

**GENERAL AND VOCATIONAL  
EXAMINATIONS**

**BEST PRACTICE GUIDANCE**

**FOR THE MODIFICATION AND  
PRODUCTION OF  
EXAMINATION PAPERS FOR  
CANDIDATES WITH A VISUAL  
IMPAIRMENT**

Effective for examinations from August 2012 until July 2013

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## **THE GCSE AND GCE AWARDING BODIES**

AQA, CCEA, Edexcel, OCR and WJEC.

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# INTRODUCTION

This document, much of which has been drawn up by the RNIB/VIEW Assessment Committee, has been produced by the Standing Committee for Examination Candidates with Special Requirements on behalf of the Joint Council for Qualifications (JCQ).

Its purpose is to set down a specification for the modification and production of examination papers for candidates with a visual impairment. The Awarding Bodies are committed to comply as far as possible with the recommendations contained within this guidance document. There may be occasions, however, when an Awarding Body is unable to provide material in the format requested because of the nature of the original paper from which the modification is produced. In this event the Awarding Body will ensure that the candidate is provided with a modified version that complies with these guidelines subject to the constraints of the standard paper. It is expected that the guidelines will be adhered to by all modifiers and producers in this field in line with instructions received from the Awarding Body. The aim is to secure a consistent high quality across the range of subjects, modifiers, Awarding Bodies and producers involved, so that candidates will not be hampered by unsatisfactory or unfamiliar presentation of material in the examination situation, and a uniformity of testing standards is thereby ensured.

It is intended that papers produced to these standards will meet the needs of the majority of candidates with visual impairment. Where this is not the case, centres should contact the Awarding Body concerned to discuss the candidate's requirements.

The document consists of four sections.

- A General Responsibilities of Modifiers
- B Braille Papers
- C Large Print Papers
- D Procedures for Agencies

Sections B and C relate both to modification and transcription. Points for the modifier's action are in blocks marked **M**, whereas the main text sets out the standard method for the transcription agency to follow. It is important that the demarcation between these functions is well understood by those concerned.

It is impossible to set down within a reasonable space all the information which would be required to give a complete specification of these functions in this highly complex area. It has, therefore, been necessary to make reference to important standard books and documents stating rules on braille coding, and in places to state the imprecise but nonetheless essential criterion that 'braille examination producers [must] have a demonstrated ability in transcribing such material to the required standard'. All the reference books and documents referred to in this document are available from RNIB, Bakewell Road, Orton Southgate, Peterborough, PE2 6XU.

This document is effective for examinations from August 2012 until July 2013, subject to revision, when necessary. It operates within the terms of the Joint Council for Qualifications publication 'Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications' which is available at [www.jcq.org.uk](http://www.jcq.org.uk)

# **SECTION A**

## **GENERAL RESPONSIBILITIES OF MODIFIERS**

Examination paper modifiers should be experienced subject specialists who work with students with a visual impairment. The purpose of modifying an examination paper is to make the paper accessible to a candidate with a visual impairment. It is the role of the modifier to recommend to the Awarding Body what action is needed to achieve this end. Questions should only be altered by the modifier when it is necessary to do so in order to provide this access. If a modifier needs to alter a question, the following principles should be applied.

- (a) The amended question must assess the same skills, knowledge and concepts as the original question in the print paper and enable the candidate to meet the same assessment objectives in National Curriculum subjects.
- (b) The question should be of an equivalent level of difficulty as the original.
- (c) Any alteration should preserve the balance of the original examination paper in terms of both the content and the weighting of questions.
- (d) A modified question should not require candidates to spend a disproportionately large amount of time to gain relatively few marks.
- (e) Where modification of an existing question is not possible, the modifier may propose a replacement question which attempts to meet the same assessment criteria for approval by the Awarding Body. In the event that a replacement question is deemed unacceptable by the Awarding Body, the modifier and Awarding Body should consult to determine what action will be taken, with due consideration to ensure the minimum of disruption or confusion for the candidate.

Awarding bodies should provide modifiers with as much information as possible to assist them in making informed judgements on the issues listed above, including details of the assessment criteria to be tested in individual questions.

The modifier should recommend to the Awarding Body the additional time allowance which would be appropriate for the majority of candidates. This will not preclude different arrangements being requested by centres for individual candidates.

The modification of a paper may lead to the need to amend the overall instructions of the paper or the instructions for individual questions.

Modifiers preparing both large print and braille papers should not introduce differences between these unnecessarily.

Consistency from year to year is of importance, particularly because candidates may make use of past papers for practice. Where possible, modifiers should therefore refer to past papers as a basis for making their modifications.

## **How Modifiers Should Present Instructions**

Modifiers should not attempt to mark up papers for transcription, except where the text or content is to be changed or if there are other special requirements. Transcribers and diagram makers are expected to be familiar with, and to follow, the standard transcription methods as explained in Sections B and C of this document and in the references given there, without additional instructions from the modifier. Modifiers should, therefore, be familiar with these techniques and should, where possible, avoid giving instructions which contradict them. However, where there are special reasons for diverging from the standard methods, these should be stated as modifications and the modifier should also include an additional confirmatory note to the transcriber so that it is clear that a mistake has not been made.

Transcribers should not, however, be expected to make modifications as indicated in the blocked sections marked **M** in Sections B and C without specific instructions from the modifier to do so. The onus is on the modifier to initiate these.

Brief amendments to papers may be written directly onto the print copy, if convenient. Where more extensive amendments are required, such instructions should be written on a separate sheet leaving the paper clear, so as not to confuse or hinder any marking up which might be done at the transcription stage by editors for transcribers to indicate layout or braille coding, etc.

Where questions appear in more than one paper, or the paper appears in more than one tier, any modifications should be done in the same way. The modifier should provide full modification instructions with each question/paper, as the producer will not necessarily be able to deal with each case simultaneously.

Modifiers should complete and return the cover sheet provided by the Awarding Body for each paper. They should use this sheet to draw attention to particular issues arising from their work for the benefit of the producer, Awarding Body and examination centre concerned.

Modification instructions for braille and large print should be kept separate and clearly identified.

Modifiers should request that they are consulted about any changes to their proposed modifications by either the Awarding Body or the producer of the modified paper. They should also request an opportunity to see final copies of the papers which they have

modified. If possible, they should see these papers before the examination is taken, in order to check them for accuracy. Where for reasons of time this is not possible, they should request that a copy of each modified paper is sent to them subsequently to enable them to judge the quality of the final product.

## **CONFIDENTIALITY OF EXAMINATION MATERIALS**

Modifiers are reminded that examination material sent to them for modification or adaptation is strictly confidential until the scheduled date of the examination concerned, and it must be treated as such.

Examination material must always be kept in secure conditions whether being worked on at home or in a school or college.

Papers should be locked securely away when not being worked on.

Papers should never be left unattended in areas where others not authorised to do so might have sight of them.

Papers should never be worked on in public places or on public transport.

The contents of question papers should never be mentioned to or be discussed with others not authorised to have access to the material concerned.

Where an Awarding Body provides special stationery for the despatch of question papers and other materials, this stationery should always be used.

Failure to maintain the confidentiality of a question paper could compromise the security of an entire examination for many thousands of candidates and jeopardise the future provision of modified papers.

# SECTION B

## BRAILLE PAPERS

**This section relates both to modification and transcription. The main text sets out the standard method for the transcription agency to follow. Specific points in relation to this for the modifier's action are in blocks marked M, supplementing the general statement of modifiers' responsibilities given in Section A .**

### GENERAL

General reference: *British Braille* (2004), compiled and authorised by the Braille Authority of the United Kingdom, published by RNIB, or as amended in any more recent editions or statements from BAUK. Papers must be transcribed in accordance with the rules of braille as stated in this standard reference, although any special modifications of layout conventions for examination papers as given in the current document should be adhered to. From June 2006, capitals should generally be indicated in braille transcriptions of examination papers covered by this document; for this, reference should be made in particular to section 5.2 of *British Braille*.

Before starting to braille an examination paper the transcriber/editor should look through it carefully to see if there are any special difficulties. All GCSE papers should have been checked previously by a modifier, making any required amendments to the questions, but if there are any points which still seem to require attention the transcriber/editor must contact the Awarding Body for advice. Mistakes in the print copy sent out are not unknown: corrections should be made with the approval of the Awarding Body and these should be marked on the print or stated in a separate note attached to the paper for return to the Awarding Body with the paper. If there are special transcription difficulties, reference may be made to one of the major braille publishers for advice if necessary.

It is a requirement that a print version of each braille paper is produced, to assist readers, amanuenses and invigilators. Further details are given in the section 'Print Versions of Braille Papers' below.

### MATERIALS

Braille examination papers should be embossed on good quality heavyweight paper (100 gsm minimum).

The page size should be in the ranges 36-40 cells, 24-28 lines (although special large pages may be required for diagrams).

Diagrams should be produced on swell paper or thermoform depending on the type of diagram – see the section on diagrams below.

Diagrams may also be required on drawing film (a thin plastic film which may be thermoformed and then further added to by the candidate in the examination).

## **GENERAL LAYOUT**

**M** It is generally unnecessary for the modifier to amend the front cover information and instructions of a paper, as the producer can be expected to follow the established practice for this. For example, references to the number of print pages in the paper will be removed, and references to ‘using your pen or pencil’ will be dealt with. Also, instructions regarding the candidate answering by marking boxes on special answering sheets will be routinely dealt with by the producer (e.g. see the section below on Answering Boxes and Multiple Choice Papers). However, any modification to the statement about the time allowance should be specified, as well as exceptional amendments needed to the instructions.

### **Preliminary Headings**

Preliminary headings should all be centred, however shown in print. This includes the reference number of the examination paper (e.g. 323/1) which may appear at the top or bottom of the first page or under some of the other headings in print, but which should always be brailled above the other headings on line 3. Print use of capitals is followed.

All subsequent sheets should start with the page information line on line 1.

### **Instructions**

All instructions should be brailled as paragraphs, however shown in print (short instructions such as ‘Answer four questions’ are often centred in print). Frequently instructions are italicised in print but this should not be copied in braille. Any words printed in bold type or otherwise obviously emphasised should, however, be italicised.

### **Page Information Line**

All pages should state the braille page number in the right-hand cells of the page information line (line 1). It may be advisable also to give the following information on that line (centred) in order to aid collation: examination reference number, paper number or component code, Awarding Body (abbreviated), month/year of paper. The page information line should not be more than 30 cells long for a 40 cell line, 28 cells for a 38 cell line, etc.

