate an unfair advantage nor should it disadvantage the candidate.
3. The use of a reader must not modify the specification/syllabus requirements for the subject being examined or the specification requirements of the awarding body. In some cases the understanding of the written word may be the skill being examined.
4. Additional time will be permitted for the use of a reader and will normally be up to 25% of the prescribed duration of the examination.
5. A reader should normally be a responsible adult who is able to read accurately and at a reasonable rate and who, in the case of a scientific, mathematical or technical subject, should ideally have a working knowledge of that subject.
6. A reader is responsible to the Head of centre and the person who is to act as the reader must be acceptable to the Head of the centre.
7. A reader should not normally be the candidate's own teacher but there may be circumstances in which it is necessary to use the candidate's own teacher in that capacity; in such cases the awarding body should be specifically consulted. On no account may a relative of the candidate be used as a reader.
8. A candidate should wherever possible have adequate practice in the use of a reader. Awarding bodies should be consulted at the beginning of the course about any candidate who will require a reader for the production of coursework so that the candidate may have adequate practice before undertaking the coursework tasks.
9. Candidates having the services of readers should be accommodated separately to avoid disturbing other candidates. However, several such candidates attempting the same paper may be accommodated together with a single reader. In these cases the invigilator may act as the reader.
10. During an examination or the production of coursework, a reader:
 - (a) must read accurately;
 - (b) must only read the rubrics and questions, not explain or clarify;
 - (c) may enable the candidate to identify which piece of visual material relates to which question but must neither give factual help to the candidate nor offer any suggestions;

- (d) must not advise the candidate regarding which questions to do, when to move on to the next question, nor the order in which the questions should be done;
- (e) must repeat instructions given on the question paper only when specifically requested to do so by the candidate.

A reader for the visually-impaired:

- (a) should read, as often as requested, the questions and the answers already recorded;
- (b) must, if asked, give information regarding time elapsed and remaining;
- (c) is permitted to help a candidate using tactile maps, diagrams, graphs and tables to obtain the information that the print/amended print copy would give to a sighted candidate;
- (d) must, if requested, give the spelling of a word that occurs in the question paper or in the coursework material - **otherwise spellings must not be given**;
- (e) should be prepared for periods of inactivity during an examination;
- (f) must immediately refer any problems in communication during the examination to the invigilator. If in doubt always ask the invigilator.

It should be noted that failure to comply with the regulations given in this paragraph could result in the candidate being disqualified.

11. If the Head of centre considers that the arrangements made do not, for any reason, enable the candidate to demonstrate his/her attainment in the examination, a request for special consideration should be submitted to the awarding body with an explanation of the difficulties experienced by the candidate.

THE USE OF COMMUNICATORS FOR HEARING-IMPAIRED CANDIDATES

Introduction

1. Arrangements for the use of a communicator will be made by the Head of centre in consultation with the teacher of the deaf or local advisory service as appropriate.

Organisation

2. The communicator must be a qualified teacher of the deaf or be appointed by a qualified teacher of the deaf.
3. A separate communicator should be available for each candidate, if possible. The number of candidates per communicator should never exceed three.
4. The examination for the hearing-impaired candidates should take place in a separate room and therefore a separate invigilator may be required.

Procedure

5. The communicator may go through the rubric with the candidate.

Re-interpreting is to be applied to carrier language, not technical language. Particular care should be taken when the language of the paper has already been modified by a teacher of the deaf. You should refer to paragraphs 2-5 on pages 27-28 of this document for access to questions.

6. The communicator may take the initiative in re-interpreting any special linguistic difficulties considered likely to confuse the candidate.
7. The role of the communicator is mainly to be available to re-interpret when requested to do so by the candidate.
8. The means of communication used to re-interpret should be appropriate to the need of the candidate, and may include:
 - saying the word or phrase,
 - use of sign language,
 - use of writing.

Although some re-phrasing will be inevitable if questions are signed because of the change to a visual form of presentation, such re-phrasing must not give the candidate an unfair advantage and care must be taken not to indicate the meaning of technical words, where an understanding of these words is inherent in the question.

Recording

9. Any words or phrases re-interpreted for the candidate should be underlined on the question paper which, if separate from the answer book, should be attached to the candidate's answer book. Amended versions of the questions should be shown on the question paper.
10. A note of the communication method adopted should be made on the question paper.

Aural Components Only

Communicators Presenting Aural Components to Hearing-Impaired Candidates

A Speaker

1. The speaker presenting the aural components may be either a teacher of the deaf or other professional with appropriate communication skills working under the direction of the teacher of the deaf.
2. Wherever possible the candidate(s) should be familiar with the speaker.
3. Where this is not the case, for example, when a group of hearing-impaired candidates are being brought together at one regional centre for the examination, the speaker should have the opportunity to familiarise him/herself via a trial presentation.
4. The communicator should be a clear speaker. (Beards and moustaches should be neatly trimmed so as not to obscure the lip pattern.)
5. It is suggested that there should be no more than six hearing-impaired candidates to one speaker and these should be seated so as to gain maximum benefit from the speaker.
6. In situations where audio-cassette tapes are used the speaker should be allowed access to these tapes at least one hour before the examination. This is to allow time for the preparation necessary for adequate communication. In order to comply with security requirements, it may be necessary to delay the start of the examinations for the candidates concerned and to place them under supervision whilst preparation takes place.
7. The awarding body should be informed if radio hearing-aid equipment is to be used by candidates wishing to listen to the tape while receiving simultaneous interpreting or speaking.
8. The awarding body should be asked whether additional repetition is allowed, if necessary, to take into account loss of concentration on the content as a result of the candidate's effort to 'hear' or to express answers orally or in writing.
9. A separate room and invigilator should be requested for hearing-impaired candidates receiving communication support so that the other candidates are not distracted.
10. If the content of the tape involves the use of two or more characters it is preferable, whenever possible, to use a separate speaker for each role. If this is not feasible then adequate alternative arrangements will have to be made.

Aural Components Only

B Total Communicators

N.B. Total communicators are **not** permitted for Modern Language Listening Tests.

1. The communicator presenting the aural component may be either a teacher of the deaf or other professional with appropriate communication skills working under the direction of the teacher of the deaf.
2. Wherever possible the candidate(s) should be familiar with the communicator and his/her method of communication.
3. Where this is not the case, for example, when a group of hearing-impaired candidates are being brought together into one regional centre for the examination, the communicator should have the opportunity to familiarise him/herself to the candidates via a trial presentation, e.g. carrying out a mock examination beforehand.
4. Where the use of sign language is required the communicator should have passed CACDP Stage 2 or have an equivalent level of competency.
5. The sign language component of the total communication should be delivered with the receptive skills of the candidate in mind but at the same time should follow the transcript or tape as accurately as possible.
6. It is suggested that there should be no more than six hearing-impaired candidates at a time to one communicator.
7. It is probable that extra time will be needed to convey the information through total communication and it will certainly be necessary if the hearing-impaired candidate is expected to take notes and/or answer questions. The awarding bodies will automatically permit additional time for the use of a communicator, normally up to 25% of the prescribed duration of the examination.
8. The awarding body should be informed if radio hearing-aid equipment is to be used by candidates wishing to listen to the tape while receiving simultaneous interpreting.
9. Ask the awarding body whether additional repetition is allowed, if necessary, to take into account loss of concentration on the content as a result of the candidate's effort to 'hear' or to express answers orally or in writing.
10. A separate room and invigilator should be requested for hearing-impaired candidates receiving communication support so that the other candidates are not distracted.

