

## **SUPPORT FILE**

## **CAMBRIDGE ASSESSMENT ENGLISH**

## **MOVERS SPEAKING**

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

## **SAMPLE TEST**

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

This version is for:

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

## **Movers – Speaking Test – Notes and Procedures**

### **SPECIAL REQUIREMENTS VERSION**

#### **General Notes:**

This version of the Movers Speaking Test is for:

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

#### **Frequently-asked Questions:**

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

Each Speaking test **differs** from the regular Movers Speaking test in that there are no pictures and all written input for the candidate is in Braille (or enlarged written prompts).

Each test has four parts.

**Part 1:** 'Find the differences' has been replaced by 'Introductory questions'.

**Part 2:** The Part 2 'Picture story' has been replaced by a 'Questions related to prompt words' task.

**Part 3:** Part 3 is similar to the standard Movers Part 3 Odd-one-out task but with written (Braille / large print) words as input rather than pictures.

**Part 4:** Part 4 consists of 'Personal Questions'.

#### **What is the procedure?**

Examiners use the script which follows (Pages 4 – 7).

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

No. Words in Braille for Parts 2 and 3 are supplied on separate sheets, clearly labelled. The examiner will give the child a Braille sheet, making sure they can locate the word(s) on the sheet.

For partially-sighted children, words for Parts 2 and 3 are supplied in a separate candidate booklet.

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

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

#### **What guidelines are given to examiners when examining blind children?**

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

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

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

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

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

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

*Script for Examiners:*

**Sample Test Part 1 Introductory questions**

To do	To say	Response (Variations possible)	Back-up
Usher brings candidate in.	Usher to Examiner: Hello, this is (child's name).		
	Hello. My name's (examiner's name).	<i>Hello</i>	
	What's your name?	<i>(child's name)</i>	Is your name (child's name)?
	How old are you?	<i>9</i>	Are you 9?
	Where do you live?	<i>(in)(name of street / town / area etc.)</i>	Do you live in (name of town)?
	Is your house / flat / apartment big or small?	<i>big</i>	Is your house / flat / apartment big?
	How many people live in your home?	<i>4</i>	Do 4 people live in your home?
	Where do you have your dinner?	<i>(in the) kitchen</i>	Do you have your dinner in the kitchen?

## Sample Test Part 2 Questions related to word prompts

To do	To say	Response	Back-up
Hand child Test 1 Part 2 Word 1 material. Allow time to read.	Read this word to me.	tiger	Is it 'tiger'?
	Do tigers live in the sea or in the jungle?	jungle	Do tigers live in the jungle?
	Do you like tigers?	yes/no	
	What's your favourite animal?	dog	Do you like dogs?
Hand child Test 1 Part 2 Word 2 material. Allow time to read.	Read this word to me.	coat	Is it 'coat'?
	Are you wearing a coat today?	yes/no	
	How many coats have you got?	2	Have you got 2 coats?
	Do people wear a coat outside or inside?	outside	Do people wear a coat outside?
Hand child Test 1 Part 2 Word 3 material. Allow time to read.	Read this word to me.	holiday	Is it 'holiday'?
	Do you enjoy going on holiday?	yes/no	
	Where do you like going on holiday?	(to the) beach	Do you like going to the beach?
	How do you go on holiday?	(by) plane	Do you go by plane?
Retrieve all material.			

### Sample Test Part 3 Odd-one-out

To do	To say	Response	Back-up
Hand child Test 1 Part example task material. Allow time to read.	Now (child's name), read these four words. One is different.  A book is different. A lemon, a pineapple and an orange are fruit. You eat them. You don't eat a book. You read it.		
Retrieve example material and hand over Set 1 material. Allow time to read.	Now, you tell me about these words. Which one is different? (Why?)	Child suggests a difference (any plausible difference is acceptable).	What are cheese, noodles and pasta? (food) And coffee? (drink)
Retrieve Set 1 material and hand over Set 2 material. Allow time to read.	Which one is different? (Why?)		A teacher, playground, classroom are all ...? (at school) And a bedroom? (at home)
Retrieve Set 2 material and hand over Set 3 material. Allow time to read.	Which one is different? (Why?)		A kitten, a puppy and a rabbit are all ....? (small) And a whale? (big)
Retrieve material.			

## Sample Test Part 4 Personal questions

To do	To say	Response (Variations possible)	Back-up
	<p>Now (child's name), let's talk about your friends.</p> <p>Are your friends boys or girls?</p> <p>Where do you go with your friends?</p> <p>What do you do with your friends?</p> <p>Tell me about your best friend.</p>	<p><i>boys</i></p> <p><i>park</i></p> <p><i>listen to music</i></p> <p><i>His/Her name's ...</i></p> <p><i>He's/She's tall.</i></p>	<p>Are your friends boys?</p> <p>Do you go to the park?</p> <p>Do you listen to music?</p> <p>What's your best friend's name?</p> <p>Is he/she tall or short?</p>
	<p>OK, thank you (child's name). That's the end of the test. Goodbye.</p>	<p><i>Goodbye.</i></p>	

