

Application for Special Examination Arrangements

TEE and WACE examinations 2008

Candidates who have a permanent or temporary disability, illness and/or specific learning disability that could disadvantage them in demonstrating their knowledge, skills and understandings in timed assessments may apply to the Curriculum Council to sit external examinations under special arrangements. Applications must be made on this form. Each application is assessed separately and the Curriculum Council will notify the school and candidate of the decision.

The granting of special examination arrangements is not automatic, but depends on the provision of medical and/or psychological evidence plus school-based information to justify the decision. Schools should ensure that they have sighted and placed on record, all medical/psychological documents that relate to their decision to grant special arrangements to the student. Each application is considered on an individual basis with decisions based on the attached supporting medical and educational documentation.

There are five sections:

- Section A Applicant details – to be completed by the applicant
- Section B Provisions requested – to be completed by the school and the applicant
- Section C School case coordination – to be completed by the school and the applicant
- Section D Supporting information – to be completed by the school and a registered psychologist (if applicable)
- Section E Medical evidence – to be completed by a medical practitioner/registered health professional (if applicable)
- Section F Student's declaration and principal's declaration – **to be completed by all applicants**
- Section G General information about special examination arrangements (Insert)

The closing date for receipt of applications is **27 June 2008**. Candidates should ensure that this application and its supporting documentation reaches the Curriculum Council, 27 Walters Drive, Osborne Park WA 6017 by this date. Envelopes should be marked **Confidential – Attention Carolyn Hackett**. Applications received after the end of Term 3 will be considered **only** for emergency provisions for candidates who have an accident just prior to the examinations. Special examination arrangements will be made if time permits.

Section A – Applicant details (to be completed by the applicant)

Student Number:

Date of Birth:

Surname: _____ First Name: _____ Initials of Other Names: _____

Address: _____ Postcode: _____

Home Phone Number: _____ School Name: _____

Subjects for which claim is made (place an 'X' in the column adjacent to the subjects for which a claim is being made)

Subjects	'X'	Subjects	'X'	Subjects	'X'
E200 Accounting		EES Earth & Environmental Science		E028 Indonesian: Advanced	
E300 Ancient History		E304 Economics		E009 Indonesian: Second Language	
E504 Applicable Mathematics		EST Engineering Studies		E238 Information Systems	
AIT Applied Information Technology		ENG English		E010 Italian	
E630 Art		EALD English as an Additional Language/Dialect		E013 Japanese: Advanced	
AVN Aviation		E005 English Literature		E011 Japanese: Second Language	
E402 Biology		E006 French		E070 Malay: Advanced	
E506 Calculus		E305 Geography		MPA Media Production and Analysis	
E403 Chemistry		E405 Geology		E031 Modern Greek	
E027 Chinese: Advanced		E008 German		E632 Music	
E003 Chinese: Second Language		E056 Hebrew		PES Physical Education Studies	
E502 Discrete Mathematics		E306 History		E408 Physical Science	
E647 Drama Studies		E406 Human Biology		E409 Physics	
				E315 Political and Legal Studies	

Reason for application

ADD/ADHD		Learning disability	
Illness (e.g. chronic fatigue syndrome, diabetes)		Psychological	
Motor disability (e.g. handwriting difficulties)		Hearing impairment	
Physical disability (e.g. cerebral palsy, muscular dystrophy)		Vision impairment (including colour blindness)	

Section B – Provisions requested (to be completed by the school and the applicant) Refer to Section G before completion

This section MUST be completed for each applicant

Indicate with a tick (✓) all provisions requested. You can apply for more than one provision, but requests must be supported by evidence provided with this application. Applicants requesting modifications to the written or practical examination paper must complete pages 8 and 9.