TEACHERS OF THE DEAF SUPPORTING HEARING-IMPAIRED CANDIDATES IN COURSEWORK

Where a hearing-impaired candidate normally has a teacher of the deaf working alongside the classroom teacher in an everyday teaching situation to aid communication and understanding and to ensure that the pupil can take part in the lesson, the teacher of the deaf may perform the same function during classroom-based assessments.

These notes are of a general nature only since each piece of coursework will have its particular and different requirements.

General Principles

1. Teachers of the deaf may discuss the ongoing work with candidates but may only respond to requests for guidance or advice; they must not direct the work being done.
2. Any assistance given to the candidate must not reduce the validity or reliability of the assessment and must not interfere with the assessment objectives of the assignment.
3. The candidate must not be given an unfair advantage over other candidates taking the same component.
4. Any guidance given to the candidate must be such that it does not mislead users of the certificate about the candidate's attainment.
5. The teacher must confirm that steps were taken to ensure that the work assessed is solely that of the candidate concerned and present a written declaration that the candidate's work was carried out under the required conditions.
6. Teachers are required to indicate on the appropriate document supplied to centres by the awarding bodies the nature and amount of guidance or advice given to any candidate. Full details must be recorded of the nature of any assistance given to a particular candidate which is beyond that given to the group as a whole but within the parameters laid down by the specification/syllabus.
7. Any assistance, as described in 6 above, must be taken into account, according to the awarding body's instructions, when the assessments are made.

General Guidance on the Planning and Execution of Coursework Assignments

8. Teachers of the deaf should consult with the Head of Department in the first instance to find out:
 - (a) the instructions issued by the awarding body to centres;
 - (b) the details of the task given out to candidates;
 - (c) general and specific advice/guidance given by the subject teacher to the class.
9. Throughout the preparation of the coursework, the teacher of the deaf should liaise closely with the Head of Department or class teacher:
 - (a) to find out the advice given to the class at each stage of the project/assignment;
 - (b) to check that the candidate's work is progressing satisfactorily.

10. A teacher of the deaf may feel that certain candidates may need additional guidance on structuring a project and organising their time. In such cases it can be helpful to break the task down into manageable stages, setting short-term targets with deadlines throughout the major assignment until completion.
11. Teachers of the deaf may ensure that candidates understand what is expected of them in response to section headings such as:
 - 'evaluate your final solution';
 - 'draw conclusions from your study';
 - 'develop your ideas'.
12. If a candidate is required to produce a folio item, the teacher of the deaf should ensure that the candidate's folio contains work in each section.
13. The teacher of the deaf should ensure that the candidate is presenting the work in the appropriate format.
14. The teacher of the deaf may recommend to the Head of centre that additional time be requested for the completion of coursework.

Guidance on Written Work

15. Any advice must be confined to the rough draft stage of an assignment and comply with the General Principles paragraphs 1-7 on page 40.
16. Advice should be given only at the request of the candidate. The teacher of the deaf must not indicate errors in or correct a candidate's written work.
17. Whilst a teacher may ask questions of a candidate in order to provoke him/her into giving further consideration to the form of an assignment, care must be taken not to indicate what changes could or should be made.
18. A number of projects lend themselves to the presentation of material in photographic or pictorial form. For some sections of a project, a candidate whose language is particularly weak may be advised to produce annotated illustrations with a few accompanying sentences of explanation or argument, thus minimising the amount of written work required.

THE USE OF PRACTICAL ASSISTANTS

A practical assistant is a helper who, in Practical Assessments, will ensure a candidate's safety and/or transmit visual observations and/or carry out some or all of the tasks at the candidate's instructions. Candidates may be eligible to use practical assistants if they suffer from disabilities or indispositions that prevent them from carrying out the practical tasks themselves.

1. Permission for the use of a practical assistant must be obtained from the awarding body prior to the relevant assessments.
2. The use of a practical assistant should neither give a candidate an unfair advantage, nor should it disadvantage the candidate. The object of the exercise is to enable a true assessment of the candidate's knowledge, understanding and skills to be determined.
3. The use of a practical assistant must neither modify the specification/syllabus requirements for the subject being examined at GCSE, nor the specification requirements of the awarding body. In some cases, for example, the manipulation of apparatus or making accurate visual observations may be the skill being examined and in these cases the candidate will not be eligible for the marks concerned unless he/she demonstrates the necessary attainment. In GCE examinations where the practical component is assessed by an external examiner the use of a practical assistant will lead to an indication on the certificate.
4. Additional time will be permitted for the use of a practical assistant and will normally be up to 25% of the prescribed duration of the examination.
5. A practical assistant should be a person who is able to ensure the safety of the candidate and carry out his/her instructions accurately. The practical assistant should ideally have a working knowledge of the subject concerned.
6. A practical assistant is responsible to the Head of centre and the person who is to act as the practical assistant must be acceptable to the Head of centre.
7. The practical assistant should not normally be the candidate's own teacher in the subject. However, a teacher (where necessary the candidate's own teacher) will have to be present to invigilate/supervise the proceedings and award marks for the positive achievement demonstrated by the candidate. On no account may a relative of the candidate be used as a practical assistant.
8. A candidate should, wherever possible, have adequate practice in the use of a practical assistant. Where assessments take place periodically throughout the course, applications should be made to the awarding body at the beginning of the course so that, where provision is agreed, practice may be given before the assessments take place.

The need for a practical assistant may not arise until immediately before or during an examination. Centres should provide a practical assistant, alternative accommodation and supervision and ensure that, as far as possible, the regulations governing the use of practical assistants are observed. The situation must be reported immediately to the awarding body.

9. The Head of centre must ensure that candidates who are using a practical assistant are accommodated separately from other candidates. The teacher responsible for the assessment of practical skills must be present in addition to the practical assistant.

10. During a Practical Assessment a practical assistant:
- (a) must not give factual help to the candidate or offer any suggestions;
 - (b) must not advise the candidate regarding which questions to do, when to move on to the next question, or the order in which the questions should be done;
 - (c) must carry out instructions exactly as they are given unless to do so would cause a hazard; if the practical assistant does not understand the candidate's instructions, he/she may ask for clarification but must not lead the candidate in any way or attempt to interpret the candidate's wishes; if incorrect or inadequate instructions are given by the candidate this must be reflected in the marks awarded for the assessment;
 - (d) should not expect to assist the candidate throughout an assessment (there may well be parts of the assessment which the candidate can do without help and thus gain credit for demonstrating the required skills);
 - (e) must immediately refer any problems during an assessment to the invigilator/supervisor. If in doubt, always ask the invigilator/supervisor.

It should be noted that failure to comply with the regulations given in this paragraph could result in the candidate being disqualified.

11. If the Head of centre considers that the arrangements made do not, for any reason, enable the candidate to demonstrate his/her attainment in the examination, a request for special consideration should be submitted to the awarding body with an explanation of the difficulties experienced by the candidate.