## **Section Headings, Sub-Headings, etc.**

In general, section headings, sub-headings, etc., should be centred, however shown in print. Print use of capitals is followed. Italics for such headings should be ignored, unless the heading happens to be a book title. If a passage heading includes a letter or number indicating a division of a question, the letter or number can be centred with the heading, as in the print.

## **QUESTION NUMBERS**

Main question numbers should normally begin in cell 3 and should be followed by a full stop even if there is none in print. Bold type or other special typographical features for question numbers should be ignored.

Sometimes the question number is followed by a passage heading on the same line in print. In this case braille the question number in cell 3 as usual and centre the heading on the line below.

## **SUBDIVISIONS OF QUESTIONS**

In general, subdivisions of questions with letters or Roman numbers should start in cell 5 and further subdivisions of these in cell 7, with all runovers in cell 1. However, there are times when this may not be convenient and an alternative method will have to be used. (See also the paragraph on section headings above.) Print use of capitals for question letters is followed; note that a capital question letter will require both a letter sign and a capital sign.

## **SEPARATION OF ITEMS**

For clarity it may sometimes be necessary to separate items by twelve centred dot 2s. For example, if a long passage, with or without line numbering, is followed by questions, twelve dot 2s should be centred between the end of the passage and the questions. It should not normally be necessary to centre twelve dot 2s before a centred heading.

For oral examinations, each passage after the first should always be brailled on a new sheet starting on line 2, after the normal page information line on line 1, with page numbering continuing. The previous passage should finish with twelve centred dot 2s.

If the instructions at the beginning of a paper contain wording such as ‘Do not turn over until you are told to do so’, the instructions should terminate with twelve centred dot 2s and a new sheet should be taken, beginning on line 2 as above. It may also be advisable to terminate a long set of instructions with 12 centred dot 2s if the following questions are not clearly separated from them, e.g. by a centred heading.

If a very long passage is followed by questions on it, with references to particular words, lines or parts of the passage, again it may be helpful to begin the questions on a new sheet so that the candidate can refer back to the passage more quickly and easily. However, this practice should not be followed in the case of a series of short passages where a lot of space would be wasted.

**M** Where questions are especially long or complex, the modifier may request that they be separated by a complete line of dot 2's. However, if employed, this method should be used for all the questions in a paper, for consistency. The method will not be used by the producer unless explicitly stated by the modifier.

## **SPECIAL POINTS TO BE ALTERED IN BRAILLE**

References to print page numbers should be altered to their braille equivalents. Sometimes words or phrases in a passage are underlined, capitalised or printed in bold type and then referred to as such in the questions. In braille, such words and phrases should be italicised and the references altered accordingly.

## **BLANK SPACES TO BE FILLED IN**

If a blank space is left within a sentence, to be filled in by the candidate, a long dash spaced as a word should be substituted in braille. If there are several blank spaces to be filled in in a passage, these should be identified by a letter or number (which should be distinct from the question numbers) before the dash, to allow the candidate to identify his or her answers. The wording of the question may need to be modified accordingly.

When a number of lines are left blank after a question in print to accommodate the candidate's answer, it is helpful to add a square bracketed note in braille after each question, indicating the number of lines (e.g. [5 print lines] the first time it occurs and this can be shortened to [5 lines] etc. for subsequent occasions) so that the candidate can estimate the required length of the answer. The number of lines required comes before the number of marks.

## MARKS

Allocation of marks at the end of questions, however shown in print, should be brailled in square brackets with the word 'marks' after the number. This should normally follow immediately after the last word of the question or subdivision of the question to which it applies. However, where the question ends with a mathematical expression without following punctuation, the number of marks should be moved to cell 1 of the next line. (Refer to the above paragraph for the case where the number of lines has to be indicated.) If the number of marks applies to the whole of a question which has subdivisions, the marks should be brailled as a separate paragraph. No full stop is needed.

Bold type, italics or other special typographical features for marks should be ignored.

## SOURCES OF PASSAGES OR EXTRACTS

Sources at the end of extracts should either be brailled directly at the end of the extract in brackets or after a dash, or else to end in the last cell of a new line. The print practice should be the guide. Source lines set out on a new line to end in the last cell should not start earlier than cell 11 and so may need to be divided onto more than one line. A source directly following on at the end of an indented passage (e.g. due to line numbering) should run over in cell 1 if necessary.

Authors' names at the end of extracts should not be italicised in braille, but print's use of capitals should be followed. Titles of books, articles or journals, however, should always be italicised whether or not this is done in print, unless printed in quotes.

**M** Where several source passages are to be referred to in answering a question, the modifier should add suitable headings to identify them if they are not already identified in such a way.

Where specific types of source are identified by the presentation in print (e.g. speech bubbles, newspaper articles, etc.), the modifier should ensure that the type of source is identified in braille by inserting a suitable heading, if this is not already clear from the text of the question.

## LINE NUMBERING

### Prose Passages

For prose passages where line numbering is used in print, the braille lines should be numbered on the same basis, e.g. if every fifth print line is numbered, every fifth braille line should be numbered. Braille line numbers should appear at the beginning of the line without a numeral sign. On pages where none of the braille line numbers would exceed 2 digits, paragraphs should begin in cell 7 and runovers in cell 5. On pages where any of the braille line numbers would consist of 3 digits, all paragraphs should begin in cell 8 and runovers in cell 6, and so on.

If only the first 4 lines of a line numbered passage appear at the bottom of a page so that no line number actually occurs on that page, those lines should still be indented in the braille to give a consistent appearance with the rest of the passage.

This means that in any questions referring to specific print line numbers, the appropriate braille line numbers should be substituted; these alterations should also be marked on the print paper for reference.

If a prose passage has line numbering in the print which is not referred to in the questions, then it is generally best to omit this numbering in the braille as it could be misleading. (A note to the Awarding Body should be given in such cases to explain what has been done.)

If a question number is immediately followed by a passage with line numbering, the question number is placed in cell 3 (or cell 5, etc.) as usual, with the indented passage starting on a new line.

## **Verse Passages**

For these, the print line numbering should be retained and the layout will be in accordance with the line-by-line method given in *British Braille*, paragraphs 9.7.1-3. Line numbers will appear at the beginning of the line on which the print numbered line begins. On sheets where none of the line numbers would exceed 2 digits, new stanzas should begin in cell 7, each following verse line in cell 5 and all runovers in cell 9. On sheets where any of the line numbers would consist of 3 digits, stanzas should begin in cell 8, following verse lines in cell 6 and runovers in cell 10, and so on.

## **Play Form**

In play form, the speaker's name will begin in the appropriate cell for a new paragraph if the speech is in prose, or a new stanza if in verse.

## **A Mixture of Prose and Verse in Play Form**

If there is a mixture of prose and verse in a play extract, the print line numbering should be retained throughout. In this case, for a speech in prose the line number should be at the

beginning of the braille line which contains the beginning of the print numbered line. In the case where a verse line is divided between 2 or more speakers, the subsequent part or parts of the verse line should follow the new speaker's name after 3 intervening spaces.

## FOOTNOTES

Passages for comprehension, precis, translation, etc., occasionally have footnotes. For each note there should be an asterisk plus number at the point of reference, and the notes themselves should be brailled as paragraphs at the end of the passage to which they apply, preceded by an asterisk plus appropriate number but without braille page and line reference. Numeration should start at 1 for each passage. If a passage has only one note, this should be shown by an asterisk but no number. Refer also to the section on Modern Foreign Languages as regards the treatment of vocabulary lists for passages.

## TABLES

The standard methods given in the reference below should be used when transcribing tables. Capitals should normally be indicated, unless lack of space precludes this. In such cases non-capitalized braille can be used for the table as a whole, except where capitals are essential for comprehension. In the latter case, it is permissible to indicate capitals for those specific items only. If possible, tables should not be split between two braille sheets. If tables do need to be divided, or set out to be read across facing pages, an explanatory note to the braille reader will be required in square brackets. It should be noted in particular that dot 3 leadlines should be used to bridge horizontal gaps of 4 or more cells between entries across the rows of tabulated tables. A blank cell is left before and after the leadline, so that for a gap of 4 cells, the leadline consists of just two dot 3's. This is the minimum.

**M** If tabular information is to be searched through, the volume of information will often need to be reduced by the modifier. If the print table does not exceed one page then the reduced braille table should not usually exceed one braille page.

If a table has to be filled in, then in most cases it should be transcribed with the spaces labelled with lower case letters in literary brackets. If bracketed lower case letters could be confused with the question numbers or other labels in the question, then some other labelling method should be adopted (e.g. bracketed numbers, Roman numerals, etc.). The wording of the question should be altered accordingly to indicate how the candidate should answer, e.g. 'Fill in the blanks in the table.' could be amended to 'Write down items (a) to (g) to complete the table.'

**M** Unless stated otherwise by the modifier, this will be the normal technique used by the transcriber; the modifier should therefore be careful to make it clear if an alternative approach is to be adopted.

If the modifier requires a blank version of the table for the candidate to use for answering, the modifier should inform the producer, who will use the following standard method unless instructed otherwise.

If the modifier specifies that a loose copy of the table be provided, then the producer should use the following technique unless instructed otherwise: In addition to the table within the question with the spaces labelled, a loose copy of the table should also be provided with the spaces left blank so that candidates can fill them in. The blanks should not be marked by dashes as is normally done in braille. Both tables should be double line spaced and follow the same general layout. In this case the wording of the question should be altered to allow either table to be used.

(Reference for the transcription of tables: *Brailleists' Manual*, section 62, published by RNIB).

## DIAGRAMS

**M** Modifiers should note the guidance for the producer given below on diagram materials to be used. The modifier need only explicitly specify the diagram materials to be used if different from these standard instructions.

The modifier should be aware that there exist standard techniques for the presentation of simple 3-D diagrams in a 2-D format and the transcription into braille of flowcharts, family trees, simple organisation charts, electronic diagrams, computer documentation diagrams and chemical structure diagrams. (Most of these techniques are explained in the references given in this section.) The modifier should therefore try to avoid contradicting these when such techniques are required, unless there is a specific reason to do so. This will encourage common practice across subjects and between each Awarding Body.

For a question which includes a diagram or graph, the modifier should decide what information the sighted candidate is expected to obtain from the print copy.

The modifier may recommend any of the following:

- (a) The original diagram is retained, possibly supplemented by a written explanation (supplied by the modifier). In this case the diagram maker will then represent the entire diagram using the standard techniques

outlined in this section. Note that producers will include diagrams unless told otherwise.

