NCCA

An Chomhairle Náisiúnta Curaclaim agus Measúnachta
National Council for Curriculum and Assessment

Specification for Junior Cycle English

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Contents

Introduction to junior cycle

Junior cycle education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives. Junior cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

The junior cycle allows students make a greater connection with learning by focusing on the quality of learning that takes place and by offering experiences that are engaging and enjoyable for them, and relevant to their lives. These experiences are of a high quality, contribute directly to the physical, mental and social wellbeing of learners, and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity, innovation and enterprise. The learner's junior cycle programme builds on their learning to date and actively supports their progress in learning and in addition, supports them in developing the learning skills that will assist them in meeting the challenges of life beyond school.

Rationale

Language gives students the opportunity to access the understanding, knowledge and skills to promote their personal growth and effective participation in society.

The study of language enables students to build on their learning in primary school and further develop their skills and enjoyment in using it effectively. Through language learning and use, students discover information, develop thinking, and express ideas and feelings. They learn about language, and how to use it well in all areas of their studies.

Respect is shown for students' competence in their home language and the community characteristics of their language use together with their literacy practices outside of school.

Learning about language in texts, including digital texts, is important to social development and as part of this process students develop the competence and confidence needed to meet the demands of school, employment, further education and life. Knowledge and command of language are essential to their contributions to political, social and cultural life as thoughtful and active citizens.

As learners, it is important that students become aware of where and how they are improving in their use of language and conscious of where further improvement is necessary. As a route to this knowledge they develop greater competence in the conventions of spelling, punctuation procedures, sentence structures and text organisation.

Students are actively involved in the integrated skills of oral language, reading and writing and in discussing and comparing a wide variety of texts and forms of English. As study is a social activity as well as a personal one, students have opportunities to work in groups to achieve appropriate language goals.

The ability to appreciate literature from different cultures is important in developing the whole person and to this end students read literature with insight and imagination not only in class but privately as well.

Finally, as their mastery of language grows, so too will the opportunities to enjoy their world and give of their best to society now, and in the future. They will fully appreciate their success in language when pleasure and growth in it continue in their lives long after school is done.

Aim

English in junior cycle aims to develop students' knowledge of language and literature, to consolidate and deepen their literacy skills and make them more self-aware as learners. More specifically it encourages all students to:

- to be creative through language and to gain enjoyment and continuing personal growth from English in all its forms
- to develop control over English using it and responding to it with purpose and effect through the interconnected literacy skills of oral language, reading and writing
- to engage personally with and think critically about an increasingly broad range of spoken, written and multimodal texts
- to develop an informed appreciation of literature through personal encounters with a variety of literary texts
- to use their literacy skills to manage information needs, and find, use, synthesise, evaluate and communicate information using a variety of media
- to gain an understanding of the grammar and conventions of English and how they might be used to promote clear and effective communication.

Overview : Links

Tables 1 to 3 on the following pages show how Junior Cycle English is linked to central features of learning and teaching at junior cycle.

Table 1: Links between Junior Cycle English and the Statements of Learning

Statements of Learning	
The statement	**Examples of relevant learning**
SOL 1. The student communicates effectively using a variety of means in a range of contexts in L1	Students will participate in a wide range of language activities to develop their oral and written communication in a wide variety of contexts and forms.
SOL 3. The student creates, appreciates and critically interprets a wide range of texts	Students will engage critically with texts in a wide range of forms, to understand and respond to their content, and to enrich their own spoken and written output.
SOL 4. The student creates and presents artistic works and appreciates the process and skills involved	Learning from artistic works with which they engage, students will create a range of texts in narrative and aesthetic forms.
SOL 6. The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives	Students will encounter diversity through wide reading and will learn to appreciate the significance of diversity through discussion and reflection.
SOL 16. The student describes, illustrates, interprets, predicts and explains patterns and relationships	Students will learn—through the study of texts produced by others and through the creation of texts of their own—the significance of patterns and structures and the centrality of relationships in expression and communication.
SOL 23. The student brings an idea from conception to realisation	Students will engage in planning and development, by themselves and in collaboration with others, to bring an extended piece of work to fruition over time.

SOL 24. The student uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner	Students will engage critically with texts in a wide range of formats. They will explore the potential of technology to create texts that are rich in variety of content and presentation.