Learning disabilities provisions – for provisions listed below, pages 4 to 7 must be completed

(Includes students applying with conditions including Dyslexia, Dysgraphia, Dyspraxia or other diagnosed learning disabilities)

- extra time to work– specify subjects _____
- scribe – includes extra time to compensate for the dictation process
- personal computer– specify subjects _____
- recorded examination (only for a severe reading disability)
- other _____

Medical provisions – for provisions listed below, relevant sections of pages 5 to 10 must be completed

(Includes students applying under ADD/ADHD, illness, psychological, physical disability or fine motor disability categories)

- extra time to work– specify subjects _____
- extra time to rest (for medical treatment, fatigue, pain or anxiety/attention related conditions)
- scribe – includes extra time to compensate for the dictation process
- personal computer– specify subjects _____
- diabetic provisions – bite-size food/drink
- diabetic provisions – blood testing (includes extra 5 minutes non-working time to check blood sugar)
- medication
- special desk
- padded chair/pillow/special chair
- out-of-order seating – please tick one (✓): front row back row near door near window
- separate supervision
- home/hospital supervision (please attach address details)
- special paper requirement (based on physical disability) – specify _____
- toilet breaks
- pregnancy provisions (can include food, drink, padded chair/pillow, toilet breaks, rest/feeding breaks, separate supervision or home/hospital supervision) – specify _____
- other _____

Hearing provision – refer to and complete page 8

- extra time to work
- headphones
- individual audio cassette/CD
- written instructions with extra time to read the instructions
- oral/sign interpreter – please tick one (✓): oral sign
- seating at front
- separate supervision
- other _____

Vision provisions – refer to and complete pages 8 and 9

- alternative Geography broadsheet (with crosshatching)
 - brailled papers
 - braille (and Braille computer, computer with screen reading software)
 - vision aids (magnification equipment – hand held or other)
 - coloured paper – specify colour _____ (standard colours are: blue, yellow, pink, green and sand)
 - extra time to read
 - extra time to work
 - extra time to rest
 - large print – specify: Font size _____ Font style _____ on A4 or A3 size paper (circle paper size needed)
 - special paper requirement (based on vision impairment) – provide all details on page 9
- Applicants requesting oral reading, scribes and/or extra time, must complete pages 5 and 6, 8 and 9.

This list does not include all provisions possible or available to students.

Other provisions

If you wish to apply for provisions not listed above, please list below or attach details separately if insufficient space.

Section C – School case coordination (to be completed by the school and the applicant)

Student name: _____

List all subjects studied and indicate if assistance was/is provided.

Year 11 Subjects/course/units	Final grade	Was assistance provided?	Year 12 Subjects/course/units	Estimated Semester 1 grade	Is assistance being provided?
_____	_____	Yes/No	_____	_____	Yes/No
_____	_____	Yes/No	_____	_____	Yes/No
_____	_____	Yes/No	_____	_____	Yes/No
_____	_____	Yes/No	_____	_____	Yes/No
_____	_____	Yes/No	_____	_____	Yes/No
_____	_____	Yes/No	_____	_____	Yes/No

Student’s comments (Student to complete this section)

Please indicate **how** your condition affects you in examinations and timed assessments, and how special examination arrangements may assist you in the TEE/WACE examinations.

School provisions (Case coordinator to complete this section)

Is the student **currently** given special examination provisions in the classroom or in examinations? YES/NO

If so, what are they and for which subjects are they used?

How do these provisions assist the student?

Section C – School case coordination cont. - intervention strategies (to be completed by the school)

Intervention history for specific learning disabilities (Case coordinator to complete this section)

Please summarise the history of the diagnosis of the student's specific learning disability and the intervention strategies used to address the problems encountered by the student. Specify which strategies have proven successful for the student.

Date of Diagnosis: _____ Assessed by: _____

Diagnosis: _____

Response by school (Please detail remediation and intervention strategies adopted by the school as a result of the diagnosis):

- _____
- _____
- _____
- _____
- _____
- _____

Outcomes achieved (Please detail the improvements achieved as a result of the strategies adopted in response to the diagnosis):

- _____
- _____
- _____
- _____
- _____
- _____

Any other support the school currently offers:

(If no previous assistance has been provided, please indicate why this is so, e.g. new student, recent diagnosis, difficulties have not been raised etc.)

