

**ARRANGEMENTS FOR
CANDIDATES WITH
PARTICULAR REQUIREMENTS**

GUIDELINES



**Ministry of Education
MALTA**

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INTRODUCTION

Examining Authorities recognise the fact that there are candidates who have coped with the learning demands of a course but for whom the standard arrangements for assessment of their attainment may present an unnecessary barrier which could be removed without affecting the validity of the assessment. 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.

These unnecessary barriers can be removed through special arrangements and special consideration approved by the Examining Authority.

Special arrangements are approved before an examination or assessment and are intended to allow attainment to be demonstrated.

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.

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/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.

The following sections describe both the principles and procedures for requests for special arrangements and for special consideration.

Requests for special arrangements and special consideration must be submitted and supported by the Head/Principal. The Examining Authority has responsibility for the consideration and approval of such requests.

All specific enquiries, requests for advice and all completed application forms for special arrangements and for special consideration must be sent to the particular Examining Authority conducting the examination(s) to which they relate.

SPECIAL ARRANGEMENTS

THE PURPOSE OF SPECIAL ARRANGEMENTS

1. Special examination arrangements are arrangements which are approved in advance of the examination to enable candidates who might not otherwise be able to do so to demonstrate their attainment.
2. Special arrangements may be needed for,
 - candidates with a permanent or long-term disability, for example,
 - mobility impairment;
 - visual impairment;
 - hearing impairment;
 - specific learning difficulty;
 - candidates with other disabilities / conditions;
 - candidates with a temporary disability or indisposition at the time of the examination(s)

GENERAL GUIDANCE ON SPECIAL ARRANGEMENTS

3. An important first step in considering how best to meet the needs of candidates with a permanent or long-term disability is the selection of the most appropriate course and examination syllabus. Schemes of assessment vary within subjects and between subjects and some syllabus requirements present fewer problems for candidates with disabilities than others. Whenever possible, investigate the various syllabuses available and consult the specialist teacher and the candidate to select the most suitable to meet the needs of the candidate.
4. Think about whether the particular disability is the only limiting factor. For example, many students with physical disabilities also have sensory difficulties or associated cognitive problems. They can be overlooked and yet their presence can compound the needs of the student in an examination setting. If candidates have multiple impairments, make sure that you have considered all the possibilities for meeting their assessment needs.
5. Think about whether the candidate needs the same arrangements for all examinations. 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 identified with regard to specific examination papers and/or other forms of assessment.
6. Before making an application for special arrangements:
 - * consult any specialist agency, organisation or other external advisory services available;
 - * consider whether the degree or effect of the particular disability is likely to alter before the time of the examination.
 - * consider the assessment objectives of the subject/s concerned.
7. Remember that the method used by the candidate for producing work in the classroom and for assessments conducted by the school 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.
8. Ensure that the candidate has had experience of, and practice in, the use of any special arrangements which are requested.

PRINCIPLES WHICH ARE APPLIED TO DECISIONS ABOUT SPECIAL ARRANGEMENTS

9. The nature of the special examination arrangement will be determined according to the assessments needs of the individual candidate.
10. The special arrangement must not give the candidate an unfair advantage or disadvantage with other candidates.
11. Arrangements must be such that they do not mislead users of the certificate about the candidate's attainment.
12. Arrangements should not reduce the validity and reliability of the assessment and must not compromise the integrity of the examination
13. Account will normally be taken of the candidate's usual method of working in the classroom.

THE RANGE OF SPECIAL ARRANGEMENTS WHICH MAY BE MADE

14. The kinds of special arrangements which can be considered are listed below. You should refer to detailed sections on how these arrangements might apply in the case of particular needs. Heads of school should make sure that teachers of candidates with special assessment needs read these notes so that they are aware of the different ways in which needs can be met. It should also be noted that the kinds of special arrangements which are appropriate for a particular subject may not be appropriate for other subjects.

Time Allowance

15. Additional time, according to need, may be allowed in most subjects and types of examinations. 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.
16. An additional allowance of up to 25% of the total examination time should meet most needs. Where an additional time allowance of more than 25% is requested, the Examining Authority may consult with the Head of school as required but it should be borne in mind that too much time may be counter productive.
17. Supervised breaks or rest periods may be given within the examination centres, in or outside the examination room. The duration of the break will not be deducted from the time allowed for the examination component. Permission may be given, according to need, for additional time as well as rest breaks.