- (b) The diagram is modified in some way to clarify its meaning in relation to the question, or to make it more accessible to the candidate. In some instances the diagram may have to be broken down into two or more diagrams. All such changes to the original diagram not covered in this section must be specified by the modifier.
- (c) A diagram is replaced by an accurate written description (the modifier must provide the wording). Extreme care must be taken not to lead the candidate towards the correct answer, nor to give to the candidate information which is not available to the sighted candidate.
- (d) An unnecessary diagram or illustration is removed.
- (e) If the diagram presents particular problems, the following could be considered:
  - (i) the use of models, or
  - (ii) a replacement question.

Care should be taken that retention of a diagram does not require candidates to spend a disproportionately large amount of time interpreting the diagram to gain relatively few marks.

Where models are to be used, it must be clearly established who is to make them. In general, models should be made by the examination centres, and adequate time should be allowed for them to do so.

The use of a replacement question should only be regarded as a last resort, and considered only in those cases where the same assessment objective can be met not necessarily by the use of a diagram.

Modifiers may recommend the inclusion of additional diagrams and may also indicate the necessity for candidates to have extra loose copies of any diagrams on which the candidate needs to work. It is the responsibility of the modifier to pass these instructions to the transcriber.

The modifier may find it useful to obtain the illustrator's brief from the Awarding Body when dealing with diagrams, e.g. to help with descriptions.

Unless otherwise indicated, diagrams should be included.

Diagrams should normally be made using the swell paper process from a prepared print master. However, the collage and thermoform method should be used for complex diagrams

where a wider range of textures are required than is possible to show clearly using swell paper, as well as for diagrams where drawing film copies are needed.

Diagrams should generally be enlarged but should not normally exceed A4 or B4 size for swell paper diagrams, or 11 x 11.5 in. for thermoform diagrams. Some diagram producers can make A3 size thermoform diagrams if necessary.

Diagrams may be placed in a separate pamphlet, or tagged at the end of the examination paper so as to be easily detachable, or else inserted into the text to face the appropriate question. They should not be bound at the end of the question booklet. Graphs or diagrams on thermoform or drawing film which are to be used by the candidate and submitted as part of an answer should be loose or easily detached.

Diagram sheets are normally lettered a, b, etc., or numbered d1, d2, etc., rather than continuing the ordinary numbering. The method used will depend on the general method of producing the examination, as well as any specific instructions from the Awarding Body.

Diagrams must be headed at the top with any diagram title or figure number present. (These headings are placed beneath the page information line which includes the braille page number.)

If a diagram is separate from the question to which it belongs, the heading(s) should state the question number, e.g. 'Diagram for Question 6'. The text of the question will then require a reference to the diagram page when the diagram is referred to, e.g. '(see diagram sheet d1)', or even notice that there is a diagram present at all, e.g. 'Refer to diagram sheet d1.'. The exact wording will depend on the existing wording in the paper.

Diagrams should be structurally correct but simplified wherever possible by removing unnecessary detail and clarifying relevant parts.

## **M Geometrical Figures**

The number of lines involved in many problems will make the tactile diagram too cluttered and consequently unclear. Several different diagrams showing only the relevant lines could be produced but these might be claimed to aid the candidate unfairly by guiding them to the particular properties for use. The modifier's amended diagrams, therefore, need to be carefully designed to be clear but not, under any circumstances, to lead the candidate to the correct answer.

The amended diagrams should normally begin with the complete diagram and then proceed with diagrams showing specific parts. The series of diagrams should be consistent in any labels used or introduced.

The modifier should specify that features of the diagram, e.g. equal length line markings and parallel line markings, should be stated in writing as well as on the diagram. This might mean that diagrams may need to be labelled where they are not labelled in the original.

Diagrams upon which measurements are to be made must be made accurately. Difficulties over the change of scale should have been resolved by the paper's modifier but the diagram producer should be aware of this issue in relation to the wording in the text, in case problems or inconsistencies emerge at this later stage.

**M** The modifier should take special care with scale diagrams which cannot be enlarged without the scale factor being affected. It may be necessary to re-draw a scale diagram completely in order to create a scale of equivalent standard to the original. An alternative is to alter the relevant numerical values in the question or those required for the answer so that the enlarged scale diagram (using the original scale) gives the correct results.

Effective discrimination of lines requires 5 mm separation between lines.

There must be good contrast between textures when areas are filled in. A key must be provided if required, and placed, if possible, above or before the diagram or on the facing page.

Capitals should normally be indicated in labels, unless lack of space precludes this. In such cases non-capitalized braille can be used, except where capitals are essential for comprehension. In the latter case, it is permissible to indicate capitals for those specific items only. For single capital letter labels, e.g. in mathematical or scientific diagrams, the letter sign which is used before the capital sign in the normal text should normally be omitted on the diagram if the letter is not adjacent to ordinary words.

Where there are names on maps and diagrams, the initial letter or letters of the name should be used as labels where space is limited, e.g. B for Bulgaria or S for stomach. The key should be arranged alphabetically. However, where the print already has a labelling key, the print abbreviations should be adhered to if possible.

Labels should be horizontal wherever possible. Labels can be placed on small blocks to make them easy to locate. However, blocks should not be used where they could be mistaken for elements of the diagram itself (e.g. in certain mathematical diagrams). Label lines should be straight and of a distinct and easily identified texture. This texture should be included in the key. Arrow heads, if used, should be of 'open' type.

A label such as ‘not drawn to scale’ should be placed at the top left of a diagram so that it is not missed.

In general, graphs should show major grid lines, whether or not these appear on the original print version. (Grid spacing of 1.5 to 2 cm is generally appropriate.)

**M** It may be necessary for the modifier to alter the scale on the axes, or the data in a given table, to facilitate this.

Different areas of a map or diagram (such as land and sea or muscle and bone) should normally be distinguished by judicious use of different levels or textures, not simply by an outline.

## **M 3-D Diagrams**

3-D diagrams should not be reproduced as in print: the modifier may recommend that they be replaced by a model or be resolved into one or more 2-D diagrams.

### **3-D Problems**

For some three-dimensional questions the modifier may recommend that models be produced for tactile inspection. The specification of such models should be given by the modifier to the Awarding Body who will instruct the examination centre accordingly. Models will not normally be provided by the transcription agencies.

Plan and elevation drawings, or diagrams of particular faces, should be provided if they will serve to clarify details of the model.

### **Area and Volume Problems**

For area and volume problems a worded description may be used by the modifier to supplement, or in some cases to replace, a diagram.

### **Flow Diagrams**

Where candidates are required to complete a flow diagram, the modifier should normally instruct the transcriber to label the blank spaces so that the candidate can answer on a separate sheet. The wording of the question may need to be altered accordingly.

In some cases a description of the position of boxes may be necessary – this should be specified by the modifier.

If sandpaper, metal wire etc., are used in the composition of a collage diagram, the sheet should be thermoformed before being included in the finished paper, as these textures can be very damaging to the sensitivity of touch of readers.

It is especially important that examination producers have a demonstrated ability in producing diagram material to the required standard.

## **DRAWING AND MEASURING**

**M** Questions involving drawing should generally be amended.

Where candidates are asked to draw an object, such as a piece of scientific apparatus, the wording should normally be amended to allow the candidate either to describe the object in words or to draw it using the techniques given below, as long as drawing is not itself part of the assessment criteria.

If candidates are expected to draw geometrical diagrams then they should usually be given the option of either drawing on drawing film or creating the diagram on a graph board for transcription into print. (Since it may be most appropriate for a particular question to stipulate the desired method, candidates should be familiar with both techniques.) If the option applies generally throughout the paper, this fact can be explained in a note at the start of the paper, so that the print's wording within questions with regard to drawing need not be altered. The question may need to be amended so that the bulk of the diagram is already drawn and the candidate then only has a small amount of drawing to perform.

Alternatively, the question may be reversed so that the diagram is given but a similar mathematical area is being tested. The acceptability of this course of action will depend on what skill is being assessed.

Modified questions involving measuring should be tested for their feasibility by using the instruments that the candidates will have available to use. For example, are the lines forming an angle long enough to enable a tactile protractor to be used? – a minimum of 8 cm is required.

Simple geometrical constructions can be dealt with, but the limited accuracy achievable and the inability to draw feint construction lines severely restricts the type of questions that are feasible for a candidate to attempt in an examination.

Modifiers should advise the Awarding Body of the degree of accuracy that can be expected for questions that involve either measuring or drawing. Where the degree of accuracy expected of sighted candidates is plus or minus 0.1 cm (or 2 degrees) then the degree of accuracy expected of

candidates with a visual impairment should not be greater than plus or minus 0.5 cm (or 5 degrees).

Where candidates are required to complete or draw a pie-chart, the modifier should ask that a pie-chart template be provided on drawing film. The template should consist of a circle marked with a very large centre point. There should be 10 degree markings cutting the circumference. 90 degree markings may be slightly longer. A vertical starting line (from the centre up to 0 degrees) should be drawn.

If the candidate is expected to draw on a drawing film diagram, a copy of the diagram should also be provided on thermoform or on swell paper in the main diagram pamphlet. The producer should do this unless instructed otherwise by the modifier.

## **ANSWERING BOXES AND MULTIPLE CHOICE QUESTIONS**

Boxes to be filled in should not be reproduced in braille, and any references to them, such as 'in the spaces above' should be altered to 'in the spaces provided', or deleted. An instruction saying, for example, that 'answers should be inserted in the boxes on the answer sheet', might be amended to say that 'answers should be written on your answer sheet'.

Charts or special sheets for answering should not be reproduced, but have a look through them as they may provide extra information for the candidate, e.g. 'answer in centimetres'. In that case, instructions like this should be given in square brackets after the question.

Instructions about the method of answering multiple choice questions usually have to be amended, depending on how the candidate is answering. For example, the amended instruction might simply say that candidates should write down the letter of the correct answer. Where choice of a combination answer is required, it is helpful in long multiple choice papers to repeat the instructions on a separate sheet – this sheet should be inserted at the end of the braille paper and be clearly marked for the particular section.

## **PAPERS WITH QUESTIONS IN COMMON**

Where different papers have questions in common, e.g. papers for different tiers in a subject, it may be advantageous to braille the parts in common only once to save braille and proof-reading time. Care should then be taken when combining such text into the finished papers to make sure that page breaks and page references etc. are correct in each case.