English and Key Skills

In addition to their specific content and knowledge, the subjects and short courses of junior cycle provide students with opportunities to develop a range of key skills. This course offers opportunities to support all key skills but some are particularly significant. The examples below identify some of the elements that are related to learning activities in English. Teachers can also build many of the other elements of key skills into their classroom planning. The 8 key skills are set out in detail in Key Skills of Junior Cycle

The junior cycle curriculum focuses on eight key skills:

- Being creative
- Being literate
- Being numerate
- Communicating
- Managing information and thinking
- Managing myself
- Staying well
- Working with others

Table 2: Links between Junior Cycle English and Key Skills

Key skill	Key skill element	Student learning activity
Being creative	Imagining	Students will engage frequently with literary narratives and will compose imaginative narratives of their own.
Being literate	Growing my understanding of language	Students will deepen their critical awareness of language, leading to rich enquiry into texts in all their forms. They learn to read with fluency, understanding and competence, using a broad range of comprehension strategies. They engage in purposeful planning, drafting and writing in a variety of different genres and show

		increasing awareness of audience and style.
Being numerate	Gathering, interpreting and representing data	Students gather data through questionnaires, surveys and personal records. They present their findings in different formats and to different audiences. They learn to recognise language patterns in literary and non-literary texts.
Communicating	Listening and expressing myself Discussing and debating	The English classroom is a place of talk and discussion. Students enjoy frequent opportunities to debate, to adopt a point of view and defend it. They learn to communicate by writing in a range of forms and for many purposes.
Managing information and thinking	Gathering, recording, organising and evaluating information and data	Students plan for and conduct an investigation into a chosen topic or issue leading to production and presentation.
Managing myself	Being able to reflect on my own learning	Students manage the development of a portfolio of personal writing, which they build up over time. Through this they learn to see writing as a process to learn about and refine.
Staying well	Being confident	In oral language, reading and writing students develop a sense of audience and purpose through the opportunities they have to present to and for others.

Working with others	Co-operating	Students collaborate with others to explore and discuss views on a range of texts and contexts.

Overview : Course

The specification for Junior Cycle English focuses on the development of language and literacy in and through the **three strands: Oral Language, Reading, and Writing**. The elements of each of these strands place a focus on communicating, on active engagement with and exploration of a range of texts, and on acquiring and developing an implicit and explicit knowledge of the shape and structures of language. There is a strong focus on the oral dimension of language, including the vital importance of **learning through oral language**. This makes the English classroom an active space, a place of 'classroom talk' where learners explore language and ideas as much through thinking and talking as through listening and writing. While the learning outcomes associated with each strand are set out separately here, this should not be taken to imply that the strands are to be studied in isolation. The student's language learning is marked by a fully integrated experience of oral language, reading and writing.

To give further emphasis to the integrated nature of language learning the outcomes for each strand are grouped by reference to three **elements**:

- Communicating as a listener, speaker, reader, writer[1]
- Exploring and using language
- Understanding the content and structure of language

In its strands, elements and outcomes, the specification for Junior Cycle English mirrors the specification for the integrated language curriculum for primary schools. This affords

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[1] **Developing communicative relationships through language** is the title of this element in the integrated primary language curriculum where the aim is *to develop children's knowledge and understanding of how we build and communicate meaning together, in communicative relationships, as givers and receivers of information.*

a significant continuity of experience for language learners when they make the transition from primary to post-primary school. This is supported by the development of a sub-set of learning outcomes for First Year to take account of and to provide for continuity with learning in primary education.

Significantly, too, there is strong continuity with English in senior cycle. This is especially evident in the learning outcomes which emphasise the students' growing sense of the writing process, their awareness of audience and purpose, their development of genre awareness, and their growing ability to make links, however informal, between texts they study.

