



## **Guidance Notes for Teachers of Candidates with Special Requirements: Cambridge English Reading (and Use of English) Papers**

Please read through the following information about Braille and Modified Large Print versions of Reading and Use of English Papers and make sure your student:

- is familiar with the tasks and task instructions in these versions
- practises with any sample material available.

Further advice and support can be obtained through your local Cambridge English Centre Exams Manager, or by contacting the Helpdesk (<https://support.cambridgeenglish.org>).

## **Braille versions of Reading (and Use of English) Papers**

### **WHAT CHANGES ARE MADE?**

#### **1. There may be separate Question and Text Booklets**

**Longer texts** e.g. as in Cambridge English Proficiency Reading and Use of English, Parts 5-7, are always placed in a separate **Text Booklet**, with the questions in the Question Booklet (in order that a blind candidate can leave the set of questions open for reference while checking through several pages in the Text Booklet).

**Shorter texts** may be placed immediately before or after the questions in the Question Booklet (as they are unlikely to take up more than one page of Braille and candidates can more easily refer backwards and forwards while completing the task).

Below is a typical rubric (instructions) for one task in a Braille version of a Reading Paper.

Answer questions **1 – 7** by reading the magazine article on page **2** of the separate booklet about hotels in Britain. Choose the most suitable heading from the list **A – I** (below) for each part (**1 – 7**) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (**0**). The answer is written in italics.

Write your answers **on the separate answer sheet**.

#### **Note that:**

- Rubrics (instructions) in the Question Booklet refer to page numbers in the Text Booklet.
- Example answers are signalled in Braille with an italics indicator, so candidates are reminded of this in the rubric.

## 2. Visuals (pictures/photographs) are removed from Braille versions.

All visuals (pictures/photographs) are removed. Occasionally a visual provides help in understanding a word or the subject of a text. If this is the case, a gloss (or definition) of the word illustrated will be given.

For example, there is a picture of a koala at the top of a text about Australia. For the Braille version, the picture is removed and the new rubric reads:

Answer questions **16 – 22** by reading the magazine article about koalas on page **4** of the separate booklet. A koala is an Australian animal which looks like a small bear.

## 3. Changes are made to rubrics (rubrics are the instructions at the beginning of each task or part) as follows:

**NB Teachers should make sure candidates using Braille versions of Reading and Use of English Papers are familiar with the rubrics for the following five task types which commonly occur in Cambridge English Reading and Use of English Papers.**

Below are some example rubrics.

### (a) Gapped (or Cloze) texts

Here is the rubric for a Cambridge English Proficiency Reading and Use of English, Part 2 gapped (cloze) text and the first sentence of the text.

For questions **16 – 30**, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (**0**). The answer is written in italics.

Write your answers on the separate answer sheet.

#### SUMMER CAMPS

Every year, eight million children across (**0**) *the* United States spend some time at a summer camp.

Notice that answers to examples are normally inserted into gapped texts like this in italics.

### (b) 'Transformation' sentences

In these tasks, candidates are asked to write a sentence which has a similar meaning to a given sentence, often using a 'key' or 'prompt' word e.g. Cambridge English Proficiency Reading and Use of English, Part 4.

Following is a typical rubric:

For questions **25 – 30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given in brackets after this sentence. **Do not change the word given.** You must use between **three** and **eight** words, including the word given. Here is an example (**0**).

**Example:**

**0** Do you mind if I watch you while you paint?

**(objection)**

Do you ..... you while you paint?

The gap can be filled by the words 'have any objection to my watching', so you write:

**0** *have any objection to my watching*

Write **only** the missing words **on the separate answer sheet.**

Note that the 'prompt' word, 'objection', is placed in brackets.

### **(c) Word transformation exercises**

For word transformation exercises e.g. Cambridge English Proficiency Reading and Use of English, Part 3, the target words to be transformed are similarly given **in brackets** at the end of each relevant line of the text.