## **PRINT CONVENTIONS THAT CAN BE IGNORED IN BRAILLE**

Several print conventions can be ignored in braille: in particular, instructions at the foot of the page such as ‘Turn over’; repetition of the examination number at the top or foot of a new page; printer’s reference marks; and repetition of a table or other information on a new sheet, such as an instruction which is an exact repetition of the one on the previous page referring to the same part of the paper, e.g. ‘Answer four questions’.

## **CONTENTS PAGES**

For very long papers where a candidate is required to answer questions on selected books or topics it may be beneficial to add a braille contents page. This should be added at the end of the paper, and a note in square brackets informing the candidate of its existence should be inserted at the beginning of the instructions on page 1.

This will read: [A contents page for this examination paper will be found at the end of the paper. This is to assist the candidate in locating selected books (topics etc)].

Where a contents table is already present in the print, it can be transcribed in the same position in braille as it occurs in print.

## **MANUAL TRANSCRIPTIONS**

If it is necessary to make any erasures, then these corrections should be checked by a touch proof-reader who must ensure that they will not be discernible by the candidate. Extra blank spaces should not be regarded as acceptable.

## **PRINT VERSIONS OF BRAILLE PAPERS**

It is a requirement that a print version of each braille paper be produced, to assist readers, amanuenses and invigilators. This should be textually accurate, following the braille script, including all the amendments. It should be clearly headed to indicate that it is the print version of the braille paper. Paragraphs can flow naturally, i.e. it is not necessary to show braille line breaks within paragraphs. Braille page turns should, however, be indicated. Print versions of any tactile diagrams should be included, using the layout etc. of the tactile diagram, but with print labels. There is no special requirement on format, e.g. font size, heading style, etc.; the main criterion being the accuracy of the text.

# SUBJECT SPECIFIC GUIDELINES

## ENGLISH

**M** Illustrative material – photographs, drawings, cartoons, maps, etc. – should be accessed by means of descriptions, worded simply and clearly, but in language which could not be seen as over-advantaging candidates. The extent of a description, and the nature of its content, should match the requirements of questions; for example, tasks on media or non-fiction texts often require comment on layout and/or the means used by writers to persuade a reader towards a particular point of view, or at least to engage the reader's interest. Thus, for such materials, not only the pictorial content, but also its colour, size and position in relation to text should be part of the description, together with font, size and density of print for headlines and side headings where this is relevant to the task. However, whilst descriptions should facilitate parity of access to questions and materials, they should not be so long as to take up an unrealistic amount of time and concentration from the candidate.

Questions involving completion of tables/grids should normally be reworded to enable the candidate to provide the necessary information using a simple device such as list form. (This differs from the standard transcription method explained in the section on tables, so the modifier should ensure that it is clear that a different approach is required.).

For reading comprehension tests where the passages are on average longer than about 20 print lines the modifier should request that the questions and passages be placed in separate booklets. Where the passages include texts with gaps and set words or phrases to be inserted, the modifier should normally specify that the passage be placed in the question booklet, and the set words or phrases be placed in the passages booklet.

In questions where the candidate has to modify a given word and insert it into a gapped text, if the given words are printed at the end of each line, they should normally be bracketed and the rubric amended appropriately, e.g. to refer to 'the word given in brackets at the end of each line'.

For error correction tasks where the candidate has to identify correct lines in a passage, if the print instructions say that a tick should be used, this can be changed to a cross (i.e. a letter x) in braille. Numbers at the beginning of each line in the passage should be enclosed in brackets, and the passage set out line for line in braille, so that each print line is clearly identified.

# GEOGRAPHY

## **M** 1. OS Mapping

It is undesirable for students with a visual impairment to have to tackle Ordnance Survey maps and their associated skills in the original format provided by Ordnance Survey. Some Examining Bodies already offer alternative questions as a matter of policy. The modifier should consider whether more appropriate ways can be used to assess the individual skills:

- (a) 4 and 6 Grid Reference.
- (b) Contour lines; to give an indication of steepness of slope.
- (c) Measuring straight and curved line distances.
- (d) Use of compass points.
- (e) Appreciation of relief, so that the student can identify simple topographies, illustrating with a written response rather than with a drawing - e.g. a hill, a valley, a plateau. (Cross sections present major practical difficulties disproportionate to the number of marks allocated.)
- (f) Identifying various types of land use in urban and rural areas.
- (g) Elementary route finding (networking). These skills would need to be tested separately on individual diagrams.
- (h) Identifying map symbols to show understanding of the key.

If there is no alternative to using an OS extract the following guidelines apply.

- (a) Provide a modified version of the original extract for orientation.
- (b) Provide individual modified enlargements of specific parts of the original extract, depending on the questions.
- (c) If the question requires the use of scale, a new linear scale should be displayed on the same page as the extract.
- (d) The shadings and symbols on the maps should be in line with the guidance set down by the RNIB/VIEW Geography Curriculum Group.

## **2. Graphical Data**

Although it may be necessary to split groups of diagrams over several pages, the modifier should be aware that doing so may increase the scanning difficulties for the readers, and the ability of students to perceive relationships.

### **3. Landsat photos**

These are inappropriate for students with a visual impairment, and questions involving them will need modification or replacement.

## **HISTORY**

**M** History papers require modification due to the use of a variety of pictorial or diagrammatic sources to provide stimuli or evidence for evaluation. There are a number of ways of dealing with this: the nature of the historical skills tested in the questions should be the guide to how the modifier alters the source. Generally for both modified large print and braille, it is better not to use any pictures, maps or diagrams as these are not integral to the subject.

There are a number of ways of modifying:

1. Where a diagram or photograph is used solely to provide a stimulus, a description may be appropriate. On many occasions this may require just a slight modification of the written description already present. On occasions, a more appropriate description may be found by using an extract from a newspaper of the time. Where a map is used, it is generally included as a means of providing information. Reading a map is a very difficult skill for students with a visual impairment. It is therefore usually more appropriate to provide a written description or a timechart. Enough information must be provided so that candidates are not disadvantaged, but equally, selection must not provide extra guidance. Descriptions should generally aim to be no more than eight lines. It is important that, despite the additional time allowance, candidates with a visual impairment do not find themselves overburdened by a lengthy written paper.
2. Graphs are better changed into tabular form. It may be appropriate to reduce the amount of information given (e.g. by giving figures for every 10 years instead of 5). Also, it may be necessary to divide information into two tables.
3. The biggest challenge is presented by visual sources where the candidate has to evaluate the validity of the source. The type of source is an integral part of the question, but a description will provide a judgement on the source, negating the purpose of the question. If the emphasis of a cartoon or picture is on the wording (e.g. slogans on

banners), it may be possible to use a description, but it is often better to replace the source. Candidates are still fulfilling the purpose of the question by demonstrating the ability to use a range of sources, but can use some kind of written source: a poem, song, newspaper account, speech, etc. The information given would be as close to the original as possible, with only an alteration needed in the source described in the wording of the question ('How useful is the cartoon/picture etc.?'). The aim should always be that the marker could use the same general mark scheme. Only in the last resort should it be necessary to change the question, but even then it should tackle the same skills. This can be a challenge to the ingenuity of the modifier, but the result is far more true to the nature of the subject.

The information about the origin of sources is obviously vital, and can be fairly lengthy. This may mean that it is better to place such information in brackets at the end of the source.

## **ICT AND TEXT PROCESSING**

It is especially important that braille examination producers have a demonstrated ability in transcribing such material to the required standard.

**M** The modifier must identify the questions where it is important to provide layout and presentation information beyond the standard methods used by the transcriber set out below. There are four suggested techniques. Modifiers should choose the most appropriate way:

- (a) Diagram with key. Use texture rather than outlines where use of 'white space' may need to be identified.
- (b) Summary description at beginning. Alternative vocabulary or modification of the question would be required if words such as 'logo', 'bold' are the required answers.
- (c) Use of square bracketed explanatory notes within the document (assuming square brackets are not used for other purposes in the document).
- (d) Remove content not relevant to the question and replace with a description. e.g. [Text about boat trip] [Table of 2 columns and 5 rows showing route and distances].

Where the examination paper includes material which has been previously released to the candidate for working on in class, the modifier should instruct the producer to place it in a separate clearly labelled pamphlet. The modifier should specify an appropriate label, and ensure that any other necessary modifications are made to the candidate's instructions.

The following techniques apply to the transcription of passages and layouts which are to be copied or examined.

### **Capitals**

Particular attention should be given to the indication of capitals for all material that is to be typed or where the use of capitals is being tested, or where candidates are asked to comment on the layout, style or presentation. Where capital letters have purposely been left as lower case, this must be retained in the transcription.

Spaced block capitals have no specific indication in braille, and so must be explained in a square bracketed note.

### **Bold and Underlining**

Where bold or underlining is used in a document, those words should not be italicised, but the indication should be made by means of square bracketed notes. An alternative method is to use angle or brace brackets to enclose the words, explaining the method in an explanatory note.

### **Layout**

Print layout should be followed in letters, passages, addresses, etc., which are to be copied or examined, and print inclusion or omission of punctuation should be strictly followed. Paragraphs should start full out (cell 1) with blank lines between, if that is the style of the print. If a whole paragraph is indented in relation to the other paragraphs, the same should be done in braille. Where material has been right justified and could be easily missed, it may be useful to insert a square bracketed explanatory note to warn the reader.

### **Blank Lines**

Blank lines are to be reproduced as in the print. However, if more than two blank lines are left in print, insert a square bracketed note such as [4 blank lines], rather than leaving the same number of blank lines in the braille. Where a blank area is left for completion, for example for the main text of a memo or fax, this must be clearly explained in a square bracketed note.

## **Names and Addresses**

In lists of names and addresses for inclusion in dictated passages, all lines will normally be brailled full out, leaving one blank line after each item, as in print. Where a lot of space is left between two elements of an address on the same line (e.g. 'London W14'), two spaces should be left in braille.

## **Print Symbols**

Where print symbols have a braille equivalent then that braille sign should be used. In particular, the ampersand & is brailled dot 4 dots 1-2-3-4-6, and the at symbol @ is brailled dot 4 dots 2-3-4-6. Other special characters which do not have a direct representation in literary braille should be replaced by a square bracketed name or explanation (e.g. [underscore]).

## **Spellings**

Where there is a list of spellings to note, it should be brailled in Grade 1. The same applies to a list of abbreviations and what they stand for. Where incorrect spellings or punctuation have been used in the document, these must be retained in the transcription.

## **Tabulated Words**

Grade 1 should be used to make it easier for the candidate to find the longest word and tabulate correctly.