Figure 1: The elements of English showing the components as interactive and interdependent
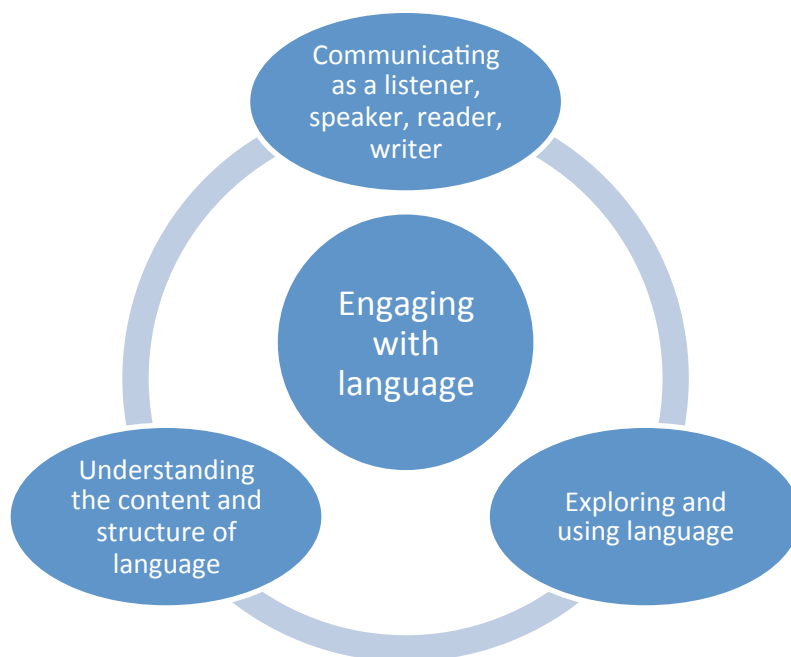
The elements describe a three-fold focus for language learning as a systematic development of communication skills, learning language by exploring and doing, and building up an understanding and awareness of how language works across a wide range of contexts.

Engagement with text/s is central to the development of language and literacy and it is important to recognise that the term *text* applies to more than communication in written formats. All products of language use—oral, written, visual, or multimodal—can be described as texts. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and the spoken word. It is essential that over the three years of junior cycle students have a wide and varied experience of texts that stimulate, engage, inspire and challenge them.

Junior Cycle English has been designed for a minimum of 240 hours of engagement across the three years of junior cycle. In planning a course the teacher will take account of the need to provide a wide range of opportunities for students to have meaningful and stimulating language experiences across a broad range of contexts. For example, a year's work might be organised around themes and/or central texts with other texts studied in broad contextual relation to them. A course would be expected to include many opportunities for students to create their own texts in response to those studied and as part of their general language and literacy development.

It should be remembered that the language skills being developed by students in junior cycle English are for the most part unconstrained skills that need to be frequently revisited and reinforced. Therefore, care will be needed to find a balance between choosing a sufficiently broad range of texts and providing learners with a variety of language experiences and opportunities to develop the range of skills envisioned in the learning outcomes. In support of this aim two lists of texts will be provided:

- as a guide for first year an indicative list of texts from which teachers and students may choose **or** substitute text/s of their own choosing
- for second and third year there is a prescribed body of texts from which teachers must select, although they may add to these lists if they wish.

The following guidelines should be used to inform choice of texts.

First Year	A studied novel**,** with on-going, sustained reading of novels throughout the year
	A variety of drama extracts to suit appropriate learning outcomes
	A variety of non-literary texts including texts in oral format
	A number of short stories
	At least 10 poems

Second and Third Year	From the list of prescribed texts students must study two novels and two drama texts. (An extract from a play or extracts from one or more plays may be used as one of the drama texts. The extracts may be chosen from outside of the list of prescribed texts. The extract or extracts selected by schools should provide students with a broad experience of the dramatic form.) Students intending to take the Final Assessment at Higher Level should study the full text of the prescribed Shakespearean drama during second **and/or** third year.
	A variety of non-literary texts including texts in oral format
	A film chosen from the prescribed list of texts **or** a biography **or** travel text **or** documentary
	A selection of poetry (a minimum of 16 poems over the two years)
	A number of short stories

The list for second and third year refers to specific texts in the case of novel, drama and film. In categories where specific texts are not prescribed, texts are referred to by genre or type only and teachers have freedom to choose specific examples. In addition, a further list of indicative texts, including suggestions made by teachers, is available on www.curriculumonline.ie to support teachers in their selection of suitable material.

Expectations for students

Expectations for students is an umbrella term that links learning outcomes with annotated examples of student work in the subject or short course specification. When teachers, students or parents looking at the online specification scroll over the learning outcomes, a link will sometimes be available to examples of work associated with a specific learning outcome or with a group of learning outcomes. The examples of student work will have been selected to illustrate expectations and will have been annotated by teachers. The examples will include work that is

- in line with expectations
- ahead of expectations
- yet to meet expectations.

The purpose of the examples of student work is to show the extent to which the learning outcomes are being realised in actual cases.