Means of Access to Questions

18. 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

Special Arrangements and Special Consideration for Candidates with Special Assessment Needs

19. Use of low vision aids and technological devices, e.g. closed circuit televisions, OCR scanners, for visually-impaired candidates whose impairment is not corrected by spectacles or other forms of vision aid.
20. 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). Exceptions to this are: technical terms in any subject; text and stimuli material in English and Maltese examinations; text in the foreign language in relevant modern foreign language papers; literary extracts; source material where understanding of the original material is specifically being assessed.
21. Modification is carried out by the teacher of the deaf in collaboration with the representatives of the Examining Authority.
22. Modification is carried out well in advance of the examination day.
23. Modification is restricted to the carrier language but the technical language may be presented in an alternative way.
24. Reading of questions to candidates if access to the paper is not possible through other means, except where reading is an assessment objective.
25. Signing of questions or appropriate communication of questions for hearing-impaired candidates (except where reading is an assessment objective) in exceptional circumstances, if this is the usual method of communication in the classroom and access to the examination cannot be achieved by other means.
26. Special amplification for aural tests for hearing-impaired candidates or reading of the tests to enable candidates to lip-read.
27. Use of flashcards for hearing-impaired candidates in mental arithmetic tests which are orally conducted.
28. Use of taped recordings of question papers may be permitted but only in exceptional circumstances if no other means can be found of supporting the candidate.
29. Use of a prompter under exceptional circumstances.

Means of Presenting Responses

30. Responses in braille with a transcript commissioned by the Examining Authority.
31. Use of mechanical or technological aids for candidates who are unable to write, have difficulty in writing or need 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 41 on page 10 will apply.
32. Candidates who have difficulty with speech may be permitted to use augmentative speech equipment in oral examinations but may not be able to meet all the assessment criteria using such equipment.
33. A transcript provided by the Examining Authority of the candidate's responses, where necessary.
34. Use of amanuensis if responses cannot be communicated through other means.

Special Arrangements and Special Consideration for Candidates with Special Assessment Needs

35. Dictation of responses on to tape may be permitted but only in the most exceptional circumstances. Transcript must be provided by a competent body authorised by the Examining Authority.
36. 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.

Alternative Accommodation Arrangements

37. Examinations may be taken outside a candidate's examination centre e.g. in hospital, provided that security can be guaranteed by the Examining Authority and that the supervision requirements of the Examining Authority concerned can be met.

In the case of a candidate with a mobility impairment the examination venue must be completely accessible in such a way as to ensure the candidate's dignity.

Coursework

38. If a 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 Examining Authority may permit additional time provided that this does not jeopardise their ability to publish results at the agreed time.
39. A lesser amount of coursework than that stipulated in the syllabus may be accepted without penalty, provided that sufficient evidence of attainment in each of the relevant assessment objectives is available.
40. Requirements will vary between syllabuses and early discussion with the Examining Authority/Authorities concerned is recommended.

Exemption

41. 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

42. In examinations where Spelling, Punctuation and Grammar form part of the assessment, all candidates will be assessed under the same nationally agreed criteria.
43. It is not considered to be in the interests of candidates to be exempt from this assessment but if exemption is requested and compensation, in the form of an adjustment to marks, is given, there will be an indication on the certificate that the candidate was exempt from fulfilling one of the assessment objectives in the subject.
44. 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, candidates will not 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 43 will apply.

HOW TO APPLY FOR SPECIAL ARRANGEMENTS

45. In normal circumstances, the Head of School is responsible for applying for, and recommending, the special examination arrangements which are considered to be necessary. A request for special examination arrangement is normally required to be supported by the Head of School.

In cases where applicants no longer attend school, applications and recommendations for special examination arrangements should be made by a parent or guardian.