## **Tabulated Numbers**

These should be aligned as in print, i.e. with units under units, etc., if set out in that way in the print (not left justified as is normally done in braille).

## **Numbers of More than 4 Figures**

It is now generally print convention to group the figures in threes, separated by a single space. It is not possible to leave this space in braille as it would create ambiguities. Therefore, the mathematical comma (dot 3) has to be inserted. A square bracketed note should be used to inform the candidate whether the 'space' or 'comma' method has been used in the print for showing grouping. If the numbers are intentionally wrongly grouped, then this error should be retained in the transcription.

## Forms

It is generally not possible to reproduce forms with the layout as given in the print. Instead, unless the modifier has indicated otherwise, the information has to be conveyed in paragraph form, with punctuation inserted where necessary to separate items, blank spaces to be filled in indicated by long dashes, and the number of blank lines for entries to be made explained in a note. An explanatory note such as the following will normally be required before the form to explain the method.

[The following gives the wording on the form which appears in print, with the blank spaces, or number of lines for entries to be made indicated. The exact layout has not been reproduced in braille, although all the information has been included.]

(The exact form of the above wording will depend on the particular context.)

**M** The modifier should indicate if the layout of boxes for entering data on a form should be explained in more detail. In this case the producer will follow the following methods unless the modifier specifies otherwise.

Where the modifier indicates that the layout of boxes for entering data on a form is important, the number and spacing of those boxes should be explained in a description, e.g. 'Postcode [4 boxes followed by a space then 4 boxes]'. An alternative is to devise a method to indicate boxes, e.g. using a full cell, in which case an explanatory note will be needed.

**M** If the general layout and presentation of a form is being examined, then, where possible, the modifier should instruct the producer that the form should be reproduced with the layout as close as possible to the print, with any significant differences from the print explained in a note. If this is not practical, then the modifier should specify an alternative method, for example that a diagram be used with a key to the different elements in the form. The latter technique might also be employed with complex tables where they cannot be represented in the normal way.

## Handwritten Corrections to the Text

These generally appear in the margin in print but have to be inserted *after* the passage to be typed in braille, in square brackets. It will be necessary to explain some of the standard correction markings in words. Where a badly handwritten word or phrase is explained in block capitals, this can be ignored and the word brailled correctly. Strike-outs with dotted underlines beneath and 'stet' in the margin can also be ignored: the original word should be left in braille.

The corrections should be separated from the passage by a blank line and then be given in the following form.

[1st para, 2nd sentence: the 'p' of passage is to be upper case.]

[2nd para, 4th sentence: insert a comma after 'therefore'.]

### **Explanatory Notes**

All explanatory notes from the brailist/editor to the candidate should be placed in square brackets and inserted where most convenient.

## **MATHEMATICS, SCIENCE AND COMPUTING**

The mathematics, science and computer braille codes should be used. Careful judgement may be required in the application of these codes and the method of layout etc., especially for the more advanced papers, to ensure that the text is transcribed consistently and faithfully to the meaning, as well as neatly. It is especially important, therefore, that braille examination producers have a demonstrated ability in transcribing such material to the required standard. Translation software used for these subjects should be used with appropriate care, as it cannot be guaranteed to produce correct results.

In science papers the special braille chemistry code given in *Braille Science Notation*, should normally be used for chemical formulae and equations, rather than the alternative methods given in *Braille Mathematics Notation* and *British Braille*.

A blank term in an equation can generally be shown as a short dash. Where such blank terms are definitely numbers, and the dashes could be hard to read where preceded by minus signs, the dashes should be preceded by number signs.

Where a specific number of blank digits are indicated in the original (e.g. by dots), they should be shown in braille by the appropriate number of dot 3's after the number sign.

**M** The modifier should indicate if an alternative to the above standard techniques for dealing with blanks should be used. For example, a dagger can usefully be used instead of a dash to show blanks in certain contexts (avoiding difficulties with preceding minus signs), but this method would need to be explained in a note to the reader.

Data sheets should be provided as separate booklets.

The periodic table, if required, should be provided in a separate booklet.

**M** The modifier should ensure that a standard format in which the chemical names are presented in a separate list from the table itself is supplied.

## **M Co-ordinates**

Questions involving co-ordinates must be worked through by the modifier on a tactile graph board to ensure that the question is feasible. The question may need to be re-structured so that part of the diagram can be dismantled when it has been finished with, thus creating a clearer tactile diagram.

Transformation questions may need fractional co-ordinates changed to integer values. In particular, if the identification of a centre of rotation or enlargement is required, it should have integer co-ordinates. For transformation questions it can also be helpful for a cut-out shape to be supplied to the candidate. The modifier should initiate arrangements for this where needed. It may be preferable in transformation questions to give the image as well as the object on the diagram and for the candidates to be asked to describe fully the transformation shown. (A reversal of the question which avoids drawing problems.)

In general, a 2 cm grid should be used and the maximum size grid will usually be 10 squares by 10 squares.

## **Loci**

Simple loci problems involving the drawing of straight lines can be satisfactorily answered using the drawing techniques detailed in the section on drawing and measuring above. A diagram that provides an initial framework should be given. More complicated problems should either be amended to say 'describe', or else a set of multiple choice diagrams should be provided.

## **Set Theory**

Where questions require candidates to fill in missing information on Venn diagrams, the modifier should instruct that these diagrams be supplied on loose sheets and should be of sufficient size for the answer to be added. Drawing film should be used when the area needs to be shaded.

## **Science**

Where, in the original paper, candidates are expected to insert numbers in order to complete or to balance a chemical equation, candidates should be instructed to re-write the equation in full.

(References: *Braille Mathematics Notation* (2005), *Braille Science Notation* (1989), *Braille Computer Notation* (2006), all compiled and authorised by the Braille Authority of the United Kingdom, published by RNIB, or as amended in any more recent editions or notices published by BAUK).

## **MODERN FOREIGN LANGUAGES**

It is especially important that braille examination producers have a demonstrated ability in transcribing such material to the required standard.

In foreign language examination papers the foreign language braille codes to be used are those normally used in foreign language transcriptions produced in the United Kingdom. These codes are available from BAUK, or via RNIB. Fully contracted (grade 2) foreign code is not used.

In foreign language papers, the appropriate code should be used for passages in the foreign language and for sources at the end of such passages. Foreign language code should also be used for any headings in that language and for any words, phrases or sentences in that language which occur in an English context but which are in quotes or italics. For any foreign names, words or phrases in English context which are not in quotes or italics and may therefore be considered as anglicised, English contractions may be used with care (if in doubt, do not contract), except in words containing accent signs. For the latter, use the special code accent signs for the language appropriate to the paper, with a letter sign preceding the word. For accents belonging to any other language, use dot 4. For reading passages in foreign languages there should be no half-spacing (in manual transcriptions) and only easily recognisable word divisions.

If a vocabulary list is given for a passage, the words should instead be inserted directly into the text at the relevant points, enclosed in square brackets, unless specified otherwise by the modifier.

### **M Speaking**

Where there are illustrations in the paper, the modifier should request a copy of the illustrator's original brief from the Awarding Body, in order to be clear as to the original purpose and required content.

Use English descriptions (in brackets) for any visual clues, and when stating the target language.

### **Reading**

Reading passages which are longer than about 100 words should normally be placed in a separate booklet so that the candidate can easily refer to both the passage and the accompanying questions. The modifier should indicate

any such cases for the producer. Shorter passages in the same paper should remain in the question booklet.

In special cases, and with prior approval from the Awarding Body, the modifier may specify a different technique in which a long passage remains in the question booklet, and is divided into suitable sections, with the questions inserted before their corresponding sections. (It is the responsibility of the modifier to specify both the moving of questions and the splitting of passages for the braille producer.) Where necessary, the modifier should make appropriate amendments to the candidate's instructions when the material has been rearranged in this way.

### **Listening**

Modifiers must obtain a transcript of the tape in order to know what is being tested.

### **Writing**

The above points are applied where applicable.

### **General**

Maps, photos, cartoons, pictures, etc., which contain visual clues, should be replaced by short descriptions.

Examination rubrics in the target language will need to be amended by the modifier to take account of the different methods of working of candidates with a visual impairment. For example, 'cochez la bonne case' ('tick the correct box') would become 'écrivez la bonne lettre' ('write the correct letter').

## **MUSIC**

Music braille should be produced in accordance with the November 2000 changes to the braille music code approved by the Music Committee of BAUK. The reference for these changes is 'Braille Music Code: A Guide to Changes to Current Practice in Compliance with The New International Manual (September 2001)'. The main reference is 'New International Manual of Braille Music Notation', issued by the Braille Music Subcommittee of the World Blind Union; an additional reference is 'Braille Music Training Manual', available from RNIB.

**M** Whereas the general approach is that the modification of braille and modified large print papers should be as close as possible, it should be noted that this approach may not be practical for music papers.

### **Presentation of Multiple Staves in Braille**

The modifier must carefully consider what is required from the question. The choices include:

- (a) Bar over bar (as in print)
- (b) Transcribing parts individually. (This offers no unfair advantage for the braille user, as the finger can only follow one part at a time in any case.)

### **Supplementary Music Texts (Excerpts)**

The modifier should instruct the producer that these be produced in a separate booklet, depending on what is required from the question.

Where a question in print refers to a few bars from a text book taken into the examination, it is advisable to include these bars in the question, for ease of access. The modifier should instruct the producer to do this, making it clear what excerpt is required, including edition details where appropriate.

### **Consistency**

Consistency from year to year is of particular importance, especially regarding the use of past papers for practice. When there is a change of modifier, the new modifier must base his or her modifications on previous practice.

Each question should normally start on a new page, and, as far as possible, individual part questions should not be split over braille pages. Other page splits should be planned with care. For essay-type papers, main questions should instead be separated by a blank line rather than each specially starting a new page, but part questions should still not be split over pages.

### **Scores**

Capitals should normally be indicated in scores, as in the rest of the paper.

In score extracts each bar should be numbered. In questions which require following a braille music score whilst the music is played, very limited use of braille repeat conventions (part bar repeats, bar repeats and section repeats) should be made.

The signs which are used as references to mark cadences, chords etc. in a score, should be provided as a key before score extracts. Standard wording should be used for such keys.

Where a full print score is given separately as individual parts, this must be explained in the braille. Likewise any layout issues specific to the braille, e.g. the placing of chord symbols, should be explained.