THE USE OF COMPUTERS, WORD PROCESSORS AND ELECTRONIC TYPEWRITERS

The awarding bodies recognise that the use of computers by disabled candidates is educationally desirable and may on occasion provide the primary means of communication. The use of the term 'computer' in these Notes should be taken to include word processors, personal computers (PCs) and other microprocessor controlled devices producing output in text or other forms such as graphics and diagrams.

Since some word processors and PCs with word processing software are permitted generally for some parts of the examination assessment (e.g. most coursework) an application for special arrangements may not always be necessary. If, however, there is any doubt about the acceptability of word processed coursework or if it is intended to use the computer other than as a basic word processor, the Head of centre should consult the awarding body.

In circumstances where special arrangements are needed, awarding bodies will make every attempt to respond positively to requests for candidates to use computers subject to the following principles and procedures.

Awarding bodies will consider each application in relation to the assessment objectives of the subjects for which the candidate will be entered.

A Principles and Information Needs

1. The object of special arrangements is to enable candidates with disabilities to demonstrate their attainment in relation to the assessment objectives of a specification/syllabus. This principle applies to the use of computers in the same way as it does to other types of special arrangement. It is the attainment of the candidate which must be assessed and the use of the computer must not create a misleading impression of that attainment or confer an unfair advantage over other candidates.
2. It is anticipated that candidates who are able to produce work for assessment by handwriting or drawing will do so. Candidates with disabilities may be permitted to produce their answers via a computer in cases where the disability means they cannot present answers in the usual way.

It is expected that the special arrangement requested for assessments and examinations will reflect the candidate's usual method of working in the classroom.

3. Before choosing an examination specification/syllabus for a candidate who uses a computer, the centre should consider whether the assessment objectives can be met fully if answers are presented in such a way. In some cases the specification/syllabus may be designed to test particular skills (e.g. drawing by hand) which cannot be demonstrated if a computer is used. In cases of doubt, the Head of centre should consult the awarding body.
4. It is in the best interests of candidates to establish at an early stage whether or not special arrangements can be made.
5. When considering an application for special arrangements that will involve more than the computer being used as a basic word processor, the awarding body will need full details of the hardware and software requested for use by the candidate. This must include details of facilities like spell-checkers, dictionaries, thesauri, calculators, etc. which are available. The awarding body will wish to determine what effect, if any, the use of the computer will have on its ability to assess the candidate fairly in each subject.

The awarding bodies reserve the right to seek independent advice concerning the operation of computers and software used by candidates in order to help them determine what special arrangements should be made.

6. Where it is apparent that assessment objectives cannot be met fully if a computer is used, an awarding body may:
 - (a) allow the centre's request on the understanding that there will be an indication on the certificate that the candidate was exempt from satisfying the full range of assessment objectives;
 - (b) suggest alternative special arrangements;
 - (c) refuse the request.

B Code of Practice

1. Where the use of a computer has been approved, the awarding body will award marks on the basis of the positive achievement demonstrated by the candidate. In order to ensure the fair application of marking schemes, centres may, in some cases, be asked to supply additional information concerning the means used by candidates to answer particular examination questions.

In the case of coursework, the centre should give credit according to the assessment criteria for the specification/syllabus. Where the use of the computer means that certain skills cannot be demonstrated, the centre must not give credit for the skills concerned. An awarding body may require a centre to submit coursework produced on a computer for inspection by a moderator.

2. A computer may be used solely by the candidate who is the subject of the provision and not by someone acting on the candidate's behalf. The candidate must therefore be proficient in the use of the computer and its software. Operator manuals may not be used in examinations.
3. The centre/candidate must ensure that the computer is working correctly at the time of an assessment or examination.
4. Candidates must have access only to those facilities which have been agreed in advance.
5. Similarly, candidates must not be able to gain access to existing files or documents. Where a system operates from floppy disk, the candidate must be supplied with a formatted disk containing only the software required for the assessment or examination concerned.
6. Candidates using computers in circumstances where their use may distract other candidates must be accommodated separately from others for formal assessments and examinations. The awarding body's normal regulations concerning invigilation must be applied.
7. The frequent saving of work is strongly recommended. Where available, an autosave facility can achieve this.

8. The printing of answers may take place after the time allowed for the examination has expired. The candidate should be present in order to verify that his/her printing is complete.

The invigilator must ensure that facilities such as those identified in A5 above, which have not been approved by the awarding body, are not used by the candidate.

THE USE OF AMANUENSES

An amanuensis is a person who, in coursework and/or in an examination, writes down, types or word processes a candidate's dictated answers to questions. Candidates are eligible to use amanuenses if they suffer from long-term or temporary disabilities that prevent them from communicating by any other means. For candidates requiring an amanuensis and a reader, the same person may act as both. (See Notes on the use of readers on pages 35-36.)

1. Permission for the use of an amanuensis must be obtained from the awarding body prior to the examination or the commencement of coursework.
2. The use of an amanuensis should neither give a candidate an unfair advantage nor disadvantage the candidate.
3. The use of an amanuensis must neither modify the specification/syllabus requirements for the subject being examined, nor the specification requirements of the awarding body. In some cases the writing of answers by the candidate may be the skill being examined.
4. Additional time will be permitted for the use of an amanuensis and will normally be up to 25% of the prescribed duration of the examination.
5. An amanuensis should normally be a responsible adult who is able to produce an accurate record of the candidate's answers; who can write legibly, type or word process at a reasonable speed; and, in the case of a scientific, mathematical or technical subject, should ideally have a working knowledge of that subject.
6. An amanuensis is responsible to the Head of centre and the person who is to act as the amanuensis must be acceptable to the Head of centre.
7. An amanuensis should not normally be the candidate's own teacher but there may be circumstances in which it is necessary to use the candidate's own teacher in that capacity; in such cases the awarding body must be specifically consulted. On no account may a relative of the candidate be used as an amanuensis.
8. A candidate should wherever possible have adequate practice in the use of an amanuensis. Awarding bodies should be consulted at the beginning of the course about any candidate who will require an amanuensis for the production of coursework so that the candidate may have adequate practice before undertaking the coursework tasks.

The need for an amanuensis may not arise until immediately before or during an examination. Centres should provide an amanuensis, alternative accommodation and supervision and ensure that as far as possible the regulations governing the use of amanuenses are observed. The situation must be reported immediately to the awarding body.

9. A candidate using an amanuensis must be accommodated in such a way that no other candidate is able to hear what is being dictated. The amanuensis may not also act as the invigilator.
10. During the examination or the production of coursework an amanuensis:
 - (a) must neither give factual help to the candidate nor offer any suggestions;

- (b) must not advise the candidate regarding which questions to do, when to move on to the next question, or the order in which the questions should be done;
- (c) must write down, type or word process answers exactly as they are dictated;
- (d) must draw or add to maps, diagrams and graphs strictly in accordance with the candidate's instructions;
- (e) must write, type or word process a correction on a typescript or braille sheet if requested to do so by the candidate;
- (f) may at the candidate's request read back what has been recorded;
- (g) must not expect to write throughout the examination as the candidate may require supervised rest breaks during the working of the examination;
- (h) must immediately refer any problems in communication during the examination to the invigilator. If in doubt always ask the invigilator.

It should be noted that failure to comply with the regulations given in this paragraph could result in the candidate being disqualified.