Name/Signature of case coordinator: _____ Title: _____

Telephone number: _____ Date: _____

Email contact details: _____

Section D – Supporting information - learning disabilities or medical provisions

(to be completed by a registered psychologist)

Psychometric test results

The statement for this section may be given on this form or separately. If providing a separate statement, the information in this section must be covered. Only assessments conducted since 1 February 2006 will be considered. **This section is compulsory for all students applying under learning disability provisions.** To be provided for other students only if relevant to their application.

Please write details below or use official stamp.

Psychologist's Name: _____

Contact Details: Address: _____

Telephone: _____ Facsimile: _____

Signature: _____ Date of assessment: _____

For students with learning disabilities, the assessment tools used should be identified, and the report should include the results, an analysis of these results and comments relating to factors such as

- o student perseverance;
- o attention and concentration;
- o sequencing, planning and organisation; and
- o written expression skills as they affect the student in the classroom.

Please also **attach a copy of the psychologist's report.**

WISC IV		WAIS III	
Assessment date:		Assessment date:	
Age at assessment:		Age at assessment:	
VCI		VCI	
PRI		POI	
WMI		WMI	
PSI		PSI	
Full Scale IQ		VIQ	
		PIQ	
		Full Scale IQ	

Provide details of any significant discrepancies between domain scores, abnormal scatter within domains or results of clinical significance in relation to the above scores:

Phonological or visual processing

Provide details of phonological processing assessment results and/or other relevant assessments of processing skills that demonstrate impaired processing ability. Include phonological memory, phonological awareness and RAN scores if available.

Assessment date:	Test used	Results

Academic skills

Provide results of standardized assessments (preferably with Australian norms) conducted in reading, written expressions and/or spelling. Please highlight results of clinical significance (relative to chronological age or cognitive ability) and indicate whether tests were timed or un-timed.

Assessment date:	Test used	Results of clinical significance

Section D – Supporting information - learning disabilities, physical disabilities or medical provisions
(to be completed by school/relevant professional)

All students applying for **extra time to work** on the basis of a learning disability must complete the following information relevant to their disability. The test results must be **no more than 12 months old** at time of application.

Reading results

I certify that I assessed Mr/Miss/Ms _____ on _____
(Name of applicant) (Date)
and identified the following difficulties relating to timed assessments: _____

Please write details below.

Name of person who administered the test(s): _____ Profession: _____

Contact Details: Address: _____
Telephone: _____ Facsimile: _____

Signature: _____ Date of assessment: _____

**Progressive Achievement Test – Reading (PAT-R) ACER Press 2001
Comprehension Test, Form 4**

Raw Score	/43
Percentile Rank (Year 9)	
Stanine (Year 9)	

Handwriting results

If applying for extra writing time or a computer on the basis of a physical disability or a handwriting disability, please attach a report from an Occupational Therapist, including writing speed in WPM. Applications requesting use of a computer **must** also include typing speed in WPM.

I certify that I assessed Mr/Miss/Ms _____ on _____
(Name of applicant) (Date)
and identified the following difficulties relating to timed assessments: _____

Please write details below or use official stamp.

Name of person who administered the test(s): _____ Profession: _____

Contact details: Address: _____
Telephone: _____ Facsimile: _____

Signature: _____ Date of assessment: _____

**Handwriting Speed Test
(Wallen, Bonney and Lennox, 1996)**

Letters per minute	
Scaled Score Equivalent	
Percentile Rank	

Typing speed

Letters per minute	
Words per minute	

Section D – Supporting information - learning disabilities, physical disabilities or medical provisions
(to be completed by the school)

All students applying for extra working time, a scribe, or a personal computer on the basis of a learning disability, a significant physical disability or severe health impairment are to complete **two** handwritten essays under examination conditions. In addition, students applying for a personal computer are to complete one 30-minute typed essay and students applying for the use of a scribe are to complete one 35-minute scribed essay.