Learning outcomes

Junior Cycle English is offered at two levels, Higher and Ordinary and the final assessment will reflect this. The examples of student work linked to learning outcomes will offer commentary and insights that support differentiation. The learning outcomes set out in the following tables apply to all students. As set out here they represent outcomes for students at the end of their three years of study. To provide continuity with language learning in primary education a sub-set of 22 learning outcomes for first year is indicated, highlighted in the tables of outcomes. The outcomes chosen for this purpose articulate well with content objectives for 5th and 6th classes in the Primary English Curriculum and focusing on them in first year will support the transition from English in primary school. The specification stresses that the learning outcomes are **for three years**. Therefore, the learning outcomes being focused on in first year will not have been 'completed' at the end of that year but will continue to support the student's language development up to the end of junior cycle.

While all outcomes should be considered when planning for a student's Junior Cycle English experience, those outcomes marked with an asterisk (*) indicate the outcomes upon which the **Final Assessment** will be based.

The outcomes are numbered 1-13 for Oral Language, 1-13 for Reading and 1-13 for Writing. The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves. Some overlap and repetition in learning outcomes across the strands is necessary. This arises naturally from and emphasises the integration of language learning across Oral Language, Reading, and Writing.

Elements	Strand: Oral Language
	Engaging with oral language students should be able to
Communicating as a listener, speaker, reader, writer	1. Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating 2. Engage actively and responsively within class groups in order to listen to or recount experiences and to express feelings and ideas 3. Engage in extended and constructive discussion of their own and other students' work 4. Listen actively in order to get the gist of an account or presentation noting its main points and purpose 5. Deliver a short oral text, alone and/or in collaboration with others,

	using appropriate language, style and visual content for specific audiences and chosen purposes
	6. Learn from and evaluate models of oral language use to enrich their own oral language production
	7. Choose appropriate language, style and visual content for specific audiences and chosen purposes: persuading, informing, narrating, describing a process
Exploring and using language	8. * Listen actively in order to interpret meaning, compare, evaluate effectiveness of, and respond to drama, poetry, media broadcasts, digital media, noting key ideas, style, tone, content and overall impact in a systematic way
	9. Apply what they have learned about the effectiveness of spoken texts to their own use of oral language
	10. Collaborate with others in order to explore and discuss understandings of spoken texts by recording, analysing, interpreting and comparing their opinions
	11. Engage with the world of oral language use as a pleasurable and purposeful activity
Understanding the content and structure of language	12. *Demonstrate how register, including grammar, text structure and word choice, varies with context and purpose in spoken texts
	13. Develop their spoken language proficiency by experimenting with word choice, being creative with syntax, being precise, stimulating appropriate responses relative to context and purpose

Elements	Strand: Reading
Communicating as a listener, speaker, reader, writer	*Engaging in reading students should be able to* 1. *Read texts with fluency, understanding and competence, decoding groups of words/phrases and not just single words 2. *Read for a variety of purposes: learning, pleasure, research, comparison 3. *Use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question, analyse, synthesise and evaluate 4. *Use an appropriate critical vocabulary while responding to literary texts
Exploring and using language	5. Engage in sustained private reading as a pleasurable and purposeful activity, applying what they have learned about the effectiveness of spoken and written texts to their own experience of reading 6. *Read their texts for understanding and appreciation of character, setting, story and action: to explore how and why characters develop, and to recognise the importance of setting and plot structure 7. *Select key moments from their texts and give thoughtful value judgements on the main character, a key scene, a favourite image

	from a film, a poem, a drama, a chapter, a media or web based event
	8. *Read their texts to understand and appreciate language enrichment by examining an author's choice of words, the use and effect of simple figurative language, vocabulary and language patterns, and images, as appropriate to the text
	9. *Identify, appreciate and compare the ways in which different literary, digital and visual genres and sub-genres shape texts and shape the reader's experience of them
Understanding the content and structure of language	10. Know how to use language resources (e.g. dictionary, thesaurus and online resources) in order to assist their vocabulary development
	11. *Identify and comment on features of English at word and sentence level using appropriate terminology, showing how such features contribute to overall effect
	12. *Understand how word choice, syntax, grammar and text structure may vary with context and purpose
	13. *Appreciate a variety of registers and understand their use in the written context