11. If the Head of centre considers that the arrangements made do not, for any reason, enable the candidate to demonstrate his/her attainment in the examination, a request for special consideration should be submitted to the awarding body with an explanation of the difficulties experienced by the candidate.

THE PRODUCTION OF A TRANSCRIPT

The purpose of a transcript is to aid the examiner in the marking of a candidate's script. The examiner will mark the candidate's script and will only refer to the transcript if it is impossible to decipher any part of the candidate's response(s).

The regulations below apply equally to the transcription of a candidate's answers in braille.

1. Permission to provide a transcript must be obtained from the awarding body prior to the examination or the commencement of coursework.
2. The transcript must be produced by a member of the centre's staff who is familiar with the candidate's handwriting or is fully competent in the braille code for the subject concerned.
3. The transcript must be produced in a separate copy of the question paper/answer booklet or on lined or unlined white paper as appropriate.
4. The transcript may be handwritten, typed or word processed as appropriate. If handwritten, dark blue or black ink must be used. Pencil must never be used.
5. The transcript must be produced immediately after the examination under secure conditions. The candidate must not be involved in the production of the transcript.
6. A copy of the Transcription Cover Sheet, Form JCGQ/TS, (shown on page 70 of this document) must be completed and securely attached to the front of the transcript together with a copy of the awarding body's letter of agreement to the transcription **but not the application for special arrangements or the supporting evidence**. The Cover Sheet must be signed by the teacher preparing the transcript and countersigned by, or on behalf of, the Head of centre for the transcript to be accepted.
7. Normally, the transcript will be of complete answers. In cases where only occasional words need to be transcribed, these may be written on a photocopy of the candidate's script. On no account must the candidate's original script be marked or annotated in any way.
8. In English, Irish, Welsh or modern foreign language examinations the transcript must be a verbatim copy of the original script. Any errors, including those of spelling, punctuation and grammar, must be transcribed as given by the candidate and must not be corrected.
9. If, however, in subjects other than English, Irish, Welsh, or modern foreign languages the centre considers that some interpretation or translation is necessary, this should be discussed with the awarding body well in advance of the examination. The centre should be prepared to supply samples of the candidate's usual written work. Such translation or interpretation should be confined to the correct spelling of individual words or, exceptionally, some re-phrasing rather than an indication of what the candidate intended to write.
10. Any annotations by way of translation or interpretation must be written on the verbatim transcript using a different colour ink, but not red, green or purple ink. Pencil must not be used for this purpose.

11. The transcript together with the documents referred to under paragraph 6 above, must be securely attached to the back of the candidate's script and be included with the centre's scripts for despatch to the examiner in the normal way. The production of the transcript must not delay the despatch of scripts to the examiner. The centre must not inform the examiner of the reason why a transcript was necessary.

THE USE OF PROMPTERS

Requests may be made to use prompters for candidates who have severe attention problems. Such candidates would normally be those with high incidence mild epilepsy or neurological or cognitive disability affecting attention. For a number of candidates in this category, it may be sufficient for the invigilator to act as the prompter, provided that the number of candidates in the examination room is small enough to allow this. For candidates requiring a reader and a prompter, the same person may act as both.

1. Permission for the use of a prompter must be obtained from the awarding body prior to the examination or the commencement of coursework.
2. Where the problem is one of concentration, consideration should be given to requesting supervised breaks rather than a prompter.
3. The use of a prompter should neither give a candidate an unfair advantage nor should it disadvantage the candidate.
4. The use of a prompter must neither modify the National Criteria/National Curriculum requirements for the subject being examined at GCSE nor the specific specification/syllabus requirements of the awarding body.
5. A prompter is responsible to the Head of centre and the person who is to act as the prompter must be acceptable to the Head of centre.
6. A prompter should not normally be the candidate's own teacher but there may be circumstances in which it is necessary to use the candidate's own teacher in that capacity; in such cases the awarding body should be specifically consulted. On no account may a relative of the candidate be used as a prompter.
7. Prompters should be sufficiently familiar with the candidate to recognise when his or her attention is no longer on the examination task and that he or she is not, for example, looking away from the paper whilst thinking.
8. Prompting in examinations is solely for the purpose of drawing the candidate's attention back to the examination task.
9. The prompter should sit near enough to be able to observe the candidate and draw his or her attention back to the task. This should, however, be organised as unobtrusively as possible. The prompter should not read the question paper (aloud or silently) nor should the prompter read the candidate's answer paper. The observation should be of the candidate, not of his or her work. The candidate's attention should be drawn back to the task using a light tap on the candidate's arm or shoulder or, alternatively, the desk (though not in a way that may be taken to indicate any part of the examination question paper). Verbal prompting should not be used. The method of prompting acceptable to both the candidate and the Head of centre should be agreed beforehand.
10. In the case of epileptic candidates where the problem is one of temporary absencing, the normal procedure to help that candidate will usually be allowed, though this will need to be agreed by the awarding body, as will supervised breaks if required after the absencing.
11. Under no circumstances may the prompter draw the attention of the candidate to part of the question paper or the candidate's answer paper.

12. The Head of centre must ensure that there are suitable arrangements for the proper supervision of the use of a prompter.
13. The Head of centre may need to make arrangements for candidates using a prompter to be accommodated separately from other candidates.
14. During an examination a prompter:
 - (a) must not give factual help to the candidate or offer any suggestions;
 - (b) must not advise the candidate regarding which questions to do, when to move on to the next question, or the order in which the questions should be done;
 - (c) should be prepared for periods of inactivity during the examination, but should remain vigilant;
 - (d) must immediately refer any problems during the examination to the invigilator.

It should be noted that failure to comply with the regulations given in this paragraph could result in the candidate being disqualified.

15. If the Head of centre considers that the arrangements made do not, for any reason, enable the candidate to demonstrate his or her attainment in the examination, a request for special consideration should be submitted to the awarding body with an explanation of the difficulties experienced by the candidate.

**APPLICATION FOR SPECIAL ARRANGEMENTS
GCE, VCE, GCSE AND GNVQ EXAMINATIONS**

Please use the guidance notes on pages 55-56 of this document to complete this form. The completed form should be sent to the Special Requirements Unit of the awarding body conducting the examination.

Examination Series

Centre No

Centre Name

Candidate No

Candidate Name

Examinations for which application is made

Examining Body	Specification/Syllabus Title	Specification/ Syllabus Code	Component/ Module Code

Reason for application

.....

.....

.....

Please tick the appropriate boxes

Medical/psychological evidence accompanies this form

Evidence of handwriting accompanies this form

Additional details of evidence attached

.....

.....

.....

NOTES ON THE COMPLETION OF THE APPLICATION FOR SPECIAL ARRANGEMENTS FORM

Application for Special Examination Arrangements

- You may grant additional time up to 25% and/or supervised rest breaks or (in most cases) permit the use of a bilingual dictionary, without applying to the awarding body. See page 10.
- For all other applications, complete a separate form JCGQ/SA/01 for each individual candidate and **SUBMIT A COPY OF IT TO EACH OF THE AWARDING BODIES CONCERNED** as far in advance of the examination as possible and no later than:

	Summer Examinations	Winter Examinations
Where special versions of modular or unit question papers are required (at least six weeks before the module required):	15 January of the year of the examination	30 September
For all other cases:	21 February of the year of the examination	30 September

For end of unit/module tests applications for all special arrangements, including the provision of special versions of question papers, must be submitted no later than six weeks before the dates of the tests concerned.