Essay one is completed under controlled conditions, using the topic provided by the Curriculum Council. Strictly five minutes reading time and 35 minutes writing time are to be provided. The candidate is to change ink colour after working for 30 minutes. No other special arrangements are to be used. Please complete the **blue** cover sheet and attach to the completed essay.

Essay two is a photocopy of a handwritten essay from an assessment that the student has recently completed in a class test or examination. The genre chosen must be comparable to the essay topic in essay one. Special arrangements may be used. The essay must be marked with comments and grading indicated. Essay details (including topic, time taken, date, special arrangements used) are to be recorded on the cover sheet. Short answer tasks are not suitable. Please complete the **pink** cover sheet and attach to the completed essay.

A typed or scribed essay is required (in addition to the handwritten essays) if a candidate is applying for the use of a computer. The topic will be provided by the Curriculum Council and strictly five minutes reading time and 30 minutes typing time are to be provided (for a scribed essay 35 minutes scribing time is allowed). The computer is to have spelling and grammar checks disabled. No other special arrangements (e.g. extra time) are to be used. Please complete the **green** cover sheet and attach to the completed essay.

Prior to the candidate completing this evidence, schools should request the confidential essay topics from the Certification and Examinations Branch of the Curriculum Council. Essays must be completed at school under examination conditions. The student is not to receive any assistance or prompting and is not to be given the topics in advance. The supervising teacher must remain with the student for the duration of the essay to observe the student's performance. Observations must be recorded in the relevant section of the essay cover sheet.

If coloured paper is requested, all essays should be completed on paper of the same colour.

To obtain essay topics, please phone the Curriculum Council on 9273 6377 and request the special examination arrangements essay information, specifying whether your student is applying for additional working time or a computer. Please allow ten days for delivery of the topics.

Ensure both written essays and the typed/scribed essay (where relevant) are submitted with this form and comply with the above instructions.

Attach all essays to this page.

Please tick if attached

Essay one (controlled conditions)
Blue cover page

Essay two (special conditions)
Pink cover page

Typed or scribed essay
Green cover page

Signature of teacher: _____ **Contact telephone:** _____

Section E – Medical evidence - hearing provisions

(to be completed by a medical practitioner/registered health professional)

Student name: _____

If you have applied for hearing provisions, please complete the following. Note that the audiogram must be no older than 12 months at the time of application.

Please write details below or use official stamp.

Name of the person who administered this test: _____ Profession: _____

Contact Details: Address: _____

Telephone: _____ Facsimile: _____

Signature: _____ Date of assessment: _____

State the condition in detail: _____

Date the condition was diagnosed: _____

Most recent date the candidate was seen in relation to this condition: _____

How is the condition likely to affect the candidate in an examination situation in November 2008?

Unaided audiogram - Please attach the unaided audiogram and report.

Section E – Medical evidence - vision provisions

(to be completed by a vision specialist)

Student name: _____

Please write details below or use official stamp.

Name of the person who administered this test: _____ Profession: _____

Contact Details: Address: _____

Telephone: _____ Facsimile: _____

Signature: _____ Date of assessment: _____

State the condition in detail: _____

V.A. (near): _____ V.A. (distance): _____

How does this condition affect the student's day-to-day functioning in the classroom, and beyond the classroom where appropriate? Note that this information should be **no older than 12 months** at the time of application.

How is the condition likely to affect the candidate in an examination situation in November 2008?

Section E – Specialist evidence - special examination paper requirements

(This section is for the relevant specialist/professional to identify what modifications are required to the practical and written examinations)

Student name: _____

An appropriate person should complete this section for **all** students with a physical disability or a vision impairment who **require a special paper**. This may be the VES visiting teacher, Occupational Therapist or other suitable professional.

Please write details below or use official stamp.

