Applications for Special Examination Arrangements from Candidates with special needs

1. Introduction

1.1 Candidates with special needs (such as candidates with disabilities) entering for the Hong Kong Diploma of Secondary Education Examination (HKDSE) may apply before the examination to the Hong Kong Examinations and Assessment Authority (the HKEAA) for special examination arrangements (SEAs) (e.g. sitting examination at special centres, extra time allowance, braille/enlarged question papers, etc.) or exemption from component(s)/part(s) of an examination. For candidates requiring the use of special equipment (e.g. CCTV, computer), such equipment should be provided by the schools or the candidates. In cases where a candidate’s request for SEAs violates the assessment objectives, the application/request will NOT be approved.

1.2 Where a candidate has been exempted from component(s)/part(s) of an examination, his/her results for the affected component(s)/part(s) will be assessed by the HKEAA based on his/her performance in the other component(s)/part(s) of the examination sat. The component(s) exempted will be indicated on the candidate’s certificate. However, the reasons for granting the exemption and the SEAs made will NOT be recorded.

2. Timeline for submitting applications and processing of applications

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Application Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application period:</td>
<td>1. <strong>School candidates</strong> must submit applications via their schools. Candidates who will be studying S5 in 2017/18 (i.e. candidates who will sit the 2019 HKDSE), and candidates who will be studying S6 in 2017/18 but have not submitted applications before (i.e. candidates who will sit the 2018 HKDSE) must submit their applications before the closing date if they wish to have SEAs. For candidates studying S5 in 2017/18, in case their conditions of disabilities are unstable, they may submit applications in the school year in which they sit the HKDSE.</td>
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<tr>
<td>From 6 September to 27 September 2017</td>
<td>2. <strong>Private candidates</strong> must submit their applications during the same application period if they wish to apply for SEAs.</td>
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</tbody>
</table>
|                   | 3. **Application Period**  
Applications should be submitted to the HKEAA together with the supporting documents *(please refer to para. 4 for detailed requirements of documentary evidence)* from **6 September to 27 September 2017**. Since it might take some time for schools to process the applications, candidates/parents should inform their schools as soon as possible if they would like to submit applications. **Late applications will NOT be processed.** |
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Application Procedures</th>
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</table>
| 4. Category C Other Language subjects | (i) All applications are considered and approved by Cambridge International Examinations (CIE) after the endorsement of the Committee on Special Needs Candidates or the Task Group on SEAs for Candidates with Specific Learning Disabilities.  
(ii) 2019 HKDSE candidates taking the November 2018 series of the Other Language subjects (e.g. French) should submit their applications around June 2018 (tentative) if they require SEAs in the examinations of these subjects; otherwise the HKEAA will not be able to consider their applications at an appropriate time and no SEAs will be given. |
| 5. Points to note during submission of applications | When submitting applications, schools and candidates should note the following:  
(i) ‘Candidate’s and Parent’s Consent Form’  
Schools should have obtained prior consent of the candidates and their parents before submission of applications and supporting documents. The candidates and the parents should sign a consent form to this effect (Annex 6).  
(ii) Special Examination Arrangements Online Services  
Schools/Private candidates should make an application via the ‘Special Examination Arrangements (SEA) Online Services’ on the HKDSE Examination Online Services (https://www.hkdse.hkeaa.edu.hk/).  
(iii) Supporting Documents  
Scanned copies of the supporting documents should be submitted to the HKEAA via the SEA Online Services. Schools may refer to Annex 9 for guidelines on the processing of candidates’ supporting documents. |
| 6. The HKEAA will issue an acknowledgement to schools and private candidates via an auto reply email on receipt of the application. HKEAA staff will process the applications which are supported by the required documentary evidence in accordance with stipulated procedures. If necessary, the staff would contact the schools/private candidates for follow up. |
| 7. In cases where a candidate’s application is not supported by documentary evidence or the information/justifications submitted do not sufficiently support the special needs of the candidate, the applications will NOT be processed. |
| 8. If special circumstances warranting SEAs for the candidate arise after the application deadline, such requests and relevant medical proof should be submitted immediately for HKEAA’s consideration on a case by case basis. Except for situations in para. 9, the Authority will NOT accept any super-late applications or amendments to SEAs unless they are submitted with documentary evidence at least 10 working days before the start of written examinations. |
9. Requests for SEAs due to accidents or urgent medical conditions will **NOT** be entertained unless they are submitted with relevant medical proof at least 5 working days before the subject examination date. Such candidates may apply for exemption from the paper(s)/subject(s) concerned as appropriate by submitting a written request with documentary evidence within 21 calendar days after the date of the examination.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Application Procedures</th>
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</table>
| Late December 2017 to mid-January 2018 | All applications are considered by the Committee on Special Needs Candidates (the Committee) or the Task Group on SEAs for Candidates with Specific Learning Disabilities (the Task Group). The HKEAA will announce the results of the applications via the SEA Online Services. 
(*Note: With effect from 2017/18, written notifications will NOT be sent to the schools/candidates by post unless otherwise specified in their applications for SEAs.*) |
| 18 January 2018           | If the school and/or candidate have **NOT** received the result of the application via the SEA Online Services, they should contact the HKEAA immediately (tel: 3628 8917). |
| Within 4 weeks from the date of issue of notification letter | Candidates who are not satisfied with the results of their applications may apply for review within 4 weeks from the date of notification of results. Applications for review must be supported by additional justifications and/or documentary evidence in writing. 
(*Note: Requests for review of SEAs are not available for Category C subjects.*) |
| Early March 2018          | Applications for review are processed by an independent ‘Appeal Panel for Special Needs Candidates’. The candidates concerned will be notified in writing of the outcome of the review in early March 2018. |
| 15 May 2018               | S5 candidates who are not satisfied with the outcome of the review may apply for reconsideration of the case on or before 15 May 2018 (**only applicable to applications submitted two years before the examination within the above stipulated application period**). Applications for reconsideration must be supported by additional justifications and/or documentary evidence in writing. 
*The cases will be reconsidered by the Committee or Task group. The candidates concerned will be notified in writing of the outcome of reconsideration in mid-June 2018.* |