- At the top of the form specify either the Summer or Autumn/Winter examination series.
- In the box 'EXAMINATIONS FOR WHICH APPLICATION IS MADE', specify for the candidate concerned **ALL** the examinations for which special arrangements are being requested. Ensure that you give details of component codes where special papers are required making it clear the tier or option for which the candidate is to be entered.
- In the box 'REASON FOR APPLICATION', state precisely the nature of the disability or indisposition and its effects in relation to assessment.
- Specify any information/evidence enclosed with the application which will assist understanding of the case. Medical or other appropriate evidence will not always be required but must be provided for cases that the Head of centre is unable to verify to the satisfaction of the awarding body. Refer to paragraphs 50-55 in respect of evidence requirements.
- In the box 'SPECIAL EXAMINATION ARRANGEMENTS REQUESTED' specify, for each examination component, **your recommendations** for the special arrangements needed by the candidate. Be as precise as possible. Remember, it is **your** responsibility to recommend the special arrangements being requested.

You are advised, wherever possible, to consult a specialist advisory service or other external service on the most appropriate arrangements for the candidates concerned.

- You must complete the box 'SPECIAL ARRANGEMENTS ALREADY MADE WITHIN CENTRE FOR CLASSROOM WORK, TESTS, ETC.' **to indicate any support which is usually available to the candidate in the classroom situation and for tests conducted in the centre.** Specify for how long such arrangements have been made for the candidate. If none have been made put **'NONE'**.
- Complete the details of the 'DECLARATION'. The application must be supported by the Head of centre for it to be accepted by the awarding body. It is the responsibility of the centre to request the special arrangements and to supply the information required on the form. **Statements such as 'see psychologist's report' are not acceptable.**
- The forms may be photocopied on white paper.
- Completed forms must be submitted to the awarding bodies, **NOT** to the Joint Council for General Qualifications.

**REQUEST FOR SPECIAL EXAMINATION ARRANGEMENTS
GCE, VCE, GCSE AND GNVQ EXAMINATIONS**

PSYCHOLOGICAL ASSESSMENT REPORT

This form should be completed by an appropriately qualified psychologist or an appropriately qualified teacher. The completed form should be sent to the Special Requirements Unit of the awarding body conducting the examination.

Full Name of Candidate _____

Date of Birth _____ School/College _____

Centre No (if known) _____

Literacy Attainments

Outline the candidate's history of literacy difficulties and any of the following: the results of recent tests of reading accuracy and speed, spelling, writing speed and legibility; names, dates and 'test ceilings' of standardised tests used. Interpret the results in terms of their implications for the examination.

Cognitive Assessments

Provide evidence that the candidate can cope with the content of the examination. Give details of assessments, for example, WISC, Raven's Matrices, the dates of assessments and the test conclusions or results.

Other Relevant Information

Explain why you think the candidate has learning difficulties severe enough to warrant special examination arrangements.

Detail any other information to be taken into account, such as normal methods of working, e.g. the use of word processor, special arrangements that have been allowed in other examinations (for example, Key Stage 3), perceptual, attentional or co-ordination difficulties and any relevant emotional factors.

Is any additional psychological information enclosed with this form? **YES/NO***

Name of the author of this report _____
(Please use block capitals.)

Are you:

A Chartered Educational Psychologist? **YES/NO***

A Full/Affiliated Member of the Association of Educational Psychologists? **YES/NO***

Employed as an Educational Psychologist by an LEA? **YES/NO***

* Delete as appropriate for each statement.

I certify that the above information is accurate and that all assessments were carried out by a psychologist or appropriately qualified person.

Signed _____

Date _____

This form in its entirety may be used as a word processor template.

Supplementary Form for Updating Reports

REQUEST FOR SPECIAL EXAMINATION ARRANGEMENTS GCE, VCE, GCSE AND GNVQ EXAMINATIONS

SUPPLEMENT TO PSYCHOLOGICAL ASSESSMENT REPORT

This completed supplement may only be used when attached to a previous Psychological Assessment Report, on the prescribed form for GCE/GCSE examinations, when that previous report was completed more than two years prior to the date of the examination to be taken. This form should also be completed by an appropriately qualified psychologist. The completed form should be sent to the Special Requirements Unit of the awarding body conducting the examination.

Full Name of Candidate _____

Date of Birth _____ School/College _____

Centre No (if known) _____

Literacy Attainments

Detail here any of the following: the results of recent tests of reading accuracy and speed, spelling, writing speed and legibility; names, dates and 'test ceilings' of standardised tests used. Interpret the results in terms of their implications for the GCE/GCSE examinations as appropriate.

Other Relevant Information

Detail here any other relevant information, additional to the attached previous report, which should be taken into account by the awarding body/board.

Apart from the previous report, is any other information enclosed with this form? **YES/NO***

Name of author of this report supplement _____

Are you:

A Chartered Educational Psychologist? **YES/NO***

A Full/Affiliated Member of the Association of Educational Psychologists? **YES/NO***

Employed as an Educational Psychologist by an LEA? **YES/NO***

* Delete as appropriate.

I certify that the above information is accurate.

Signed

GUIDELINES FOR COMPLETING THE PSYCHOLOGICAL ASSESSMENT REPORT FORMS

Before completing the Psychological Assessment Report, you are strongly advised to familiarise yourself with the methods of assessment currently used in examinations.

1. Literacy Attainments

Psychologists completing the report will usually work closely with staff from the centre (the school/college) who have access to relevant records. The records will show the candidate's history of literacy difficulties and the way the centre has made arrangements to enable the candidate to overcome these difficulties.

Centres should have a systematic approach to identifying all candidates who may be eligible for special arrangements. If necessary, psychologists will discuss with teachers measures administered by the centre. These will include reading accuracy and speed, spelling, writing speed and legibility.

Individual tests administered should be named, together with date(s) of testing, results in test ages/standard scores and the test 'ceiling'. Criterion-referenced information and observation of the candidate's written work, relating directly to the 'access skills' involved in the examination, can also be included. Interpretation of results should focus on their implications for coping with the demands of the examination.

2. Cognitive Assessments

It is important to distinguish between literacy 'access skills' and the content of the examination. Note that learning difficulties may be found in candidates throughout the grade range. The assessor's role is to ascertain that, given assistance with literacy access skills, the candidate has the cognitive capacity to participate meaningfully in the content of the examination at the level entered.

Details of assessments should be given, including names of assessment instruments used, the dates of assessments and the conclusions or results. Any interpretation of cognitive assessments should relate directly to implications for the examinations. Where non-standardised instruments are used, statements should be made about their reliability and validity.

3. Other Relevant Information

Under this heading, you should explain why you think that the candidate has learning difficulties severe enough to warrant special examination arrangements and indicate whether, in your judgement, the tests show a discrepancy between the reading or writing ability and the reasoning ability of the candidate.

You should detail any other information to be taken into account such as normal methods of working, e.g. use of a word processor, special arrangements that have been allowed in other examinations, perceptual, attentional or co-ordination difficulties, any relevant emotional factors.