Where blanks in the score indicate the part that needs to be completed by the candidate, the transcriber should insert 'braille-only' rests in the braille, along with the following note: 'Rests preceded by dot 5 indicate that the part is incomplete rather than silent'.

Where an unpitched rhythm is given in print (often to which the candidate must assign pitches), the braille score can use stem signs of appropriate duration, along with the following note: 'Stem signs are used where rhythms are given as unpitched stems above the stave'.

It is necessary to explain in which direction intervals read.

## RELIGIOUS EDUCATION

**M** The use of maps, charts, graphs and tables is unlikely, and the main forms of visual information that require modification are photographs, drawings and diagrams. In a modified large print paper, it may be possible, and desirable, to produce a simplified diagram where key features have to be identified. For the braille, it is usually better to describe the various features without giving the student an unfair advantage. Some particular issues that arise when giving written descriptions of pictures and photographs used in RE papers are listed below.

- (a) Unlike in many other subjects, the objects depicted in photographs and diagrams in RE papers are often not everyday objects but ones only encountered in a religious context. A Christian font, a Jewish scroll case or a Buddhist prayer wheel for instance are difficult to describe in general terms. Certain objects may have an immediate visual resonance for sighted students, and, whilst it may be inappropriate to give students with visual impairments an advantage by naming the object, it is important that the description is clear and unambiguous enough not to put them at a disadvantage.
- (b) It may be best to avoid certain descriptive terms which have a link, though not an exclusive link, with a particular religion. For instance the word 'turban' has a particular link with Sikhism, but not an exclusive one. If such words are used it will be necessary to ensure that enough context is given to ensure that the student is not misled.
- (c) It will be necessary at times to refer to the race of a crowd or of an individual pictured. Such information is instantly available to students with sight and may be of relevance in the context of RE.

- (d) Awarding Bodies (and most modern text books) will use standardized spellings of religious words that have often been translated from other languages. These standardized spellings are included in the 'Religious Education Glossary of Terms' published by SCA. If any such terms need to be used in modification they should be spelt as they are in the glossary.
- (e) The origin of visual information is sometimes given in the ordinary print and, if relevant or necessary to answering the question fully, such information should be placed in brackets at the end of any related description.

Only as a last resort should it be necessary to change the question, but even then it should tackle the same skills that the original question does, and should maintain the same mark scheme.

## **TECHNOLOGY**

- M** 3-D diagrams should not be reproduced as in print. The modifier should recommend the use of a model. An actual example of the item in question may be the best solution.

# SECTION C

## LARGE PRINT PAPERS

This section relates both to modification and transcription. The main text sets out the standard method for the transcription agency to follow. Specific points in relation to this for the modifier's action are in blocks marked **M**, supplementing the general statement of modifiers' responsibilities given in Section A .

### TYPES OF LARGE PRINT PAPERS

Large print examination papers are to be made available in a variety of formats according to the needs of the candidates. The format will be one of the following.

**M** Following guidance from centres, the modifier will specify which format is required, as well as other layout requirements. Except in the case of a direct enlargement a modifier should always be consulted and will recommend which version(s) of the paper should be produced. This recommendation will be based on his/her assessment of the original paper and the requests received by the Awarding Body on the behalf of individual candidates.

Centres with candidates who are unable to read standard size modified enlarged papers, i.e. A4 modified enlarged 18 point bold papers or A3 24 point bold modified enlarged papers may wish to contact the Modified Papers Unit of the relevant awarding body for further advice and guidance.

#### **Unmodified Enlarged Papers (UE):**

1. The normal paper directly enlarged by photocopying, A4 to A3.

The following shows the typical print size which would be achieved when enlarging from A4 to A3. The actual line width will be greater:

At first sight there does not seem to be much connection between Potatoes and Tomatoes, and yet they are closely related, and bear the same botanical name of *Solanum*.

2. The above format produced with each A3 page divided into two landscape pages so that pages are easier to handle.

Care should be taken that the print quality of the original is adequate to give a clear enlargement. If this is not the case then a new large print version of the paper will be necessary.

### **Modified Large Print Papers (MLP):**

3. A modified paper (i.e. visually simplified) produced in large print on A4. The typeface is Arial 18 pt bold, with at least 4 pt leading (i.e. 18 on 22 pt).

The following is a sample of 18 pt bold on 22 pt:

**At first sight there does not seem to be much connection between Potatoes and Tomatoes, and yet they are closely related, and bear the same botanical name of SOLANUM.**

It should be noted that the text of this version may differ from the text of a braille version of the paper. If a centre anticipates that there may be a problem with this (e.g. in case a candidate is to refer to both versions), the centre should contact the Awarding Body for advice.

4. From a large print paper in format 3, an enlargement, A4 to A3, will be available on request, to meet the needs of candidates for whom the 18 pt print is too small. The following is a sample of 18 pt bold enlarged as from A4 to A3. The actual line width will be greater:

**At first sight there does not seem to be much connection between Potatoes and Tomatoes, and yet they are closely related, and bear the same botanical name of SOLANUM.**

**M** Papers of all types are normally printed double-sided. However, the modifier may request that the paper be produced single-sided, for example, if it is to

be coloured or if the candidate has to draw on it: in this case the modifier should instruct the producer accordingly. This practice has the disadvantage, however, that the amount of text visible at one time is halved.

## **UNMODIFIED ENLARGED PAPERS (UE)**

Unmodified enlarged papers are normally produced at the centres.

In version 1 the enlarged paper is produced by directly enlarging the original paper from A4 to A3; for example, by photocopying. Papers should normally be printed double-sided, and bound in a suitable way which allows the paper to open flat (e.g. tagging). Text in particularly small type, e.g. extracts of newsprint, train timetables, etc., may need to be further enlarged so that a minimum of 14 pt type size is achieved. The paper used should be non-glossy and of a sufficient weight (minimum 100 gsm) to avoid any 'show through'. Care should be taken where there are diagrams involving shading to ensure that the shading reproduces adequately - it may be necessary to set the copier to photo mode or similar to achieve the required result.

Special provisions may be required where there are scale diagrams upon which measurements are to be made. One option is to provide large scale rulers, which should be provided by the centres. Alternatively it may be practical to reproduce the diagram without enlargement.

In version 2 the enlarged A3 sheets are divided horizontally and presented on A4 landscape pages. The remaining instructions relate to this format.

The final paper should be printed double-sided and bound so as to allow the paper to open flat, as for the A3 format.

The paper will need to be repaginated: page numbers should be placed clearly on a separate line, e.g. at the bottom.

In general, it will not be possible to simply split A3 sheets into two halves, so the material will have to be placed block by block onto the A4 landscape pages. The text and diagrams must be arranged on the A4 sheets with consideration for what information will be visible at one time across facing pages when the booklet is open. Thus it should be the aim, where possible, to arrange that diagrams appear on the same page spread as the question(s) which relate to them. The same applies to tables and other ancillary material. However, the basic order of the material as presented in the original should normally be adhered to. Thus it may be necessary to leave lower parts of pages blank, or even whole (right-hand) pages blank, in order to achieve the optimum presentation of a question.

Where a whole page is left blank (and not used for answering) the words [BLANK PAGE] should be centred near the top of the page. However, it is not necessary to retain blank pages appearing in the original (unless they are to be used for answering).

Where questions are long, rather than starting a new question half-way down or near the bottom of a page, start the question on a new page. The same applies to sub-questions.

Wording on the front page of the original stating the number of print pages will be incorrect for this version and can be omitted.

Wording within questions referring to the position of items (questions, diagrams, tables, etc.) which are misleading or ambiguous in the enlarged version should be amended accordingly. Thus where diagrams were originally distinguished as ‘upper’ and ‘lower’ but do not appear as such in the enlarged version, the references should be altered accordingly. However, it will not normally be necessary to change a reference ‘above’ if it still applies as meaning *before*, nor a reference ‘below’ if it still applies as meaning *following*. Any amendment should be done carefully, using a similar font to that of the original, so that the amendment will not be a distraction to the reader.

If a diagram will not fit in enlarged format then it may either (a) be reproduced at the largest size possible for the format; or (b) be included as a full A3 sheet (which will be bound as a special fold-down page into the A4 landscape booklet.) Option (a) is to be preferred on production grounds since it is easier to incorporate into the paper, although option (b) should be used if the diagram is complex and really requires the full size.

## **MODIFIED LARGE PRINT PAPERS (MLP)**

**M** It is the modifier’s responsibility to retain as much as possible of a paper (including visual stimuli) in its original or modified form. The complete removal of visual material should only be contemplated when such material does not, in the modifier’s opinion, constitute an integral part of the purpose of the question.

The basic order of the print original should be followed wherever possible and modifications should be similar to those used in the preparation of braille question papers where appropriate.

Where the original stimulus material is in colour, the modifier should recommend that the modified version also be in colour where this is essential. In this case, candidates who have difficulties with colour perception may require special arrangements, and their centres should advise the Awarding Body accordingly.

Modifiers preparing both large print and braille papers should not introduce differences between these unnecessarily.

Papers should be produced on A4 pages, normally printed double-sided, and bound on the left so as to be able to be opened out flat. The modifier may specify that diagrams or other

sheets are tagged so that they may be easily detached if necessary. The paper used should be non-glossy and of a sufficient weight (minimum 100 gsm) to avoid any 'show through'.

The main typeface should be Arial 18 pt bold, with at least 4 pt leading (i.e. 18 on 22 pt). Headings such as those at the beginning of the paper may be in a larger size, e.g. 36 pt; internal headings in a medium size, e.g. 26 pt. Small print in the original (e.g. newsprint, train timetables, etc.) should be reproduced in the ordinary large print size used for the rest of the paper.

Special attention should be given to special characters such as arithmetical signs (+, −, =, ÷, ≤), decimal points, spots, etc., to ensure that they are of sufficient weight. The decimal point should if possible not be written as a full stop, but raised, thus: 3A6. Fractions should be 16 pt for both numerator and denominator if possible. Refer to the Mathematics section for further guidance on the setting of mathematical expressions.

In general, italics should be avoided. Where words or phrases are italicised to show emphasis or some other distinction within ordinary text, capitals should normally be substituted. The same applies to words which are in bold print, or underlined.

Quotation marks should generally be used to replace italics for quoted phrases within ordinary text. Italics used for entire passages or sentences which do not require distinction should generally be ignored. Examples include instructions to the candidate and quoted extracts. Italics should not be used for algebraic letters, etc., in mathematical expressions: refer to the Mathematics section for further guidance.