For example:

But it's hard to play the piano if you lack the **(60)** \_\_\_\_\_. **(ABLE)**

### **(d) Gapped text tasks**

For **gapped text tasks** e.g. Cambridge English Proficiency Reading and Use of English, Part 6, the paragraph or sentence options are normally placed in the Question Booklet.

Below is a typical rubric for this type of task:

Answer questions **37 – 43** by reading the magazine article about Buckingham Palace on page **4** of the separate booklet. Seven paragraphs have been removed from the article. Choose from the paragraphs **A – H** (below) the one which fits each gap (**37 – 43**).

There is one extra paragraph which you do not need to use. There is an example at the beginning (**0**). The answer is written in italics.

Write your answers **on the separate answer sheet.**

### **(e) Multiple-matching tasks**

For multiple-matching tasks e.g. Cambridge English Proficiency Reading and Use of English, Part 7, each sentence or statement is preceded by the appropriate question number (instead of being followed by a small numbered answer box).

For example:

**Part 7**

**QUESTIONS 44 – 53**

Read the article about cooking on page **4** of the separate booklet.

For questions **44 – 53**, choose from the paragraphs (**A – E**). The paragraphs may be chosen more than once.

Write your answers **on the separate answer sheet**.

**In which paragraph is it stated that**

44. both boys and girls benefit from learning how to cook?

### **4. Extra headings are inserted to make sure blind candidates can easily locate the correct information.**

For example, in Cambridge English Proficiency Reading and Use of English, Part 1, the options are headed:

#### **OPTIONS FOR QUESTIONS 1 – 15**

and the seven paragraphs in Part 6 are headed:

#### **PARAGRAPHS A – H FOR QUESTIONS 37 – 43**

## **OTHER IMPORTANT POINTS ABOUT BRAILLE VERSIONS OF READING AND USE OF ENGLISH PAPERS**

### **1. Line Number References**

For some tasks, e.g. Cambridge English Proficiency Reading and Use of English, Part 5, questions refer to specific lines in a text.

Braille line numbers will be different from the line numbers given in the print version. If you are producing Brailled versions of sample Special Requirements papers, amend the line number references against texts and questions as necessary.

## **2. Extra time**

Reference to the candidate's additional time allowance is always made on the cover/ first page in the following way:

### **TIME: 50 minutes plus your additional time allowance.**

Please contact your local Cambridge English Centre Exams Manager to discuss the amount of extra time your student will require.

## **3. Candidates may apply to read the Paper using access (assistive) technology.**

Blind candidates may apply to use various types of access technology to enable them to read the Paper.

Please see Special Circumstances – help for candidates with visual difficulties.

<http://www.cambridgeenglish.org/exams-and-qualifications/special-circumstances/>

## **4. Candidates may apply to write their answers in alternative ways.**

Blind candidates may choose to write their answers on a Braille sheet or using a computer. Candidates must make sure that each answer is clearly numbered or that it is clear which option they have chosen.

Please see Special Circumstances – *help for candidates with visual difficulties*.

<http://www.cambridgeenglish.org/exams-and-qualifications/special-circumstances/>

## **5. Candidates may apply to dictate their answers to a Supervisor.**

Candidates who are blind can ask for permission to dictate their answers to a supervisor who will write their answers down. This person is called an amanuensis or scribe. The amanuensis will ask the blind candidate to spell some less common words.

## **6. What about dictionaries in Skills for Life?**

Blind candidates taking Braille versions of Skills for Life Reading at Entry 1 – 3 are allowed to use Braille dictionaries or electronic dictionaries. There are some restrictions on the types of dictionaries allowed. Please contact your local Cambridge English Centre Exams Manager for more details.

## **Modified Large Print versions of Reading (and Use of English) Papers**

### **What are Modified Large Print versions?**

Modified Large Print versions of Reading (and Use of English) Papers contain adapted material, a simplified layout and standardised fonts.

### **Who are these versions for?**

Modified Large Print versions are for candidates with visual difficulties, candidates who have a physical disability which makes it difficult for them to read normal-sized print, or focus on

pictures/photographs. Candidates with specific learning difficulties e.g. dyslexia, and other disabilities may also request enlarged material.