4. Completing the Report

The report must be completed and signed by an appropriately qualified psychologist within two years of the date of the examination. The status of the psychologist must be specified. The report must be submitted with the application from the Head of the centre for special examination arrangements.

**REQUEST FOR SPECIAL EXAMINATION ARRANGEMENTS
GCE, VCE, GCSE AND GNVQ EXAMINATIONS**

SPECIALIST TEACHER'S ASSESSMENT REPORT

Candidate's name _____ Date of birth _____

School/College _____ Centre No. _____

Literacy Attainments

1. Does the candidate have a history of difficulties with the acquisition and development of literacy skills? **YES/NO***

Give brief details. (School records & reports, SATs results; previous assessments.)

2. Have any of the following been made available to the candidate: learning support/a differentiated curriculum/special assessment arrangements? **YES/NO***

Give details including dates.

Reading Skills

Reading Accuracy

3. Is the candidate's (single word) reading accuracy in the low/below average range for his/her age? **YES/NO***

Give the candidate's result on a Single Word Reading test.

Name of test	
Test ceiling	
Date of administration	
Reading age	
Standard score/percentile rank	

Reading Speed

4. Does the candidate process continuous text more slowly than is usual for his/her age, due to decoding difficulties? **YES/NO***
(Comprehension should be taken into account here.)

Give the candidate's results on a timed assessment of reading.

Name of test	
Test ceiling	
Date of administration	
Reading age	
Standard score/percentile rank	

The implications for examinations are that:

- the candidate should be provided with a reader (see notes for completion); **YES/NO***
- the candidate should be allowed up to 25% additional time (in proportion to the reading involved in each paper). **YES/NO***

Writing Skills

Speed, Accuracy & Legibility

5. Is the candidate's spelling accuracy and/or handwriting so poor as to impair the ability of the examiner to read the candidate's script? **YES/NO***

Give the results of a spelling assessment, stating how many errors were unrecognisable as the target word.

Name of test	
Test ceiling	
Date of administration	
Spelling age	
Standard score / percentile rank	
Percentage of errors unrecognisable as Target Word	

6. Does the candidate express him/herself in written form, more slowly than is usual for his age and/or is there a significant discrepancy between his/her ability to express him/herself orally and in writing? **YES/NO***

Free writing speed (wpm)	
Percentage of indecipherable words	
Free writing speed (wpm) dictated/word-Processed	
Quality of language	

The implications for examinations are:

- the candidate should be provided with an amanuensis; **YES/NO***
- the candidate should be allowed to use a word processor; **YES/NO***
- the candidate should be allowed up to 25% additional time for written responses in each paper; **YES/NO***
- permission to provide a transcript **62** should be given.

Cognitive Assessments

7. Do the candidate's NC level attainments and/or ability test results suggest that he/she should be able to cope with the content of the examination(s) entered? **YES/NO***

Non-verbal ability	
Name of test	
Test ceiling	
Date of administration	
Standard score/percentile rank	
Verbal skills	
Name of test	
Test ceiling	
Date of administration	
Standard score/percentile rank	

Other Relevant Information

8. Explain why you think the candidate has learning difficulties **severe** enough to warrant special examination arrangements.

9. Summarise your recommendations.

10. Has the candidate been given training and opportunity to practise using the special arrangements recommended above? **YES/NO***

Give details including dates.

* Delete as appropriate for each statement.

Name of the author of this report _____
(Please use block capitals.)

Specialist qualification held _____

Name of Awarding Body _____

I certify that the above information is accurate and that all assessments were carried out by me.

Signed _____

Date _____

GUIDELINES FOR COMPLETING THE SPECIALIST TEACHER'S ASSESSMENT REPORT FORM

Before completing the Specialist Teacher's Assessment Report you are strongly advised to familiarise yourself with the methods of assessment in the relevant examinations. Close liaison with the school/college SENCo is necessary in order to complete this report. Formal assessment should then be carried out *immediately before or very soon after* the courses begin. Early agreement with awarding bodies about use of readers, amanuenses and word processors is particularly important so that candidates do not get used to arrangements which are subsequently refused.

1. Literacy Attainments

State when/if learning difficulties affecting literacy were diagnosed and by whom.

Recent editions of standardised tests, freely available through test publishers, should be used and the candidate's chronological age should be less than the 'ceiling' of the test. In exceptional circumstances (i.e. when an age-appropriate test is too difficult for a candidate) one designed for and standardised on a younger group may be used. The reason for this must be stated.

Results should be given as Standard Scores (or percentiles) as well as Age Equivalents (Test Ages). Standard scores between 90-110 (percentile rank 25-75) should be considered within normal limit, standard scores of 85-89 described as 'low average' and only those below 85 as 'below average'.

Reading Skills

- **Reading Accuracy:** (3) Reading Accuracy must be assessed using an individually administered test of single word reading. Requests for a reader will be considered on the basis of this result only. In regard to recommendations for examination arrangements, you should note the limitations on the provision of a reader before including such a recommendation.
- **Reading Speed:** (4) Candidates with a history of reading difficulties, whose reading accuracy (at single word level) is within normal limits for his/her age may, nevertheless, read slowly and/or need to re-read text in order to absorb its meaning. A timed test of reading which includes comprehension questions should therefore be administered to assess the candidate's need for extra time.

Writing Skills

Comment on the candidate's production of a free writing sample under timed conditions. If an amanuensis/use of word processor/production of a transcript is recommended, please append the hand-written sample together with a passage word processed or dictated to a scribe under similar conditions.

Assessment should focus on legibility and fluency of written expression. Where an application to provide an amanuensis for the candidate is considered, it is necessary to demonstrate a real difference in quality and speed of output when the candidate dictates rather than writes by

hand. Similarly, if a candidate writes much more fluently and legibly, using a word processor, and this is his/her normal mode of working, you must attach evidence to support this statement to the report.

2. **Cognitive Assessments**

It is important to distinguish between literacy 'access skills' and the content of the examination. Note that learning difficulties may be found in candidates throughout the grade range. The assessor's role is to ascertain that, given assistance with literacy access skills, the candidate has the cognitive capacity to participate meaningfully in the content of the examination at the level entered.

3. **Other Relevant Information**

It must be shown here that:

- the candidate has learning difficulties (e.g. poor phonological processing, manual dexterity; visual motor integration) which have specifically affected his/her literacy skills and given rise to special assessment needs;
- the candidate's literacy skills are in one or more respects below average for his/her age and/or do not enable him/her to reflect his/her subject knowledge and general level of ability;
- the candidate's literacy difficulties place him/her at a significant disadvantage, compared to other candidates, during examinations;
- relevant medical/emotional factors should also be mentioned if they have implications for the exams (e.g. ADHD, anxiety etc. necessitating provision of a prompter, rest-breaks and/or extra time);
- state your specific recommendations here, having taken the candidate's views into account and bearing in mind the range of special arrangements allowed by the Joint Council for General Qualifications.

4. **Completing the Report**

The report must be completed and signed by an appropriately qualified person within two years of the date of the examination. The status of the person must be specified. The report must be submitted with the application from the Head of the centre for special examination arrangements. The awarding body can advise on the acceptability of a teacher's specialist qualification.