Name of VES/Case coordinator: _____ Contact phone number: _____

Contact details: Address: _____

Telephone: _____ Facsimile: _____

Signature: _____ Date of assessment: _____

Complete with a tick (✓) where appropriate

Method of reading

- regular N12 print
- large print – specify size & font _____
- large print + magnification aid – hand held or other
- use of highlighter during reading time
- assistance with reading
- braille
- coloured paper – specify colour _____
- reading rate – approx words per minute _____
- other _____

Diagrams

- can read diagrams/cartoons/tables in regular print
- diagrams/cartoons/tables to be enlarged & darkened
- cannot read diagrams/cartoons/tables
- can draw diagrams
- cannot draw diagrams
- other _____

Graphs

- can read & draw graphs on 2mm graph paper
- can read & draw graphs on 5mm graph paper
- can read & draw graphs on 10mm graph paper
- black/white graph paper only
- tactile only
- cannot draw graphs
- other _____

Method of writing/equipment used

- does own writing
- scribe
- braille only
- personal computer – special programs (specify below)
- thick pen
- dark lined writing paper
- special calculator – specify _____
- other _____

Photographs

- can see photographs
- helpful for illustration but no detail possible
- can see coloured photographs only
- cannot see photographs
- other _____

Geometry

- uses large geometric instruments & black text
- uses regular geometric instruments and pencil
- cannot do geometric constructions

Colour

- cannot see colours
- confuses some colours
- high level of contrast required
- removal of all non-relevant background shading
- removal of visual clutter
- diagrams to have darker outlines

Additional details of the student's special paper requirements may be attached.

Comments:

All students please complete declarations on page 10

Section E – Medical evidence - other than vision and hearing
(to be completed by a medical practitioner/registered health professional)

Student name: _____

The statement for this section may be given on this form or separately. If providing a separate statement, all the information in this section must be covered.

Please write details below or use official stamp.

Medical Practitioner's Name: _____

Name and Address of Rooms: _____

Telephone: _____ Facsimile: _____

State the condition in detail: _____

Date the condition was diagnosed: _____

Most recent date the candidate was seen in relation to this condition: _____

Is the candidate on medication for this condition?

Yes	No
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If Yes, what effect will this medication have on the candidate's ability to perform in timed assessments?

How is the condition likely to affect the candidate in an examination situation in November 2008?

Signature: _____ **Date:** _____

Section F – Student and principal declaration (to be completed by the student and the school Principal)

Student's declaration:

In signing this form,

- o I declare that all information in this application is true and that I have not altered any information submitted in this application.
- o I authorise the Curriculum Council to access additional information relevant to this application.
- o I give the Curriculum Council permission to contact the author of any reports I have submitted if there is need to clarify any content details therein.

Student's signature: _____ **Date:** _____

Principal's declaration:

- o I submit this application for special examination arrangements and have checked that all details are correct and the application complete.
- o I believe the provisions requested are fair and reasonable to compensate for the student's disability without providing advantage.

Principal's signature: _____ **Date:** _____

Important Dates – 2008

27 June 2008
mid August 2008

Closing date for applications for special examination arrangements.
Applicants are advised of the results of their applications for special examination arrangements.

26 September 2008
3 November 2008

No further special examination arrangements can be accepted.
Commencement of the written TEE and WACE examinations.

Section G – General information about special examination arrangements in 2008

The following special examination arrangements have been granted to candidates identified as having a permanent or temporary disability. The following is intended as a guide to schools in their case management of students who have been identified as having a permanent or temporary disability. These guidelines acknowledge that, without special examination arrangements, a student who has an existing physical, medical, sensory, neurological or psychological condition may not be able to demonstrate his/her knowledge, understanding and skills in a timed assessment. The Curriculum Council does not automatically adopt a medical/psychological provider's advice or replicate the special arrangements that the school may have put in place for school-based assessment.