Elements	Strand: Writing
	Engaging in writing students should be able to
Communicating as a listener, speaker, reader, writer	1. *Demonstrate their understanding that there is a clear purpose for all writing activities and be able to plan, draft, re-draft, and edit their own writing as appropriate 2. Discuss their own and other students' written work constructively and with clear purpose 3. *Write for a variety of purposes, for example to analyse, evaluate, imagine, explore, engage, amuse, narrate, inform, explain, argue, persuade, criticise, comment on what they have heard, viewed and read 4. *Write competently in a range of text forms, for example letter, report, multi-modal text, review, blog, using appropriate *v*ocabulary, tone and a variety of styles to achieve a chosen purpose for different audiences
Exploring and using language	5. Engage with and learn from models of oral and written language use to enrich their own written work 6. *Use editing skills continuously during the writing process to enhance meaning and impact: select vocabulary, reorder words, phrases and clauses, correct punctuation and spelling, reorder paragraphs, remodel, manage content 7. *Respond imaginatively in writing to their texts showing a critical appreciation of language, style and content, choice of words, language patterns, tone, images

	8. * Write about the effectiveness of key moments from their texts commenting on characters, key scenes, favourite images from a film, a poem, a drama, a chapter, a media or web based event 9. *Engage in the writing process as a private, pleasurable and purposeful activity and using a personal voice as their individual style is thoughtfully developed over the years
Understanding the content and structure of language	10. *Use and apply their knowledge of language structures, for example sentence structure, paragraphing, grammar, to make their writing a richer experience for themselves and the reader 11. *Use language conventions appropriately, especially punctuation and spelling, to aid meaning and presentation and to enhance the reader's experience 12. *Demonstrate an understanding of how syntax, grammar, text structure and word choice may vary with context and purpose 13. Evaluate their own writing proficiency and seek remedies for those aspects of their writing that they need to improve

7. Assessment

Assessment in Junior Cycle English

Assessment in education involves gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and can be used in a variety of ways, such as to test and certify achievement, to determine the appropriate route for learners to take through a differentiated curriculum, or to identify specific areas of difficulty (or strength) for a given learner. While different techniques may be employed for formative, diagnostic and certification purposes, assessment of any kind can improve learning by exerting a positive influence on the curriculum at all levels. To do this it must reflect the full range of curriculum goals.

Assessment in Junior Cycle English rests upon the provision for learners of opportunities to set clear goals and targets in their learning and upon the quality of the focused feedback they get in support of their learning. Providing focused feedback on their learning to students is a critical component of high-quality assessment and a key factor in building students' capacity to manage their own learning and their motivation to stick with a complex task or problem. Assessment is most effective when it moves beyond marks and grades to provide detailed feedback that focuses not just on how the student has done in the past but on the next steps for further learning.

Essentially, the purpose of assessment at this stage of education is to support learning. To support their engagement with assessment, teachers and schools will have access to an Assessment Toolkit. Along with the guide to Subject Learning and Assessment Review, the Toolkit will include learning, teaching and assessment support material, including:

- Formative assessment
- Planning for and designing assessment
- Assessment activities for classroom use
- Judging student work – looking at expectations for students and features of quality

- Reporting
- Thinking about assessment: ideas, research and reflections
- Glossary of assessment terms.

The contents of the Toolkit will be an essential element of quality assurance, and it will include the range of assessment supports, advice, guidelines and annotated examples of student work that will enable schools and teachers to engage with the new assessment system in an informed way, with confidence and clarity.

Assessment for the Junior Cycle Profile of Achievement

Junior Cycle English has two Classroom-Based Assessments, (with an Assessment Task associated with one of these) and a Final Assessment.

The two Classroom-Based Assessments in English relate to specified learning outcomes for reading, writing, and oral work and are scheduled at particular times in the school calendar. Following the second of these assessments students will complete an Assessment Task which is sent to the State Examinations Commission for marking. The details are set out in the published specification and are outlined in Table 4 below.

Table 4 Classroom-Based Assessments: English

Classroom-Based Assessment	Format
Oral communication[2] linked to an issue or topic identified by the student	Individual or group presentation or communication
A **Collection of the Student's Texts** emerging through engagement with a broad range of texts, literary and non-	Two texts chosen by the student from his/her

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[2] In cases where students have specific learning difficulties in relation to oral communication a system of reasonable accommodation would be employed. Details regarding this will be included in the Assessment Toolkit.

literary. It is recognised that in this context the student's created texts may be presented in a wide range of formats – hand-written, digital, multi-modal, and so on.	collection of texts
The Assessment Task (AT)	Students complete a specified written task which is sent to the SEC for marking

Rationale for the Classroom-Based Assessments

The strands of Junior Cycle English are Oral Language, Reading, and Writing. The elements of these strands are

- Communicating as a listener, speaker, reader and writer
- Exploring and using language
- Knowing the content and structure of language.