46. Contact the Examining Authority early to discuss possible approaches but be aware that the condition of a candidate may change before the examination takes place. Avoid making assumptions, based on previous experience or hearsay, about the kind of arrangements which may or may not be made. Judgements are made by the Examining Authority according to the circumstances and needs of the individual candidate.
47. A formal request for special arrangements is to be submitted to the Examining Authority by not later than the date specified by that Authority..
48. Applicants must provide medical or other appropriate evidence to the satisfaction of the Examining Authority.
49. Requests for special arrangements for candidates with specific learning difficulties must be supported with evidence derived from psychological assessment. Such evidence must include the information requested on the Psychological Assessment Form a copy of which is found on Page XXXX. Any assessment used as evidence must have been conducted by an appropriately qualified psychologist and the report prepared within the two years prior to the examination. A report by a Dyslexia Specialist / Advisor documenting the particular nature of the difficulties experienced by candidate is also required.
50. The Examining Authority must receive historical evidence of the candidate's needs and an indication of how the school meets these needs. The school will be expected to establish that the candidate's needs have been recognised over a period of time and that the arrangements requested for the examination reflect past and present needs.
51. For post 16 and adult candidates the Examining Authority may accept a Report from a Psychologist or qualified specialist teacher. It is advisable to check beforehand with the Authority concerned,

APPLICATION FORM FOR SPECIAL EXAMINATION ARRANGEMENTS

- For guidance on how to complete this form vide guidelines paragraphs a-g on pages XXXXXXXXXXXX

Examination Session 200

Name of Candidate ID. No

Address

.....

.....

Name of School (where applicable)

Examining Authority	Subject	Level
.....
.....
.....
.....

REASON FOR APPLICATION

.....

.....

.....

Is medical/psychological evidence attached? Yes/No *

.....

Is any additional information / evidence attached? Yes/No *

.....

.....

* Please delete as appropriate

DECLARATION (to be signed by the head of school, otherwise by parent or guardian in the case of a candidate not attending school)

I am satisfied that the information provided on this form is accurate.

Name (Head of School, parent or guardian)
(Block Capitals Please)

Signed Date

For Office use only

The completed form must be sent to the Examining Authority concerned.

Further guidance on how to complete the application form for Special Examination Arrangements

- a) In the box 'EXAMINATIONS FOR WHICH APPLICATION IS MADE', specify for the candidate concerned all the examinations for which special arrangements are being requested.
- b) In the box 'REASON FOR APPLICATION', state precisely the nature of the disability or indisposition and its effects in relation to assessment.
- c) 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 which the head of school is unable to verify to the satisfaction of the Examining Authority.
- d) Requests for special arrangements for candidates with specific learning difficulties must be supported with evidence derived from psychological assessment. Such evidence must include the information requested on the common psychological assessment form.
- e) 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.
- f) In the box 'SPECIAL ARRANGEMENTS ALREADY MADE WITHIN THE SCHOOL' indicate any support which is usually available to the candidate in the classroom situation and for tests conducted at school. Specify for how long such arrangements have been made for the candidate.
- g) Complete the details of the 'DECLARATION'. The application must be supported by the Head of the School, parent or guardian for it to be accepted by the Examining Authority. It is the responsibility of the Head of School, parent or guardian to request the special arrangements and to supply the information required on the form. Statements such as "see psychologists report" are not acceptable.

GUIDANCE ON PARTICULAR DISABILITIES

CANDIDATES WITH MOBILITY IMPAIRMENT

You should read this guidance in conjunction with paragraphs 14 — 44 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%. Candidates may apply for additional extra time if they consider it to be necessary but should remember that too much time can be counter-productive. Candidates 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.
 - * When and how quickly the candidate tires and how this affects communication. This is important in determining whether a period of rest during the examination would be helpful.
 - * Whether pain or muscular spasm occurs or increases with time. Establish how best this may be prevented or resolved. Candidates with conditions such as arthritis may have increased pain and stiffness if the weather 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. The aim should be to minimise these problems but extra time may be necessary for certain individuals.
 - * Whether reading speed is much slower than for other candidates. This often occurs if students have co-ordination problems (e.g. cerebral palsy or 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 provision 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 requested.
 - * Whether the candidate finds difficulty in turning pages or in manipulating the paper or other equipment. It may be appropriate to request an extra time allowance for this but investigation of other arrangements might be needed.
 - * The number of examinations 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 Examining Authority. If there are two examinations 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 needed as specified by the Examining Authority.
 - * A candidate with speech and language 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.