Applications are treated on an individual basis and it is intended that no candidate will be advantaged over another candidate in the examinations except through having more knowledge, understanding, skill and ability relating to the subject being examined.

Further information regarding special examination arrangements is published in the Curriculum Council's *2006/8 Syllabus Manual Year 11 and Year 12 Subjects Volume I* pages 67 – 69. All other enquiries regarding special examination arrangements can be directed to the Examination Coordinator (Special Provisions) at the Curriculum Council on 9273 6377.

Assistance for medical conditions

An application for special examination arrangements based on severe health impairment or significant physical disability needs to be substantiated with evidence from an independent professional as detailed below. The evidence must be current.

Possible difficulty/impairment in examination		Possible provisions available	Minimum documentation*
ADD/ADHD	Concentration, organisation and planning difficulties	Extra time to rest, permission to take medication	Specialist medical report School case management comments
Autism spectrum disorder	Concentration difficulties, anxiety preventing performance in a group situation	Extra time to work, separate supervision, permission to move, toilet breaks.	Specialist medical report Learning disability evidence (if applicable)
Back injury	Discomfort/pain, difficulty with prolonged sitting	Special chair, cushion, seating at back, permission to move, permission to take medication, extra time to rest	Current medical report School case management comments
Chronic fatigue syndrome	Tiredness/inability to concentrate due to illness (e.g. chronic fatigue syndrome, post-viral syndrome, glandular fever)	Extra time to rest, permission to take medication, home supervision, extra time to work.	Current medical report School case management comments*
Diabetes	Need to maintain blood sugar levels	Food/drink, glucometer readings, permission to take medication, permission to leave the room under supervision.	Current medical report
Hand/arm injury	Difficulty writing, pain, excessive fatigue with writing	Rest breaks, extra time to write, scribe, computer	Current medical report and/or OT or Physiotherapy report School case management comments *
Head injury - severe (sustained within the last two years)	Mental processing difficulty	Rest breaks, permission to take medication, extra reading time, extra time to work	Specialist medical report School case management comments *
Head injury – severe (sustained more than two years ago)	Covered by learning disability arrangements		
Obsessive-compulsive disorder/depression	Difficulty with cognition/concentration	Extra time to work	Specialist medical report School case management comments
Psychological/clinical anxiety	Concentration difficulty, Anxiety preventing performance in a group situation	Rest breaks, specified seating near window/door, permission to take medication, separate supervision	Specialist medical report School case management comments
Pregnancy	In hospital for birth	Toilet breaks, food/drink, special chair, permission to move, rest breaks, home/hospital supervision	Current medical report giving expected date of delivery
Significant physical disability	Paraplegia, Muscular Dystrophy, Cerebral Palsy etc	Special desk/chair, permission to stretch, rest breaks, toilet breaks, extra time to work, separate supervision, scribe/computer, special paper,	Specialist medical report OT report School case management comments*

*If the application is for extra writing time, a scribe or a computer, students will be required to submit essays as required for a learning disability (see page 7)

Assistance for hearing impairment

Candidates with a severe hearing impairment may be granted a supervisor who can answer questions relating to organisational matters and assist with vocabulary during reading time. The maximum amount of additional reading time is ten minutes. All oral instructions will be provided in writing. Special examination arrangements for candidates with a hearing impairment are granted on the recommendation of the WA Institute for Deaf Education.

Assistance for learning disabilities

For the purpose of granting special examination arrangements, the following definition of learning disability is used.

Students with a learning disability will have reading, written expression or mathematics skills significantly below expectation in relation to their present year level and/or cognitive ability. Learning disabilities are presumed to be intrinsic to the individual and long term, but they are not considered to be the direct result of intellectual disability, physical disability, sensory impairment, or a primary emotional difficulty. Neither do they appear to derive directly from inadequate environmental influences, or from the lack of an appropriate educational experience.