**APPLICATION FOR SPECIAL CONSIDERATION
GCE, VCE, GCSE AND GNVQ EXAMINATIONS**

Please use the guidance notes on page 67 of this document to complete this form. The completed form should be sent to the Special Requirements Unit of the awarding body conducting the examination.

Awarding Body Examination Series

Centre No Centre Name

Candidate No Candidate Name

Examinations for which application is made

Specification/Syllabus Title	Specification/ Syllabus Code	Component Code(s)	Date of Exam	Did not sit component	Sat component but disadvantaged

Summarise adverse circumstances on date of exam or during course. ("See attached" will NOT suffice.)

Current medical/psychological evidence is attached.

YES/NO

For incomplete coursework or practical assessments, indicate mark awarded and percentage of work completed. Attach a breakdown of marks to this form.

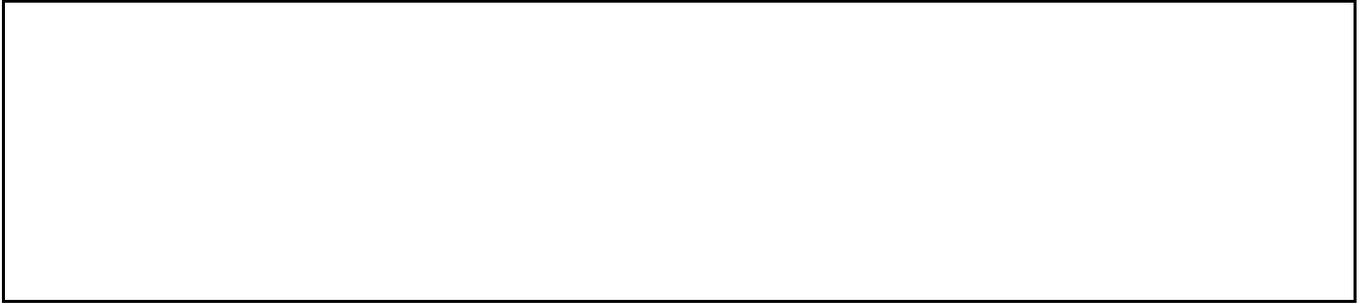
	%
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List four candidates estimated to be of comparable standard.

Candidate Nos

Declaration: *I am satisfied that the information provided is accurate and fully support the application.*

Name: _____ **Signature:** _____ **Date:** _____
(Head of centre/Exams Officer)



NOTES ON THE COMPLETION OF THE SPECIAL CONSIDERATION FORM

Application for Special Consideration

- Complete a separate form JCGQ/SC/01 for each candidate, for each specification/syllabus and submit it to the appropriate awarding body within 7 days of the last examination in the specification/syllabus. For modular tests/examinations submit a form for each module within 7 days of the module concerned.
- Fill in the details at the top of the form, specifying the examination series concerned e.g. Summer, Autumn/Winter or the date of the modular test/examination session.
- Fill in the details required in the box 'EXAMINATIONS FOR WHICH APPLICATION IS MADE' specifying the examination component(s) affected e.g. Paper 1, and ticking the appropriate box to indicate whether the candidate was absent or present, but disadvantaged. Please note that English and English Literature are separate subjects and, where appropriate, a separate form must be completed for each.
- In the box 'REASON FOR APPLICATION' state precisely the nature of the adverse circumstances affecting the candidate.
- In cases where medical/psychological evidence is required, ensure that this is securely attached to the form.
- State whether there is additional information or evidence of the candidate's attainment available and specify the nature of the information/evidence e.g. "mock" examinations.
- **Where a candidate has missed part of the assessment** complete the box 'CANDIDATES ESTIMATED TO BE OF COMPARABLE STANDARD'. Write in the details of candidates (two above and two below) entered for the same specification/syllabus option, whom you consider to be of comparable standard in the subject to the candidate for whom special consideration is requested.
- Complete the declaration. The Head of centre or Examinations Officer must support an application for it to be accepted.
- You may, if you wish, copy this form on white paper.
- This form must be sent to the Special Requirements Unit of the appropriate awarding body **NOT** to the Joint Council for General Qualifications.
- Applications will not normally be accepted after the publication of results.
- In any event late applications will not be accepted after 20 September following a summer examination.

AMANUENSIS COVER SHEET
GCE, VCE, GCSE AND GNVQ EXAMINATIONS

Please use the guidance notes on page 69 of this document to complete this form.

To be completed by the centre			
Centre Name		Centre No	
Candidate Name		Candidate No	
Specification/Syllabus Title	Specification/Syllabus Number	Component Code	
Comments (if appropriate)			
Were diagrams/graphs included completed by the candidate or the amanuensis?			
The attached copy of the above named candidate's script was prepared by an amanuensis during the examination in accordance with the Notes for the use of amanuenses on pages 47-48 of the Regulations and Guidance document.			
Signed (Amanuensis)	Name (Please use block capitals)	Date	
Signed (Head of centre)	Name (Please use block capitals)	Date	

To be completed by the examiner
Comments (if appropriate)

Signed	Name	Date
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NOTES ON THE COMPLETION OF THE AMANUENSIS COVER SHEET

Centre

- The form must be completed and securely attached to the **front** of the script, which must be despatched to the examiner in the normal way.
- The script must be prepared in accordance with the Notes for the use of amanuenses on pages 47-48 of the document concerning 'Candidates with particular requirements: Regulations and Guidance', issued for examinations in and from Summer 2001.
- Provide the information requested in the boxes at the top of the form.
- In the box marked 'Comments' indicate whether any problems have been experienced with the production of the script which you consider should be drawn to the attention of the examiner and/or awarding body.
- The form must be signed by the person producing the script and countersigned by, or on behalf of, the Head of centre for the transcript to be accepted.

Examiner

- In the box headed 'Comments' indicate any information that you consider should be drawn to the attention of the staff in the awarding body.

TRANSCRIPTION COVER SHEET
GCE, VCE, GCSE AND GNVQ EXAMINATIONS

Please use the guidance notes on page 71 of this document to complete this form.

To be completed by the centre			
Centre Name		Centre No	
Candidate Name		Candidate No	
Specification/Syllabus Title	Specification/Syllabus Number	Component Code	
Comments (if appropriate)			
<p>The attached transcript of the above named candidate's script was prepared immediately after the examination under secure conditions and in accordance with the Notes for the production of a transcript on page 49-50 of the Regulations and Guidance document.</p>			
Signed (Teacher producing transcript)	Name (Please use block capitals)	Date	
Signed (Head of centre)	Name (Please use block capitals)	Date	

To be completed by the examiner
Comments (if appropriate)

Signed	Name	Date
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NOTES ON THE COMPLETION OF THE TRANSCRIPTION COVER SHEET

Centre

- The form must be completed and securely attached together with a copy of the awarding body's letter of agreement to the transcription, to the **front** of the transcript, which must be securely attached to the **back** of the candidate's script and despatched to the examiner in the normal way.
- The transcript must be prepared in accordance with the Notes on the production of a transcript on page 49-50 of the document concerning 'Candidates with particular requirements: Regulations and Guidance', issued for examinations in and from Summer 2001.
- Provide the information requested in the boxes at the top of the form.
- In the box marked 'Comments' indicate whether any translation or interpretation has been shown on the verbatim transcript and any other information which you consider should be drawn to the attention of the examiner and/or awarding body. The reason why the transcript was necessary must **not** be given.
- The form must be signed by the teacher producing the transcript and countersigned by, or on behalf of, the Head of centre for the transcript to be accepted.