Special Arrangements and Special Consideration for Candidates with Special Assessment Needs

- * A very severe mobility impairment which may mean that a candidate's keyboarding speed is as low as two to three words per minute. In such cases other special arrangements may be considered

Rest periods

2. Rest periods (either in or outside the examination room) may be helpful to candidates with disabilities. Some will be required for medical or other treatment and the Examining Authority will need to be satisfied that the level of supervision is such that the candidate does not have contact with persons or material which would be of advantage.

It is important to 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 which 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.

There should be back-up equipment available in case of mechanical breakdown.

It is vital that the method chosen is discussed with the Examining Authority well in advance and that the candidate is well practised in its use and has gained an appropriate level of proficiency.

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.

5. A transcription should be made of material recorded on tape and both the transcription and the tape must be sent to the Examining Authority.
6. Students with co-ordination difficulties, shaky hands 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 and 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.

When a candidate with mobility impairment is unable to draw or cannot draw adequately it may be possible to request a range of diagrams from the Examining Authority so that the candidate has to exercise judgement in selecting the correct one.

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

Special Arrangements and Special Consideration for Candidates with Special Assessment Needs

7. Candidates who, because of motor or perceptual problems, find it difficult to manipulate question and answer books may find it helpful to have the books taken apart and the separate sheets arranged on a larger than normal working surface. If a computer is being used questions should also be provided on the computer.

Question and answer books which have been taken apart should be re-assembled and stapled when the papers are collected and, as always., permission to adopt this procedure should be obtained prior to the examination.

Coursework / Project Work

8. For the candidate who can only work slowly, there are three requests which can be made:
- (a) that the candidate be allowed extra time in order to complete all the assignments by having a later deadline;
 - (b) that the candidate be allowed to submit for assessment fewer assignments than the other candidates;
 - (c) 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. Options (b) and (c) 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. Option (a) 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 Examining Authority to publish results on time. You should seek advice from the Examining Authority concerned.

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 Examining Authority 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 fulfilling one of the 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 Examining Authority 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 Examining Authority 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 - 44.
 - * If a candidate is unable to use standard equipment, check with the Examining Authority 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 section in conjunction with paragraphs 14-44 of the general section on Special Arrangements.

Time Allowance

1. The needs of most candidates will be met by an additional allowance of up to 25%. You may recommend additional extra time if you consider it to be necessary but remember that too much time can be counter-productive. 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) 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. You must follow the Examining Authority's regulations on timetable clashes.

Means of Access to Questions

3. See paragraph 18 of the general section 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. This is most likely to be suitable for candidates with a minor visual impairment for whom increasing the size of the text is sufficient 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 papers are then re-printed in 18 point bold print on A4 paper with modified diagrams incorporated and later enlarged further onto A3 paper, if necessary. This is most likely to be suitable for candidates with a serious visual impairment for whom a variety of aspects in the visual presentation of the original print paper may cause difficulty of access.

The modification is normally undertaken by the Examining Authority well in advance of the examination day.

Braille paper This involves a similar process of modification to that outlined above, with the paper 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. A request for any variation to the standard modifications described in para 3 must be clearly justified.
5. Candidates may also wish to access ordinary or modified papers through the use of low vision aids and technological devices. (e.g. close circuit televisions, OCR scanners etc.)
6. If a candidate requires a reader, refer to the Notes on the use of readers on pages 32 and 33 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 check with the Examining Authority whether a key to identify different colours may be used where appropriate (e.g. OS map questions). The Examining Authority may request the candidate or his school to provide a sample of such a key to assess its suitability.
8. Some candidates may benefit from the addition of colour to a paper to highlight certain features. Again, check with the Examining Authority on the acceptability of this modification and on the most appropriate means to implement it.

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.

Special Arrangements and Special Consideration for Candidates with Special Assessment Needs

Handwriting The need for the candidates' 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 here. Make sure that you 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 for further information, pages 47, 48. 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.
- II. 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 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 Examining Authority 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 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 Examining Authority 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 Examining Authority whether these may be used. In most cases it will be the responsibility of the candidate or school 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 visual-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 14 - 44 of the general section on special arrangement

Time Allowance

1. The needs of most candidates will be met by an additional allowance of up to 25%. You may recommend additional extra time if you consider it to be necessary but remember that too much time can be counter-productive. You should bear in mind the following important points.
- * A candidate may need additional time in an orally-administered assessment which 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. The guidance provided in paragraph 1 above should be remembered.
- * In aural tests you may use a lip-speaker or sometimes a signing communicator to present the material on an audio tape. Refer to the Notes for communicators presenting aural components to hearing-impaired candidates pages 36, 37 and 38. For this additional time may also be required.