3. **Candidates with SEAs in previous public examinations**

If a candidate has been given exemption and/or SEAs in a previous HKDSE/Hong Kong Certificate of Education Examination (HKCEE)/Hong Kong Advanced Level Examination (HKALE) and wishes to have SEAs in the forthcoming HKDSE, **he/she must submit a fresh application.**
4. **Documentary evidence required**

Each application should be accompanied by an up-to-date medical/assessment report (valid throughout the examination period) issued by the Hospital Authority, Department of Health, Education Bureau (EDB), a registered medical practitioner, or a professional (e.g. audiologist, speech therapist, psychologist). The medical/assessment report(s) submitted should support the special needs of the candidates and state the SEAs required by the candidates (if applicable). **In cases where a candidate’s application is not supported by documentary evidence or the information/justifications submitted do not sufficiently support the special needs of the candidate, the applications will NOT be processed.** Candidates with obvious and permanent disabilities (e.g. total blindness) may provide the previous medical/assessment report.

Depending on the nature of special needs, candidates are required to submit the following documents:

<table>
<thead>
<tr>
<th>Special Needs</th>
<th>Documentary Evidence Required</th>
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</thead>
<tbody>
<tr>
<td>4.1 Physical Disabilities</td>
<td>Physical disabilities refer to motor function problems [e.g. candidates suffering from cerebral palsy, muscular dystrophy, developmental coordination disorder (DCD)]. The candidate’s special needs should be supported by:</td>
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<tr>
<td></td>
<td>1. A <strong>medical certificate</strong> to confirm the diagnosis of the candidate’s physical disability (e.g. cerebral palsy, muscular dystrophy, DCD);</td>
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<td></td>
<td>2. An <strong>assessment report issued by a specialist [e.g. occupational therapist (OT), physiotherapist]</strong> within 3 years before the examination, containing the following information; and</td>
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<tr>
<td></td>
<td>(I) Information on the candidate from clinical interviews</td>
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<tr>
<td></td>
<td>(a) history of hand function/fine motor problems and the support services received;</td>
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<td></td>
<td>(b) learning support from his/her family and school all along; and</td>
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<tr>
<td></td>
<td>(c) description of functional impairments in daily functions (e.g. handling of stationery tools, level of functioning in self-care tasks).</td>
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<td>(II) Assessment results and analysis (assessment tools with Hong Kong norms preferred)</td>
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<tr>
<td></td>
<td>(a) handwriting assessment (including speed and quality of handwriting); and</td>
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<tr>
<td></td>
<td>(b) assessment tools related to writing, e.g.</td>
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<tr>
<td></td>
<td>- fine motor;</td>
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<td></td>
<td>- power and pinch strength;</td>
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<td></td>
<td>- visual perception;</td>
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<td></td>
<td>- visual motor integration; and</td>
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<td></td>
<td>- ocular motor skills.</td>
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<td></td>
<td>(III) Conclusion and recommendations</td>
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<tr>
<td></td>
<td>Conclusion on the severity of handwriting and fine motor related problems and possible types of special examination arrangements</td>
</tr>
<tr>
<td></td>
<td>3. Record of provisions of SEAs made by the candidate’s school in internal examinations (i.e. <strong>Annex 3</strong>). For candidates who request extra time allowance (ETA), the assessment report submitted should include information/assessment on their writing abilities.</td>
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### Special Needs

<table>
<thead>
<tr>
<th>Physical Disabilities (cont’d)</th>
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</thead>
</table>