## **WHAT ARE THE MAIN CHANGES MADE TO MODIFIED LARGE PRINT VERSIONS OF READING (AND USE OF ENGLISH) PAPERS?**

**All Modified Large Print versions of Reading Papers include the following features:**

1. The same **enlarged print (font) size** is used throughout. It looks like this:

**Arial 18 point bold.**

2. As far as possible, all instructions and texts on a page are **aligned left**.

3. The following are normally placed in **capital letters**:

- **headings, titles and section indicators** e.g. **PART 1**
- **words in bold** in the original standard Paper
- **italicised words** in the original standard Paper e.g. titles of newspapers or books
- **sub-headings** above texts which are italicised in the original standard Paper
- **emphasised words** which are in italics in the original standard Paper.

4. Some numbers are underlined to make sure candidates notice them. For example:

**Answer questions 13 – 19 by referring to the magazine article on pages 8 – 10 of the separate booklet. Choose the answer (A, B, C or D) which you think fits best.**

5. **Page numbers** are placed at the centre and **bottom** of each page.

6. **TURN OVER** is only placed at the bottom of a page where absolutely necessary in order to make sure candidates do not miss a small final part of the question placed on the next page), e.g. a whole final sentence of a text or the final question in a set.

7. Occasionally candidates may be given a more detailed instruction if appropriate, which is placed at or near the top of a blank page, for example:

**DO NOT TURN OVER UNTIL YOU ARE TOLD TO DO SO**

8. Number/answer boxes are generally simplified like this:

Standard version

<b>20</b>	
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Modified Large Print version

**20** \_\_\_\_\_

9. **Frames around texts** are usually removed.

10. Sometimes tasks which have been modified in Braille versions will also be used in Modified Large Print versions, if this will assist partially-sighted candidates (visually-impaired candidates) e.g. a bar chart or graph will usually be presented as a table.

11. **Dotted lines** ..... in gaps, etc, in the original version are changed to **solid lines**.

For example:

John decided to (1) ..... in Bedford.

**John decided to (1) \_\_\_\_\_ in Bedford.**

**WHAT OTHER CHANGES ARE MADE TO MODIFIED LARGE PRINT READING (AND USE OF ENGLISH) PAPERS?**

1. **Line references are set out differently.**

**Line references**, if used, are placed to the **left** of the text, and **not in italics**. For example:

**Line 13** and went down the road to buy some coffee from the supermarket.

## 2. Other layout changes are made.

Options for multiple-choice gapped (cloze) texts, e.g. Cambridge English Proficiency Reading and Use of English, Part 1, are usually presented like this:

- 1**   **A**   **praise**  
      **B**   **remark**  
      **C**   **cheer**  
      **D**   **celebrate**

## 3. Extra headings are inserted to make sure partially-sighted and other candidates with special requirements can easily locate the correct information.

For example, in Cambridge English Proficiency Reading and Use of English, Part 1, the options are headed:

### **OPTIONS FOR QUESTIONS 1 – 15**

and the seven paragraphs in Part 6 are headed:

### **PARAGRAPHS A – H FOR QUESTIONS 37 – 43**

## 4. Candidates may write their answers in different ways.

Candidates may choose to write their responses on the standard computer-read answer sheet. Severely partially-sighted candidates may opt to write their answers on separate answer sheets provided by the centre or dictate their answers to an amanuensis who will complete an answer sheet.

Candidates are not required to use a particular type of pen or pencil when writing their answers on a separate blank sheet of paper.

However, if candidates want to write their answers on the standard computer-read answer sheet themselves, they must use a pencil.

Candidates with specific learning difficulties are not allowed to dictate their answers to an amanuensis (scribe) but may apply for a copier (transcriber) if their handwriting is difficult to read. This means that someone copies (*makes a transcript of*) their work at the end of the exam – they will read out their answers to the copier, including all the punctuation. The copier will write down an **exact copy** of the candidate's written answers, including any mistakes in grammar, spelling or punctuation.