Means of Access to Questions

2. Except for the text / stimulus material in English or Maltese, 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 is arranged by the Examining Authority and the work is 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.
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 fingerspell the initial letter of words which are easily confused. e.g. deux francs and neuf francs.
5. In mental arithmetic tests, the use of flashcards showing numbers may be used. (See also paragraph 27 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 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 this assessment but Examining Authorities are happy to discuss individual cases with the candidate and his/her school. (See paragraphs 30 - 36 on page 8).
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 Examining Authority

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concerned.

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. Incorrect spelling related to deafness should not be penalised in examinations where knowledge of the subject is more important than the language.
10. The signing of responses is not permitted.

Coursework

- 11 - 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.

12. 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.
13. The teacher must confirm that steps were taken to ensure that the work assessed is solely that of the candidate concerned and to present a written declaration that the candidates work was conducted under the required conditions.
14. You must ensure 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 syllabus.
15. You must take this assistance into account, according to the Examining Group's instructions, when making any assessments.

Oral Examinations

16. If candidates are able to attempt oral examinations, arrangements may be made to make the testing environment as relaxed as possible.
17. If candidates are unable to be assessed for oral communication where this is an assessment objective, e.g. Maltese, 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 fulfilling one of the assessment objectives.

Practical Examinations

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

Mental Arithmetic Tests

19. 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 large numbers written on a blackboard or a whiteboard as the teacher says the question.

SPECIFIC LEARNING DISABILITIES (INCLUDING NEUROLOGICAL DYSFUNCTION)

You should read this guidance in conjunction with paragraphs 14-44 of the general 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 which 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 which 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 a candidate from demonstrating attainment. Such difficulties as these and others are often found to be associated with neurological dysfunction.

2. You will need to provide the following information to the Examining Authority.

- * A description of the severity of the disability.
- * Evidence as to 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. You will be expected to establish that the candidate's needs have been recognised over a period of time and that the arrangements requested for the examination reflect past and present need.

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- * Evidence derived from psychological assessment. Such evidence must include the information requested on the common Psychological Assessment Report / Specialist Teacher's Assessment Report or Report by appropriately qualified Teacher. Any assessment used as evidence must have been conducted by a psychologist and the report prepared within the two years prior to the examination. (See pages 30 and 31)

Time Allowance

3. The needs of most candidates will be met by an additional allowance of up to 25%. You must apply additional extra time if you consider it to be necessary but remember that too much time can be counter-productive. In establishing need, you should take account of the nature of the difficulties outlined in paragraph I 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 significant discrepancy between reading ability and reasoning ability. 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 Examining Authority 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. Schools presenting candidates 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 students 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 Examining Authority, 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 IMPAIRMENTS/CONDITIONS

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. Some special arrangements for specific learning difficulties or hearing impairment may be appropriate in such cases.
- * 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 the Examining Authority, 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 which will be permissible. In most of these cases psychological and/or medical evidence will be needed.

REQUEST FOR SPECIAL EXAMINATION ARRANGEMENTS 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 Examining Authority conducting the examination.

Full name of candidate.....

Date of Birth..... School/College.....

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, including names of assessments instruments used, the dates of assessments and the test conclusions of results. Any interpretation of cognitive assessments should relate directly to implications for the examinations.

Other Relevant Information

Does the candidate have specific learning difficulties ?

* delete as appropriate

YES/NO*

If yes, please give details and explain why you think the candidate has specific learning difficulties severe enough to warrant special examination arrangements.

In your judgement, do your assessments show a significant discrepancy between the reading or writing ability and the reasoning ability of the candidate ?

YES/NO*

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, perceptual, attention or co-ordination difficulties and any relevant emotional factors.

Is any additional psychological information enclosed with this form?

YES/NO*

.....

Name of author of this report.....

(Please use block capitals)

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

Signed

Date.....

ADVISORY NOTES

NOTES ON 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 can act as both (see Notes on the use of Amanuenses pages 47 and 48).