#### Remarks:

1. The diagnosis of DCD should normally be confirmed by a panel of doctors and specialists (e.g. paediatrician and OT) in the Child Assessment Centres of the Department of Health for children aged 12 or below. For those above 12, the diagnosis of DCD should be confirmed jointly by a paediatrician and an OT.

2. In case a candidate was assessed to have fine motor problems in primary or secondary school years, the school may submit the previous assessment report(s) together. The assessment report(s) should include the date of assessment(s), assessment tool(s), assessment result(s), type of diagnosis, etc.

3. The exact wordings related to candidates’ performance in the assessment tool(s) should be consistently used in the assessment report as far as possible. The assessment results should also be expressed in terms of standard deviations as far as possible.

SEAs will normally be made for candidates with confirmed diagnosis of physical disability. Special consideration may be given by the Committee to candidates with fine motor related problems only (not a formal diagnosis of physical disability) who fulfill the eligibility criteria below:

1. In the assessment report issued by the OT, the candidate has demonstrated:
   - below average performance in a handwriting speed test; and
   - (i) well below average performance in fine motor; or
   - (ii) below average performance in fine motor and well below average performance in ONE of the other scopes of assessment: power and pinch strength, visual perception, visual motor integration or ocular motor skills.

2. The request should be supported by the candidate’s school and the SEAs requested by the candidate should have been practised in school internal examinations. The school should complete Annex 3 for the candidate.

3. For candidates who request ETA, the provision of ETA should be recommended by the OT and supported by the HKEAA speed test results and school practice. The amount of ETA to be granted should normally not exceed 25%.
<table>
<thead>
<tr>
<th>Special Needs</th>
<th>Documentary Evidence Required</th>
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</thead>
</table>
| 4.2 Visual Disabilities | The candidate should submit a **medical certificate or assessment report issued by an ophthalmologist or an optometrist** within 3 years before the public examination containing the following information:  
  - visual acuity (V.A.) after correction  
  - visual field  
  In addition, the school should complete **Annex 3** for the candidate.  
  For candidates with colour-blindness/colour amblyopia problems, they should submit a medical/assessment report issued by an ophthalmologist/optometrist/the Department of Health for the special consideration in the arrangement of question papers. For question papers containing coloured diagrams/photographs, they will be given a set of black-white photocopied question papers in addition to the normal question papers. For questions requiring colour differentiation, in case no indication of the colours is provided, special consideration and appropriate marking will be given by the markers in accordance with the assessment objectives and requirements of the questions. |
| 4.3 Aural Disabilities | The candidate should submit an **assessment report (including an audiogram)** issued within 3 years before the public examination, together with **Annex 1 completed by an ENT specialist/audiologist**.  
  Remarks: Candidates who have made use of the special education services provided by the EDB may approach their schools for an audiologist report issued by the EDB audiologist. They need not submit Annex 1.  
  For candidates also having speech problems, the **Annex 1** submitted should include the assessment made by a speech therapist. For details, please refer to item 4.4. |
| 4.4 Oral Disabilities | The candidate should submit a **speech and language assessment report** issued within 3 years before the public examination, together with **Annex 1 completed by a speech therapist**.  
  Remarks: Candidates who have made use of the special education services provided by the EDB may approach their schools for a speech and language assessment report issued by the EDB speech therapist. They need not submit Annex 1. |
<table>
<thead>
<tr>
<th>Special Needs</th>
<th>Documentary Evidence Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5 Specific Learning Disabilities (SLD)</td>
<td>SLD refers to severe problems in reading and writing (i.e. Dyslexia). The candidate is required to submit the following documents:</td>
</tr>
</tbody>
</table>
### Special Needs

