

SUPPORT FILE

CAMBRIDGE ASSESSMENT ENGLISH

STARTERS

SPEAKING

**NOTES ON PROCEDURES AND
EXAMINER'S SCRIPT**

SAMPLE TEST

(For the information of teachers preparing children to take a Special Requirements version of Starters Speaking. Copies of the candidate materials are also available for downloading.)

This version is for:

- children who are blind and **can read Braille**
- children who are partially-sighted (and **can read enlarged text**)

Starters – Speaking Test – Notes and Procedures

SPECIAL REQUIREMENTS VERSION

General Notes:

This version of the Starters Speaking Test is for:

- children who are blind and **can read Braille**
- children who are partially-sighted and **can read enlarged text.**

Frequently-asked Questions:

What happens to pictures or visuals when a blind or partially-sighted child is taking this Speaking Test?

The Part 1 Scene Picture and Object Cards are removed. Alternative tasks are used as follows:

- Part 1: Introductory questions
- Part 2: Answering riddles
- Part 3: Talking about words
- Part 4: Personal questions.

What is the procedure?

Examiners use the script which follows (Pages 4 – 6).

Do examiners need to be able to read Braille when examining blind children?

No. Single words in Braille for Part 3 are supplied on separate sheets, clearly labelled. The examiner will give the child a Braille sheet, making sure they can locate the word on the sheet.

For partially-sighted children, single words for Part 3 are supplied in a separate candidate booklet.

Will any changes be made to the room layout for testing a blind child? If so, what might they be?

Centres are asked to ensure that the room is large enough for the child to move around in and sit down at the table easily, that the table is reasonably close to the door and any potential trip hazards are removed.

What guidelines are given to examiners when examining blind children?

- Examiners are asked to find out, before the test, what assistance, if any, the child needs in getting around. If necessary, they will guide them to the table, etc, rather than just walk in front of them. They will allow the child to take their arm and let them know when they are approaching the table, and where the chair is.
- Examiners will introduce themselves clearly. Generally, they will speak first.
- They will say the child's name when asking questions and giving instructions.
- They will expect blind children to touch things, in order to orientate themselves.

- If they need to change their position, or the position of anything in the room (furniture, for example), they will tell the child what changes they are making.
- They will not speak unnaturally slowly.
- They will not make assumptions about what a blind child can or cannot do.

How much extra time will examiners give blind or partially-sighted children, and when should they have this extra time?

Examiners will give children extra time **throughout** the Speaking Test to process spoken instructions and to produce their utterances. The amount of extra time is at the examiner's discretion.

Will examiners make any allowances or mark blind or partially-sighted children more leniently?

No, once the Special Arrangements are in place, blind or partially-sighted children will be marked in exactly the same way as other candidates.

Script for Examiners:

Part 1 Introductory questions

To do	To say	Response	Back-up
<i>Usher brings candidate in.</i>	Usher to Examiner: Hello, this is (child's name).		
	Hello. My name's (<i>examiner's name</i>).	Hello	
	What's your name?	(<i>child's name</i>)	Is your name (<i>child's name</i>)?
	How old are you?	8	Are you 8?
	Where do you live?	(<i>name of city, town, village etc</i>)	Do you live in (<i>name of city, town, village etc</i>)?

Part 2 Answering riddles

To do	To say	Response	Back-up
	Listen and tell me the answer.		
	What is it? You can drink it. It comes from a cow. What is it? (<i>Repeat if necessary.</i>)	(It's) milk.	Is it milk?
	Do you drink milk for breakfast?	Yes/No	
	What drinks do you like?	<i>orange juice</i>	Do you like orange juice?
	Listen again.		
	What is it? You can read it. It has lots of pages in it. What is it? (<i>Repeat if necessary.</i>)	(a) book	Is it a book?
	Can you read English books?	Yes/No	
	Where do you like reading?	(<i>at</i>) <i>school</i>	Do you read at school?

Part 3 Talking about words

To do	To say	Response	Back-up
<p><i>Hand over Braille cards or large print material in turn.</i></p> <p><i>Give candidate time to read each card.</i></p>			
Hand over frog card.	<p>Read this. What is the word?</p> <p>Do you like frogs?</p> <p>What's your favourite animal?</p>	<p>frog</p> <p>Yes/No</p> <p><i>(a) horse</i></p>	<p>Is it 'frog'?</p> <p>Do you like horses?</p>
Hand over robot card.	<p>Read this. What is the word?</p> <p>Have you got a toy robot?</p> <p>What toys do you like playing with?</p>	<p>robot</p> <p>Yes/No</p> <p><i>trains</i></p>	<p>Is it 'robot'?</p> <p>Do you like playing with trains?</p>
Hand over burger card.	<p>Read this. What is the word?</p> <p>Do you like burgers?</p> <p>What's your favourite food?</p>	<p>burger</p> <p>Yes/No</p> <p><i>rice</i></p>	<p>Is it 'burger'?</p> <p>Do you like rice?</p>
Hand over cupboard card.	<p>Read this. What is the word?</p> <p>Is there a cupboard in your classroom?</p> <p>What can you put in a cupboard?</p>	<p>cupboard</p> <p>Yes/No</p> <p><i>clothes</i></p>	<p>Is it 'cupboard'?</p> <p>Can you put clothes?</p>

Part 4 Personal questions

To do	To say	Response	Back-up
	Now, (<i>child's name</i>), where do you live?	(<i>name of town/city</i>)	Do you live in ...?
	Is your home big or small?	<i>big</i>	Is your home big?
	How many bedrooms are there in your home?	<i>two</i>	Are there two bedrooms?
	What's in your living room?	(<i>a</i>) <i>table</i>	Is there a table in your living room?
	OK. Thank you, (<i>child's name</i>). Goodbye.	Goodbye.	

Remember to use the child's name throughout the test.