Candidates with a specific learning disability are required to provide the results and analysis of assessments conducted by a registered psychologist. Psychologists should make a professional judgement on the tools to be used to assist in the assessment of a student's learning disability. The following, however, are the assessments recommended:

- *Normative assessments*
WISC IV or WAIS III
- *Reading assessments*
Progressive Achievement Tests in Reading (PAT-R) Comprehension Test 4, or other age-appropriate timed silent reading comprehension assessment tool with Australian norms
- *Other assessments*
Other assessment tools may be appropriate for analysing learning disabilities.

Assistance for vision impairment

Candidates with severe vision impairment may be granted a supervisor who can assist with the conduct of the examination. An oral reading of the paper may also be granted to students who are severely vision impaired. Additional reading time, working time and non-working time and the use of magnification aids are conditions usually granted to vision impaired students. Special examination arrangements for candidates with vision impairment are granted on the recommendation of the Vision Education Service.

Details of arrangements provided

1. **Additional reading time** is usually provided for candidates who have vision or hearing impairments. The candidate is usually permitted to commence reading time ten minutes before other candidates and finish reading time at the same time. The extent of additional time given will depend on the degree of impairment and the nature of the subject/course. The maximum amount of additional reading time is ten minutes.
2. **Additional time** may be granted for the candidate to complete the examination. In general, a maximum of thirty minutes for a three hour examination (or the pro rata equivalent for shorter examinations) is granted except for candidates with severe vision impairment or multiple physical disabilities who may receive a further allowance of working time. Candidates who are granted additional time will sit their examinations at a venue designated by the Special Examination Arrangements Committee of the Curriculum Council.
3. **Non-working (rest) time** of up to five minutes every half hour, to a maximum of 25 minutes, may be provided for candidates who are unable to sustain a sitting position or work uninterrupted for three hours. This could allow candidates to receive medical treatment, rest, stretch injured backs, refocus on the examination and so on. Rest time can be taken at the candidate's discretion in blocks of no more than 10 minutes. Candidates who are granted non-working time will sit their examinations at a venue designated by the Special Examination Arrangements Committee of the Curriculum Council.
4. **Paper modification:** Papers may be enlarged, translated into Braille or varied in colour for candidates with vision impairment.
5. **Scribes** may be appointed in cases of severe writing disability or physical disability. Where a scribe is provided, additional working time is also allowed to compensate for delays in the communication of instructions. The role of the scribe is to record, in handwriting, the verbal responses as dictated by the candidate.
6. **Computers:** Candidates with a permanent disability such as muscular dystrophy, and who have been using a computer as part of their mode of assessment over several years, may be granted the use of a computer. The use of spelling and grammar checks is, however, not allowed. Additional working time is not usually allowed. Scripts that are produced by computer may, at the discretion of the chief marker, be transcribed into handwriting before marking. Braille-using students may be granted a Braille computer and/or a computer with voice output in some subjects.
7. **Specialised supervision** may be provided for a candidate who needs to sit in a separate room, at home or in hospital. This may be due to illness, injury or pregnancy.
8. **Out-of-order seating** may be approved for candidates who for medical reasons may need to leave the room, sit near a window, at the front or rear of the room.
9. **Food/drink:** Only food or additional drinks needed because of a medical condition may be taken into an examination room. This food or drink must be in a clear wrapping or container.
10. **Medication** may be approved for the ongoing treatment for medical conditions such as diabetes, ADD/ADHD.
11. **Specialised equipment** such as ergonomic furniture or a cushion may be approved for candidates with special needs. All variations to standard examination equipment or furniture must be applied for. It is the candidate's responsibility to provide this equipment.
12. **Recorded examinations** may be granted for candidates with a severe reading disability or vision impairment. These will be provided in MP3 format on compact disk. Candidates who are granted recorded examinations will sit their examinations at a venue designated by the special examination arrangements committee of the Curriculum Council.
13. **Supervisor's instructions in writing** can be provided for candidates with hearing impairment.

N.B. No allowance or special examination arrangements are made for spelling difficulties.