Where numbers or letters, etc., are given extra spacing in the original to make them stand out, the same method should be used in the modified large print.

Paragraphs should be ragged-right, not right-justified. The general style of the original print in the placement of question numbers and the indentation of questions and sub-questions should normally be followed.

The headings and information at the start of the paper should be ordered in a simple way using centred headings and paragraphs, rather than more elaborate layouts which may be present in the original. Repetitions in this title information should be deleted (this often occurs for the time set), although a repeated instruction after a page turn should be retained. Information stating 'This paper consists of ... printed pages ...' should be omitted. Spaces for the candidate to write his or her name should be retained.

Common sense alteration of instructions should be made. For example, if the original instructions refer to candidates using answering boxes, whereas the answering spaces are indicated otherwise in the large print version, the wording should be changed accordingly. Similarly, references to diagrams, tables, etc., should be amended as necessary. Where a separate answer booklet and graph paper are provided by the Awarding Body, the candidates should be instructed to use either these booklets or their usual writing and graph paper. Otherwise changes of wording should only be made on the instruction of the modifier.

Boxes or special margins for examiner's use should be omitted.

Just as in the original, the text and diagrams must be split up and arranged on the pages with consideration for what information will be visible at one time across facing pages when the booklet is open. In particular, it should be the aim, where possible, to arrange that diagrams appear on the same page spread as the question(s) which relate to them. The same applies to tables and other ancillary material. However, the basic order of the material as presented in the original should normally be adhered to. Thus it may be necessary to leave lower parts of pages blank, or even whole (right-hand) pages blank, in order to achieve the optimum presentation of a question.

Where a whole page is left blank (and not used for answering) the words [BLANK PAGE] should be centred near the top of the page. However, it is not necessary to retain blank pages appearing in the original (unless they are to be used for answering).

Where questions are long, rather than starting a new question half-way down or near the bottom of a page, start the question on a new page. The same applies to sub-questions. Where questions continue onto the next page this should be indicated at the bottom of the page, and at the top of the next page with suitable wording, e.g. 'Question continued on the next page', 'Question continued from the previous page', or using the wording of the original print.

In general, more space should be left between questions than between paragraphs or sub-questions. If dividing lines are used between questions in the original this practice should be followed in the large print paper.

Spaces for answering and working should normally be reproduced in the large print version of the paper if present in the original. Answering spaces should normally be placed on the left in the large print paper even if placed at the right margin in the original. A line thickness of about 1.3 pt is suitable for answering lines.

If grids or tables form part of a response, these should normally be retained.

**M** The modifier should suggest the degree of enlargement necessary for such grids or tables to allow their use by candidates with a visual impairment. The modifier should also request that answering lines be inserted within a box or section where a written text answer will occupy more than one line.

The number of marks should normally be placed immediately after the text of the question, rather than at the right margin or after a diagram or table associated with the question. Where a question ends with a mathematical expression without following punctuation, the number of marks should be moved to the beginning of the next line.

If the original repeats question numbers when a question continues on a new page (or for left-hand pages only), a similar style should be adopted for the large print paper.

Unnecessary boxes framing items of information can be omitted.

Dividing lines between rows and columns in tables should normally be retained; but where absent in the original, lead lines consisting of dots should be used between the entries within rows. However, where an entry is blank, leadlines should not run across a column of figures which needs to be treated as a sum, such as in a balance sheet.

**M** If tabular information is to be searched through, the volume of information will often need to be reduced by the modifier. If the original print table does not exceed one page then the large print table should not usually exceed one page.

**M** Where several source passages are to be referred to in answering a question, the modifier should add suitable headings to identify them if they are not already identified in such a way.

The modifier may request that source texts and questions be placed in separate booklets (e.g. for reading comprehension tests). Appropriate adjustments to the instructions giving the correct references should be made by the producer (e.g. 'Refer to the passage on page 3 of the separate booklet.').

**M** It is the modifier's responsibility to specify when texts and questions should be separated in this way; the producer will not use this method unless instructed.

## **DIAGRAMS**

**M** Where questions include cartoons, photographs, sketches, diagrams or graphs, the modifier should decide what information a fully sighted candidate is expected to obtain from the original print copy.

The modifier may recommend one of the following.

- (a) A diagram or photograph is included, possibly supplemented by a written explanation. The diagram may be based on:
  - (i) the original print version;
  - (ii) a simplified version provided by the modifier which may have to be broken down into two or more diagrams, with parts of the diagram highlighted.

- (b) The replacement of source material written in cursive writing (e.g. in foreign language papers) by an ordinary print version.
- (c) The replacement of pictures showing information to be picked out by the candidate (e.g. on a road sign) by the relevant information in words alone (e.g. the information on the road sign), with the remainder removed.
- (d) A diagram or photograph is replaced by an accurate written description (which should be the same as that used in the modified braille paper if this exists) provided by the modifier. Extreme care must be taken not to lead the candidate towards the correct answer nor to give the candidate information which is not available to the sighted candidate.
- (e) If the diagram presents particular problems, the following could be considered.
  - (i) A sighted tactile version of the diagram (on swell paper).
  - (ii) A substitution of inaccessible source material.
  - (iii) Where all the above are deemed inappropriate, a replacement question.

The modifier may find it useful to obtain the illustrator's brief from the Awarding Body when dealing with diagrams (e.g. to help with descriptions).

Where diagrams need to be simplified or otherwise modified, specific instructions should be given by the modifier. A greater onus is placed on the modifier in the case of large print diagrams than in the case of tactile diagrams because the producer is less likely to be an expert in this field. The modifier may choose to produce the final version of the diagram personally or supply instructions for the producer of the large print paper. The following are the responsibility of the modifier to specify:

- (a) Diagrams should be structurally correct but simplified, wherever possible, by removing unnecessary detail and clarifying relevant parts.
- (b) Special care is needed with scale diagrams which cannot be enlarged without the scale factor being affected. It may be necessary to re-draw a scale diagram completely in order to create a scale of equivalent standard to the original. An alternative is to alter the relevant numerical values in the question or those required for the answer so that the enlarged scale diagram (using the original scale) gives the correct results.

- (c) Line discrimination should be obtained by using a variety of thicknesses and patterns.
- (d) Where contrast is required on a diagram, the different areas should be shaded in such a way that they do not conflict or confuse (it may be necessary to re-draw the diagram if this is not possible). A key should be provided in a prominent position on the diagram itself. Centres should be given the option of adding colour to diagrams at the start of the examination, subject to the approval of the Awarding Body.
- (e) In general, graphs should show only major grid lines, whether or not these appear on the original print version. (Grid spacing of 1.5 cm or 2 cm is generally appropriate.) It may be necessary for the modifier to alter the scale on the axes or the data in a given table in order to facilitate this. Areas of the graph, such as bars or segments on a pie chart should, if necessary, be highlighted using thicker lines or shading. Major grid lines should be shown on bar charts even if not present in the original.
- (f) Different areas of a map or diagram may need to be distinguished by using clearly differentiated types of line or shading and a key provided where necessary.
- (g) The modifier should specify that features of geometric diagrams e.g. equal length line markings and parallel line markings should be stated in writing as well as on the diagram. This might mean that diagrams need to be labelled where they are not labelled in the original.
- (h) When dealing with 3-D diagrams, the modifier should consider the use of models to supplement the diagrams. The specification of such models should be given by the modifier to the Awarding Body who will instruct the examination centre accordingly. Models will not normally be provided by the print agencies.

Unless instructed otherwise, diagrams should be placed with the question as in the original paper; however, the modifier may specify that diagrams be placed in a separate booklet, and in this case the diagram heading(s) should state the question number (e.g. 'Diagram for question 8'), as well as any other heading information present in the original. This practice should also be followed if diagrams are on loose sheets.

Diagram headings should normally be placed at the top of the diagram, whatever the position in the original. Where a modification involves the insertion of names of pictures (to help identification), the names should be placed before the picture with the picture number or letter, if present, so that the name is easily spotted by the candidate.

Diagrams should be enlarged to ensure clarity, using bold lines. A suitable line width is between 2 pt and 4 pt (for thin and thick lines).

Names or labels on maps and diagrams should be at least the same size as the main text but they may have to be spaced differently to make the diagram clearer. Labels should be horizontal wherever possible.

A label such as 'not drawn to scale' should be placed at the top left of a diagram so that it is not missed.

**M** Modifiers should ensure that label lines and arrows be avoided where possible and a key provided. Where such lines or arrows are essential they should be straight and of a suitable thickness. Such lines should not cross one another and those close to one another should be produced in different formats.

## **BINDING OF DIAGRAMS**

**M** When an examination paper includes both text and diagrams, the modifier should recommend one of the following options:

- (a) the diagrams are placed with the appropriate questions (the producer will do this unless instructed otherwise by the modifier);
- (b) they should be bound (or tagged) in a separate booklet;
- (c) they should be tagged at the end of the paper so that they are removable from the text.

Diagrams should not be bound at the end of the question booklet. When deciding on the positioning of diagrams, photographs, etc., within the finished examination paper, particular attention should be paid to the nature of the testing. Enlarged graphs or diagrams which are to be used by the candidate and submitted as part of an answer need to be worked on loose, and so should be easily detachable. Binding and tagging can impede the use of rulers, etc., so the candidate should be able to work on any such diagrams loose.

## **DRAWING AND MEASURING**

**M** Modifiers should advise the Awarding Body of the degree of accuracy that can be expected for questions that involve either measuring or drawing. Where the degree of accuracy expected of sighted candidates is plus or minus 0.1 cm (or 2 degrees) then the degree of accuracy expected of candidates with a visual impairment should not be greater than plus or minus

0.5 cm (or 5 degrees).

Where candidates are required to complete or draw a pie-chart, the modifier should ask that a pie-chart template be provided. The template should consist of a circle marked with a very large centre point. There should be 10 degree markings cutting the circumference. 90 degree markings may be slightly longer. A vertical starting line (from the centre up to 0 degrees) should be drawn.

The modifier must ensure that large scale equipment can be used. For example, large print protractors have a radius of 8 cm and so all lines must be at least this long if a protractor is to be used.

Many candidates with a visual impairment have no 3D vision, and many cannot cope with using isometric paper (paper preprinted with a pattern of dots for 3D drawing). Questions must not ask candidates to draw 3D shapes either on blank paper or on isometric paper: such questions should be modified to avoid this.

## **SUBJECT SPECIFIC GUIDELINES**

The following guidelines apply to modified large print papers only, except where it is explicitly stated that a point relates to enlarged papers.