## **5. Visuals/Pictures may be enlarged or removed.**

Visuals may be removed from Modified Large Print versions if enlarging makes it difficult to identify what is being shown. If removed, extra information may be added to the task instructions.

## **6. What about dictionaries in Skills for Life?**

Candidates using Modified Large Print versions of Skills for Life Reading at Entry 1-3 are allowed to use either enlarged print or electronic dictionaries. There are some restrictions on the types of dictionaries allowed. Please contact your local Cambridge English Centre Exams Manager for more details.

## **FAQs**

### **How much extra time is allowed?**

Blind candidates are allowed up to 100% extra time.

Candidates using Modified Large Print versions are normally allowed 25% extra time but may be allowed more.

Candidates with specific learning difficulties are also normally allowed 25% extra time but may apply for more.

If appropriate, candidates who are deaf or hard of hearing may also apply for extra time when taking a reading paper (normally 25%).

Please contact your local Cambridge English Centre Exams Manager for more details.

### **Are candidates with visual difficulties allowed to use screen-reading software in reading exams?**

As an alternative (or in addition) to printed question papers, candidates may apply to use screen magnifier/CCTV systems and other reading devices.

Candidates may also use screen-reading programs to magnify texts and questions, and to read out rubrics and questions in Reading papers.

Please note, however:

- there are important restrictions on the use of screen-reading software in Reading papers. Candidates will not be given permission to use screen-reading software or a human reader to read out the **texts** in a Reading paper, unless they are unable to read the question papers e.g. a recently blind candidate who has not yet learned to read Braille, or a candidate with very severe cerebral palsy. If a reader or screen-reading software is used to read out the texts in a Reading paper, the candidate will receive a certificate endorsement. Please contact your local Cambridge English Centre Exams Manager for more information on using screen-reading software and certificate endorsements.

- candidates with specific learning difficulties are not permitted to make use of human readers or screen-reading software (unless used solely to magnify texts and questions).

Please see *Special Circumstances – help for candidates with visual difficulties*.  
(<http://www.cambridgeenglish.org/exams-and-qualifications/special-circumstances/>)

### **Can partially-sighted candidates request papers with larger print (font) sizes?**

Yes. By prior arrangement, Cambridge English can also supply **larger size print question papers**, or reduced print question papers (where the print is smaller than in the standard version). Early application, in advance of the normal application deadline for modified material, is necessary for such requests.

### **Can partially-sighted candidates request use of coloured overlays?**

Yes, candidates may request permission to use their own coloured overlays if necessary.

<h3><b>Preparation Tips for Teachers for all Special Requirements versions Reading and Use of English Papers</b></h3>
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1. Most of the advice applicable to standard versions of Reading and Use of English Papers will be relevant and useful for preparing candidates for Special Requirement versions.

2. Make sure your student practises with any sample papers available so they are familiar with:

- changed instructions (rubrics) in Braille or Modified Large Print versions
- layout of Questions and Texts (i.e. in separate booklets).

These can be converted to Braille using a Braille embosser, or accessed in Braille via a Braille display linked to a computer. Students may also access the Reading and Use of English Papers using a screen-reader.

3. Students should note how many marks are set aside for each question and not spend too much time on one part (or text). If your student has been allowed extra time, they should be careful not to spend too much time (and/or energy) on one task.

4. Well before the date of the exam, students must decide if they would prefer to write their answers on a separate blank sheet of paper (rather than on the answer sheet or question paper). Please ensure the Cambridge English Centre Exams Manager is aware of this decision.

5. For multiple-matching tasks e.g. Cambridge English Proficiency Reading and Use of English, Part 7, students should start with the questions and refer to the text booklet for each question.

6. Candidates are not allowed to use a screen-reading program to read out the texts but they can use a screen-reading program on a computer as a screen magnifier. After the two booklets have been scanned in to the computer, the candidate may use the ALT-TAB keys on the computer to 'toggle' or switch between the two booklets.

Currently available sample Modified Large Print versions can be downloaded from  
(<http://www.cambridgeenglish.org/exams-and-qualifications/special-circumstances/>)