Over the three years of junior cycle students will have many opportunities to enjoy and learn English across the strands. They will read widely; they will talk and discuss; they will write for a variety of purposes and audiences. Through these activities they will develop knowledge, understanding and skills in language and literacy, thereby achieving the learning outcomes across the strands. The Classroom-Based Assessments link to important aspects of that development and relate clearly to priorities for learning and teaching. Tables indicating the main learning outcomes to be assessed through each of the tasks are provided below, stressing the interdependence and integration of the strands. Therefore, although the Classroom-Based Assessment relates to **writing**, for example, learning outcomes from **oral language** and **reading** are of significance.

Oral communication

Students are given an opportunity to choose a topic or issue that is of interest or importance to them and to carry out an exploration over time. The development of basic research skills will be central here, e.g. searching for information, reading and note-

making, organising material, using key questions to give shape to ideas, developing a point of view, preparing a presentation. This Classroom-Based Assessment provides useful opportunities for the study of a range of oral presentation styles. In addition, the task offers students opportunities, where appropriate, to collaborate with classmates and others in gathering and developing materials, leading to **oral communication for summative assessment**.

The main learning outcomes to be assessed through **oral communication** are:

Oral Language	Reading	Writing
OL 1, 5, 7, 9, 13	R 3	W 3, 5

Collection of the student's texts

Creative writing is a vital part of English, but students are not 'born' writers. They need to develop a voice and an identity, a good sense of audience, and an awareness of the process of writing – making notes from their reading and personal experience, trying things out, revising, and polishing for 'publication'. This is best done over time, with supportive feedback and scaffolding from the teacher. This Classroom-Based Assessment offers students a chance to celebrate their achievements as creators of texts by compiling a collection of their texts in a variety of genres over time and **choosing a number of pieces to present for summative assessment**.

The main learning outcomes to be assessed through **the collection of the student's texts** are:

Oral Language	Reading	Writing
OL 1	R 2, 6, 8	W 1, 2, 3, 4, 6, 9, 11

Features of quality in the Classroom-Based Assessment

Features of quality in support of student and teacher judgement are available for each of the Classroom-Based Assessments. The features of quality are the criteria that will be used to assess the pieces of student work.

The Assessment Task (AT)

Students complete a formal written Assessment Task (AT) to be submitted to the State Examinations Commission for marking along with the Final Assessment for English. The AT links to the principal objective of The Collection of the Student's Texts, which *offers students a chance to celebrate their achievements as creators of texts by compiling a collection of their texts in a variety of genres*. The knowledge and skills developed by students during this classroom-based assessment emerge from their growing awareness of *the process of writing*.

Varying from year to year, the AT will be devised from **some or all** of the following elements:

- A short stimulus in written, audio or audio-visual format
- Comprehension of and short written response to the stimulus
- A written task that tests the students in:
    - their ability to link the stimulus to their experience of The Collection of the Student's Texts
    - their understanding and evaluation of that experience
    - their capacity to reflect on the skills they have developed.

The Final Assessment

The final assessment will be offered at Higher and Ordinary Levels. At both levels there will be one examination paper. It will be linked to students' learning during second and third year. The assessment will address outcomes marked with an asterisk in the tables of learning outcomes.

The Final Assessment		
▪ **Reading/engaging with texts** ▪ **Comprehending** ▪ **Responding**	Students will sit a two-hour written examination paper. They will be required to engage with, demonstrate comprehension of, and respond to	The examination takes place at the end of 3rd Year and will be offered at

	stimulus material.	Higher and
	The content and format of the examination papers may vary from year to year. In any year, the learning outcomes to be assessed will constitute a sample of the outcomes from the tables of learning outcomes.	Ordinary Levels.

The material Junior Cycle English included in the Assessment Toolkit contains details of the practical arrangements relating to the Classroom-Based Assessments including, for example, the suggested length and format for written pieces, the format and duration of oral pieces, and the process of Subject Learning and Assessment Review involved.

Reasonable Accommodations

A scheme of reasonable accommodations, operated by the State Examinations Commission, is currently in place to accommodate candidates with special educational needs in taking their Junior Certificate examinations. In this context, the term special educational needs applies to candidates who have physical/medical and/or specific learning difficulties.

Reasonable accommodations are designed to remove as far as possible the impact of a disability on a candidate's performance, so that he or she can demonstrate in an examination his or her level of achievement. They are not designed to compensate for a possible lack of achievement arising from a disability.