1. Permission for the use of a reader must be obtained from the Examining Authority concerned prior to the examination or at the commencement of coursework.
2. The use of a reader should not give a candidate an unfair advantage nor should it disadvantage the candidate.
3. The use of a reader must not modify the assessment requirements for the subject being examined or specific syllabus requirements of the Examining Authority. 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 must be acceptable to the Examining Authority and is responsible to that Authority.
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 Examining Authority 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. Examining Boards 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 such 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) must not 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 the reader is 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 which the print / amended print copy would give to a sighted candidate;
- (d) must, if requested, give the spelling of a word which 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.

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 candidate 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 Examining Authority with an explanation of the difficulties experienced by the candidate.

NOTES ON THE USE OF COMMUNICATORS FOR HEARING-IMPAIRED CANDIDATES

Introduction

1. Arrangements for the use of a communicator will be made by the Examining Authority 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 he 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 20 – 23 on page 7.

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.

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8. The means of communication used to re-interpret should be appropriate to the needs 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 answer.

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

NOTES FOR 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 into one 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 Examining Authority 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 Examining Authority should be asked whether additional repetition is allowed, if necessary, to take into account any loss of concentration on the content as a result of the candidates 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

NB 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 receptive skills of the candidate in mind but at the same time should follow the transcript or tape as accurately as possible.

In the case of Maltese, students who are more sign oriented, should have an alternative means of assessment which should follow the same principles as the oral one; the difference being, instead of relying on fluency in spoken Maltese, signs or a mixed mode (spoken Maltese and signs) are used to communicate.

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 Examining Authorities will automatically permit additional time for the use of a communicator, normally up to 25% of the prescribed duration of the examination but it is also recommended that the text be read paragraph by paragraph and after each paragraph, the student is allowed time to jot down notes.
8. The Examining Authority 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 Examining Authority to permit additional repetition, if necessary, to take into account any loss of concentration on the content as a result of the candidates 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.
11. If the content of the tape involves the use of two or more characters it is preferable, whenever possible, to use a separate communicator for each role. If this is not feasible then adequate alternative arrangements will have to be made.

NOTES FOR 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 assessment.

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 on-going 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 candidates work was carried out under the required conditions.
6. Teachers are required to indicate on the appropriate document supplied to candidates and schools by the Examining Authority 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 the group as a whole but within the parameters laid down by the syllabus.
7. Any assistance, as described in 6 above, must be taken into account, according to the Examining Authority'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 School in the first instance to find out
 - (i) the instructions issued by the Examining Authority to schools;
 - (ii) the details of the task given out to candidates;
 - (iii) the general and specific advice / guidance given by the subject teacher to the class.
9. Throughout the preparation of coursework, the teacher of the deaf should liaise closely with the Head of School or class teacher.
 - (i) to find out the on-going advice given to the class at each stage of the project / assignment
 - (ii) 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

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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 through the Head of School to the Examining Authority 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 38 – 44 on page 8.
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.

NOTES ON 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 Examining Authority concerned prior to the relevant assessments.
2. The use of a Practical Assistant should not 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 not modify the assessment requirements for the subject being examined or the specific syllabus requirements of the Examining Authority. 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.
4. In 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.
5. 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.
6. 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 Assistant should ideally have a working knowledge of the subject concerned.
7. A Practical Assistant must be acceptable to the Examining Authority and is responsible to that Authority.
8. 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.
9. 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 Examining Authority concerned, at the beginning of the course, so that, where provision is agreed, practice may be given before the assessments take place.
10. The need for a Practical Assistant may not arise until immediately before or during an examination. The Examining Authority 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.
11. The Examining Authority 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.

Special Arrangements and Special Consideration for Candidates with Special Assessment Needs

12. 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, nor the order in which the questions should be done.
 - (c) must carry out instructions exactly as they are given unless to do so will 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 nor must the Assistant 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.

13. If the candidate 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 Examining Authority with an explanation of the difficulties experienced by the candidate.

NOTES ON THE USE OF COMPUTERS, WORD PROCESSORS AND ELECTRONIC TYPEWRITERS

The Examining Authorities 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 (PC's) 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 candidate should consult the Examining Authority concerned.