Examiner

- In the box headed 'Comments' indicate any information which you consider should be drawn to the attention of the staff in the awarding body.
- The form must be signed by the examiner to indicate that the transcript and letter of agreement to the transcription have been read.

**WORD PROCESSOR/ELECTRONIC TYPEWRITER COVER SHEET
GCE, VCE, GCSE AND GNVQ EXAMINATIONS**

Please use the guidance notes on page 73 of this document to complete this form.

To be completed by the centre			
Centre No			
Candidate Name		Candidate No	
Specification/Syllabus Title	Specification/Syllabus Number		Component Code
Comments (if appropriate)			
The above named candidate produced the attached script in accordance with the Notes on the use of computers/word processors and electronic typewriters on page 44-46 of the Regulations and Guidance document.			
Signed (Head of centre)	Name (Please use block capitals)		Date

To be completed by the examiner		
Comments (if appropriate)		
Signed	Name	Date

NOTES ON THE COMPLETION OF THE COMPUTER/WORD PROCESSOR/ELECTRONIC TYPEWRITER COVER SHEET

Centre

- The form must be completed and securely attached together with a copy of the awarding body's letter of agreement to the use of a computer/word processor/electronic typewriter, to the **front** of the script and despatched to the examiner in the normal way.
- The script must be prepared in accordance with the Notes on the use of computers/word processors and electronic typewriters on pages 44-46 of this document.
- Provide the information requested in the boxes at the top of the form.
- In the box marked 'Comments' indicate whether any problems have been experienced with the production of the script that you consider should be drawn to the attention of the examiner and/or awarding body.
- The form must be signed by, or on behalf of, the Head of centre for the script to be accepted.

Examiner

- In the box headed 'Comments' indicate any information that you consider should be drawn to the attention of the awarding body.

ACCEPTED QUALIFICATIONS FOR THE PROVISION OF SUPPORTING EVIDENCE ON BEHALF OF EXAMINATION CANDIDATES WITH LEARNING DIFFICULTIES

These qualifications are accepted for the provision of reports and evidence for candidates requiring special arrangements for examinations and assessments in 2001. Policy will be reviewed for subsequent series.

Awarding Body	Qualification
British Dyslexia Association	Diploma in Teaching of those with Specific Learning Difficulties (Dyslexia)
Canterbury Christ Church University College	Postgraduate Advanced Certificate in Specific Learning Difficulties/Dyslexia
Cheltenham & Gloucester College of HE	MEd Educating Children with Specific Learning Difficulties
College of St Mark and St John (Plymouth)	M.Ed (Special Educational Needs) Diploma in Advanced Professional Studies
College of Teachers (formerly The College of Preceptors)	Associate of the College of Preceptors (Specific Learning Difficulties)
Dyslexia Institute	Post Graduate Diploma in Dyslexia (or the Dyslexia Institute Diploma if the Dyslexia Institute Literacy Programme has also been completed)
Helen Arkell Dyslexia Centre	RSA Diploma in SpLD Holder of AMBDA
Hornsby International Dyslexia Centre	Hornsby Diploma (holder of AMBDA) ie QTS (Qualified Teacher Status)
Manchester Metropolitan University	Diploma in Teaching Specific Learning Difficulties Postgraduate Diploma (Specific Learning Difficulties) Diploma in SpLD and Diploma in SpLD (FE/HE) Holder of AMBDA
Middlesex University	MA SEN and MA SpLD
The Nottingham Trent University	MA (Special Educational Needs) (up to 1998)
OCR (Oxford Cambridge and RSA Examinations) (formerly RSA)	Diploma for Teachers of Learners with Specific Learning Difficulties
The Open University	Post Graduate Diploma in Psychology
Oxford Dyslexia Foundation	Oxford Certificate in SpLD accredited by Middlesex University
Southampton University	Post Graduate Diploma (Advanced Teaching in SpLD: Identification, Assessment and Teaching of Individuals) AMBDA
South Bank University (previously accredited by University of Greenwich)	The London and Language and Literacy Unit Certificate in Adult Dyslexia Support (Cert ADS) Level 3 and M
South Nottingham College	Professional Development Programme with units in Understanding, Supporting and Assessing Specific Learning Difficulties (Note: all must be included)

University	
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Awarding Body	Qualification
Teesside University	Post Graduate Certificate in Teaching Pupils with SpLD (Dyslexia) within the School Context
University College London	Certificate in the Diagnostic Assessment and Management of Literacy Difficulties
University of Birmingham	Advanced Certificate in Specific Learning Difficulties (Dyslexia)
University of Bradford	Advanced Diploma in Special Educational Needs Certificate in Specific Learning Difficulties/Dyslexia
University of Central Lancashire	Postgraduate Diploma (SpLD), Postgraduate Certificate (SpLD), University Certificate (Professional Development, SpLD Module SN 4200)
University of Edinburgh	Post Graduate Certificate in SpLD (Dyslexia) Holder of AMBDA
University of Exeter	Diploma of Advanced Professional Studies - Dyslexia
University of Kingston	Dyslexia Institute Post Graduate Diploma in Dyslexia (Specialist Education)
University of Leicester	Certificate in Professional Studies in Education (SENCO qualification or Special Educational Needs)
University of Manchester	B.Sc. Hons Psychology
University of Sheffield	In-Service Certificate in Social & Educational Studies (Special Learning Difficulties)
University of Wales, Bangor	Postgraduate Diploma and MEd Award Diploma/MEd Awards Holder of the AMBDA
University of Wales, Newport	MA (SEN-SpLD) Post Graduate Diploma SEN (SpLD) Post Graduate Certificate (SpLD)
University of Wales, Swansea	Certificate of the University of Wales in SpLD/Dyslexia Holder of AMBDA (gained 1994-1997)
University of York	Dyslexia Institute Post Graduate Diploma in Dyslexia (Specialist Education)

AWARDING BODY ADDRESSES, TELEPHONE NUMBERS AND WEBSITE ADDRESSES

Edexcel

Stewart House
32 Russell Square
London
WC1B 5DN
Tel. 0171 393 4444
Website: www.edexcel.org.uk

Northern Ireland Council for the Curriculum Examinations and Assessment

29 Clarendon Road
Belfast
BT1 3BG
Tel. 01232 261 200
Website: www.cea.org.uk

OCR

Syndicate Buildings
1 Hills Road
Cambridge
CB1 2EU
Tel. 01223 553998
Website: www.ocr.org.uk

The Assessment and Qualifications Alliance

(AEB/SEG)
Stag Hill House
Guildford
Surrey
GU2 5XJ
Tel. 01483 506506
Website: www.aqa.org.uk

The Assessment and Qualifications Alliance

(NEAB)
Devas Street
Manchester
M15 6EX
Tel. 0161 953 1180
Website: www.aqa.org.uk

Welsh Joint Education Committee

245 Western Avenue
Cardiff
CF5 2YX
Tel. 02920 265000 (main switchboard)
or
Tel. 02920 265150-155 (GCSE administration)
www.wjec.co.uk