### **ENGLISH**

**M** Refer to the section on English in Section B as regards illustrative material: The same guidelines apply.

For reading comprehension tests where the passages are on average longer than about 20 lines in the original, the modifier should request that the questions and passages be placed in separate booklets. Where the passages include texts with gaps and set words or phrases to be inserted, the modifier should normally specify that the passage be placed in the question booklet, and the set words or phrases be placed in the passages booklet.

In questions where the candidate has to modify a given word and insert it into a gapped text, if the given words are printed at the end of each line, the modifier should instruct the producer that the words should normally be bracketed and the rubric amended appropriately, e.g. to refer to 'the word given in brackets at the end of each line'.

## **GEOGRAPHY**

**M** Refer to the section on geography in Section B: The same guidelines apply.

## **HISTORY**

**M** Refer to the section on history in Section B: The same guidelines apply.

## **ICT AND TEXT PROCESSING**

**M** Where the examination paper includes material which has been previously released to the candidate for working on in class, the modifier should instruct the producer to place it in a separate clearly labelled pamphlet. The modifier should specify an appropriate label, and ensure that any other necessary modifications are made to the candidate's instructions.

The modifier must identify the questions where it is important to use special layouts or presentation of information. There are four suggested techniques. Modifiers should choose the most appropriate way and provide instructions for the producer:

- (a) Diagram with key. Use texture rather than outlines where use of 'white space' may need to be identified.
- (b) Summary description at beginning. Alternative vocabulary or modification of the question would be required if words such as 'logo', 'bold' are the required answers.
- (c) Use of square bracketed explanatory notes within the document (assuming square brackets are not used for other purposes in the document).
- (d) Remove content not relevant to the question and replace with a description. e.g. [Text about boat trip] [Table of 2 columns and 5 rows showing route and distances].

## **MATHEMATICS**

In addition to arithmetical signs, powers, roots and degree signs must all be made very clear, and be of a good size.

Algebraic letters in mathematical expressions should normally not be italicised, but extra spaces should be inserted before and after such expressions so that they stand out from the normal text. Where there are expressions with superscripts and subscripts in a paper, the base font for mathematical expressions throughout the paper should be increased to 20 pt, with indexes printed in 16 pt. E.g.  $2^3$ . Fractions should be 16 pt for both numerator and denominator if possible. Vectors shown in the original by bold font should be underlined instead in the modified large print version.

**M** The modifier should instruct the producer if an alternative approach should be used, e.g. using a different font size, or specially placing mathematical expressions on separate lines.

**M** When modifying a transformation question, it can be helpful for a cut-out shape to be supplied to the candidate. The modifier should initiate arrangements for this when needed.

It may be preferable in transformation questions to give the image as well as the object on the diagram and for the candidates to be asked to describe fully the transformation shown. (A reversal of the question which avoids drawing problems.)

## **MODERN FOREIGN LANGUAGES**

Passages and questions relating to them should be arranged wherever possible so that both are visible across facing pages when the exam paper is open.

### **M Reading**

Reading passages which are longer than about 100 words should normally be placed in a separate booklet so that the candidate can easily refer to both the passage and the accompanying questions. The modifier should indicate any such cases for the producer. Shorter passages in the same paper should remain in the question booklet.

In special cases, and with prior approval from the Awarding Body, the modifier may specify a different technique in which a long passage remains in the question booklet, and is divided into suitable sections, with the questions inserted before their corresponding sections. (It is the responsibility of the modifier to specify both the moving of questions and the splitting of passages for the producer.) Where necessary, the modifier should make appropriate amendments to the candidate's instructions when the material has been rearranged in this way.

## **Speaking**

Where there are illustrations in the paper, the modifier should request a copy of the illustrator's original brief from the Awarding Body, in order to be clear as to the original purpose and required content.

Where there is a story using a complicated layout with arrows winding through a series of pictures, the layout should be reorganised and enlarged, and a written description in English (in brackets) should be included, also stating the target language. Any target language in the original should be retained.

## **Listening**

Modifiers must obtain a transcript of the tape in order to know what is being tested.

## **Writing**

The above points are applied where applicable.

## **General**

If the modifier decides that a map is not needed, then it should be omitted. For example, a key referring to the objects on the map may be sufficient to stand alone.

Examination rubrics in the target language will need to be amended by the modifier to take account of the different methods of working of candidates with a visual impairment. For example, 'cochez la bonne case' ('tick the correct box') would become 'écrivez la bonne lettre' ('write the correct letter').

## **MUSIC**

For enlarged papers it is especially important that the producer ensures that the print quality of the original is adequate to give a clear enlargement. If this is not the case then a new large print version of the score will be necessary.

**M** Whereas the general approach is that the modification of braille and modified large print papers should be as close as possible, it should be noted that this approach may not be practical for music papers.

### **Supplementary Music Texts (Excerpts)**

The modifier should instruct the producer that these be produced in a separate booklet, depending on what is required from the question.

### **Consistency**

Consistency from year to year is of particular importance, especially regarding the use of past papers for practice. When there is a change of modifier, the new modifier must base his or her modifications on previous practice.

## **RELIGIOUS EDUCATION**

**M** Refer to the section on religious education in Section B: The same guidelines apply.

# **SECTION D**

## **PROCEDURES FOR AGENCIES**

### **SECURITY**

Security when dealing with examination papers is essential. Print and braille examination material must be locked away overnight and at all other times when not being worked on so that no unauthorised person has access to it. All such material must be locked away in a place of high security, ideally a strong safe. If a suitable safe is not available, a non-portable, lockable, reinforced metal cabinet or other similar container must be used. The safe or container must be in securely locked accommodation with access restricted to two or three keyholders.

The Awarding Body must be informed immediately if the security of the question papers or confidential ancillary instructions or material is put at risk by fire, theft, loss, damage, unauthorised disclosure or any other circumstances.

All other materials associated with the examination including any unwanted braille (e.g. faulty pages or extra copies) must also be locked away securely until the date of the examination has passed or else be destroyed. It must not be disposed of in any other way.

When working on computer, examination material stored on floppy discs must be locked away securely just as for print and braille copies. Hard discs should not be used for storage unless an effective security protection system is used so as to prevent access when the computer is unattended.

This work must not be discussed with any unauthorised person: even letting it be known that examinations are dealt with in the organisation's premises could be a security risk.

Staff preparing examination material are required to declare an interest to the Awarding Body if they themselves are attempting the examinations or have relatives who will be attempting the examinations. The Awarding Body will decide whether the member of staff should be involved in the production of examination material.

### **PROOFREADING**

All examination material must be carefully proofread to ensure accuracy.

It is essential that proofreaders are fully aware of the instructions for braille transcription or large print production as appropriate (given in Sections B and C of this document), and have knowledge of any specialist codes used.

It is advisable that braille papers be read by touch readers wherever possible and it is especially important that tactile diagrams are read in this way, since a practical judgement needs to be made as to how easily the different features in the diagram can be discerned.

## CHECKING AND DISPATCH OF BRAILLE PAPERS

Check:

- That all details relating to the examination are correct on the front cover of the question paper, e.g. where appropriate, the examination paper number, syllabus, component codes, subject title and Awarding Body, and that these details correspond to those stated on the print copy.
- To see if there are any diagrams or other material to be included, and ensure that figure references in the text correspond to those on the diagrams.
- That the line references to prose passages in questions have been correctly amended where the line numbers in the braille version of the passage do not correspond with those in the print version.
- The page information lines throughout the paper and on any diagram sheets to make sure that it is the correct examination paper all the way through.
- The page numbers, including diagram sheets, to make sure that all the pages are there, and check that the paper ends with 12 colons.
- Each page for the quality of the braille, e.g. that the dots have been embossed satisfactorily and have not been squashed, and that the cells have not been embossed out of alignment.
- That the instructions for binding the diagrams have been followed and that any additional copies etc. are present. Make sure that the diagrams have been thermoformed crisply (where appropriate) and that there are no creases or obvious signs of bits falling off the master, etc.

There may be other special instructions concerning the collation of separate sections. Make sure that these have been followed.

Any faults must be corrected, i.e. the examination paper should be returned to transcription or for re-embossing, as appropriate. **Examination papers sent out must be 100% correct.**

When an examination paper has been checked and is correct, the Awarding Body's name, the subject, the syllabus title, the component code and the paper number must be written in pen or pencil on the top of the front page of the braille paper. This will enable the Awarding Body staff to identify the paper, as they will generally not read braille themselves.

Include the original print examination paper with the braille and any other materials or booklets which need to be supplied. The print version of the braille paper should also be included (see the section 'Print Versions of Braille Papers' in Section B). Any notes attached to the print original from the editor/transcriber to the Awarding Body must be included. Any notes intended for the Awarding Body must be forwarded to the Awarding Body.

Examination papers must be sent by Recorded Delivery post clearly marked for the attention of the contact person within the Awarding Body. A list of contents would be helpful, especially where a number of tactile diagrams or three-dimensional models are enclosed with the braille papers.

When an examination paper is sent to the Awarding Body, an advice note must be sent under separate cover, saying that the paper has been posted to the Awarding Body on a particular date.

## **CHECKING AND DISPATCH OF LARGE PRINT PAPERS**

Check:

- That all details relating to the examination are correct on the front cover of the question paper, e.g. where appropriate, the examination paper number, syllabus, component codes, subject title and Awarding Body, and that these details correspond to those stated on the print copy.
- To see if there are any diagrams or other material to be included separately.
- To make sure that it is the correct examination paper all the way through.
- The page numbers to make sure that all the pages are there.
- Each page for the quality of the print, e.g. that any photocopying has been done clearly and that pages are properly aligned.
- That any special instructions for binding the diagrams have been followed, and that any additional copies etc. are present.

There may be other special instructions concerning the collation of separate sections. Make sure that these have been followed.

Any faults must be corrected, i.e. the examination paper should be returned for re-photocopying etc., as appropriate. **Examination papers sent out must be 100% correct.**

Include the original print examination paper with the large print version and any other materials or booklets which need to be supplied, e.g. maps, coloured photographs and machine-read answer sheets. Any notes attached to the print original from the large print paper producer to the Awarding Body must be included. Any notes intended for the Awarding Body must be forwarded to the Awarding Body. Examination papers must be sent by Recorded Delivery post, clearly marked for the attention of the contact person within the Awarding Body.

When an examination paper is sent to the Awarding Body, an advice note must be sent under separate cover, saying that the paper has been posted to the Awarding Body on a particular date.