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

Examining Authorities 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 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 them 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 syllabus for a disabled candidate who uses a computer, the school presenting the candidate should consider whether the assessment objectives can be met fully if answers are presented in such a way. In some cases the 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 School should consult the Examining Authority concerned.
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 which will involve more than the computer being used as a basic computer, the Examining Authority 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. that are available. The Examining Authority 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.
6. The Examining Authorities reserve the right to seek independent advice concerning the operation of

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computers and software used by candidates in order to help them determine what special arrangements should be made.

7. Where it is apparent that assessment objectives cannot be met fully if a computer is used, an Examining Authority may
 - (i) allow the candidate's request on the understanding that there will be an indication on the certificate that special arrangements were made to enable the candidate to be assessed in the skill
 - (ii) suggest alternative special arrangements
 - (iii) refuse the request

B Code of Practice

1. Where the use of a computer has been approved, the Examining Authority will award marks on the basis of the positive achievement demonstrated by the candidate. In order to ensure the fair application of marking schemes, Heads of School or private candidates 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 Examining Authority should give credit according to the assessment criteria for the syllabus. Where the use of the computer means that certain skills cannot be demonstrated, the Examining Authority must not give credit for the skills concerned. An Examining Authority may require a candidate 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 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 to in advance.
5. Similarly, candidates must not be able to gain access to existing files or documents. Hard disk systems must be cleared of files. 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 Examining Authority's normal regulations concerning invigilation must be applied.
7. The frequent saving of work is strongly recommended. Where available, an auto save 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.
9. The invigilator must ensure that facilities such as those identified in paragraph 5 above, which have not been approved by the Examining Body, are not used by the candidate.

NOTES ON 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 which prevent them from communicating by any other means. For candidates requiring an amanuenses and a reader, the same person can act as both. (See Notes on the use of Readers pages 32 and 33.)

1. Permission for the use of an amanuensis must be obtained from the Examining Authority concerned prior to the examination or the commencement of coursework.
2. The use of an amanuensis should not give a candidate an unfair advantage nor should it further disadvantage the candidate.
3. The use of an amanuensis must not modify the assessment requirements for the subject being examined nor the specific syllabus requirements of the Examining Authority. 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 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 and 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 Examining Authority and the person who is to act as the amanuensis must be acceptable to that Authority.
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 decision rests with the Examining Authority. 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. Examining Authorities 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. Examining Authorities should provide an amanuensis, alternative accommodation and supervision and ensure that as far as possible the regulations governing the use of amanuenses are observed.

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, nor 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 write, type or word process a correction on a typescript or braille sheet if requested to do so by the candidate;

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- (e) must draw or add to maps, diagrams and graphs strictly in accordance with the candidate's instructions;
 - (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.
11. It should be noted that failure to comply with the regulations given in this paragraph could result in the candidate being disqualified.
12. If the candidate 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 Examining Authority with an explanation of the difficulties experienced by the candidate.

NOTES ON 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 responses.

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 Examining Authority concerned prior to the examination or the commencement of coursework.
2. The transcript must be produced under the supervision of the Centre Supervisor by a person acceptable to the Examining Authority 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 Transcript Cover Sheet, must be completed and securely attached to the front of the transcript together with a copy of the Examining Authority'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 the Centre Supervisor.
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 Maltese, English or modern foreign languages, 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 Maltese, English or modern foreign languages, the centre considers that some interpretation or translation is necessary, this should be discussed with the Examining Authority concerned well in advance of the examination. The candidate's school 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 document 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.
12. The Examining Authority must not inform the marker of the reason why a transcript was necessary.

NOTES ON 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 a 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 can act as both.

1. Permission for the use of a Prompter must be obtained from the Examining Board concerned 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 not modify the assessment requirements for the subject being examined nor specific syllabus requirements of the Examining Authority.
5. A Prompter must be acceptable to the Examining Authority and is responsible to that Authority.
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 decision rests with the Examining Authority. 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 Examining Authority 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 Examining Authority, 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 Examining Authority must ensure that there are suitable arrangements for the proper supervision of the use of a Prompter.

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13. The Examining Authority may need to make arrangements for candidates using a Prompter to be accommodated separately from other candidates. In such cases, an invigilator must always be present in addition to the Prompter.
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.
15. It should be noted that failure to comply with the regulations given in this paragraph could result in the candidate being disqualified
16. If the candidate 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 Examining Authority with an explanation of the difficulties experienced by the candidate.