



We support children with learning disabilities

Students at the International School Braunschweig–Wolfsburg are prepared to be successful in the Cambridge tests and exams and we want them to get used to the conduct of examination as set by Cambridge Assessment. At our school we have decided to apply the Cambridge regulations to assessment tests in all subjects.

These rules might be different from the way in which children with learning disabilities are treated, i.e. in the German school system. Children whose doctor's report is received by the school can be granted access arrangements. Students who sit Cambridge Primary or Secondary 1 Checkpoint Tests or IGCSE exams need a doctor's report dated within three years of the exam.

What are access arrangements?

Access arrangements are made to allow candidates with substantial and long term disabilities access to the examination and the opportunity to demonstrate their attainment. Access arrangements may include:

- an extra time allowance
- the provision of specially adapted papers
- assistance with reading or writing etc.
- the usage of word processor without spell check

Students with learning disabilities may be granted an **extra time of 25%** of the set test time.

When a **reader** has been granted, the person should read out the test paper at the beginning of the test, and then the student may join their class. When reading is a part of the assessment criteria, i.e. in the languages, the test papers are not read out to the students. Children with learning disabilities in Primary years might still need some extra support and we do accept a reader for all test instructions. No extra explanation about instructions or questions should be given to the students. If later the student asks to have a particular sentence read out again, the invigilators can do so.

CJD Braunschweig
International School Braunschweig – Wolfsburg
Helmstedter Straße 37 · 38126 Braunschweig
Tel 0531 889210-0 · fax 0531 889210-15
Email is@cjd-braunschweig.de



 Cambridge Assessment
International Education
Cambridge International School



In general, we do not penalise **spelling** in comprehension tasks. A correct answer should always be awarded full marks even if spelling or grammar is wrong.

Spelling is not penalised as long as the incorrect spelling does not produce another word with a different meaning thereby leading to an incorrect response.

However, we do assess spelling within the language writing assessments using banded mark schemes for the different stages. These show that by the end of Primary the best students will spell most of the words that they use correctly. Similarly, for Checkpoint, the syllabus states that students should aim to spell correctly most of the words that they use.

Whereas spelling is a separate criterion for Primary and Checkpoint, for IGCSE English writing assignments it is assessed as part of the overall mark for language depending largely on the interference of error with communication.

If your child suffers from any learning disabilities, contact your class team or the Cambridge Examination Coordinator for further details.

Anne Köneke

Head of School