#### Documentary Evidence Required

<table>
<thead>
<tr>
<th>4.6 Other Disabilities</th>
</tr>
</thead>
</table>
| **1.** Candidates with Autism Spectrum Disorder (ASD) [including Autism, Asperger’s Syndrome, Atypical Autism, Pervasive Developmental Disorders (PDD), etc.]
| - a diagnostic report issued by a psychiatrist in any of the candidate’s secondary school years (only categorisation of the disability is required; detailed profile assessment and recommendation on the SEAs are not necessary); and
| - *Annex 3* (to be completed by the school concerned as proof that the SEAs requested by the candidate have been practised in school internal examinations).
|**2.** Candidates with Attention-Deficit/Hyperactivity Disorder (AD/HD)/disorder related to mental health
| - a diagnostic report issued by a psychiatrist within 3 years before the public examination (only categorisation of the disability is required; detailed profile assessment and recommendation on the SEAs are not necessary); and
| - *Annex 3* (to be completed by the school concerned as proof that the SEAs requested by the candidate have been practised in school internal examinations).
|**3.** Candidates with chronic medical illnesses (e.g. diabetes)
| - medical documents issued within 3 years before the public examination;
| - recommendations on the SEAs by medical professionals or the candidate’s school; and
| - *Annex 3* (to be completed by the school concerned as proof that the SEAs requested by the candidate have been practised in school internal examinations).
|**4.** Candidates with other disabilities [i.e. other than those mentioned in (1), (2) and (3) above] should submit a recent medical/assessment report issued by a doctor/specialist indicating the SEAs required by the candidate. The school concerned should also complete *Annex 3* and provide records of SEAs made for the candidate in internal examinations for the consideration of the Committee.

**Remarks:**

1. Candidates with ASD or AD/HD may submit a diagnostic report issued by a paediatrician/neurologist with subspecialty training in developmental-behavioral paediatrics or paediatric neurology.

2. A new form is provided for candidates with ASD and/or AD/HD who request extra time allowance (ETA) (please refer to *Annex 8*). The form is for trial run only (i.e. optional) in the 2019 HKDSE. Schools are strongly encouraged to submit the form for the candidate(s) concerned (i.e. candidates with ASD and/or AD/HD who will be studying S5 in 2017/18 and request ETA in the 2019 HKDSE). The HKEAA will review the arrangements in 2017/18 and it is anticipated that the form will be implemented starting from the 2020 HKDSE.
<table>
<thead>
<tr>
<th>Special Needs</th>
<th>Documentary Evidence Required</th>
</tr>
</thead>
</table>
| 4.6 Other Disabilities| *(3) Candidates with intellectual disabilities (ID) should submit a report [issued by a qualified educational/clinical psychologist (EP/CP) with professional practice training] confirming their ID within 4 years before the public examination. For candidates who request ETA, the rationale for ETA should be clearly stated in the recommendation jointly made by the Student Support Team and the qualified EP/CP.*  
* (4) In general, ETA will only be given where there is clear evidence/rationale to justify the need. The request should be supported by the relevant doctor/specialist and the school should have been providing ETA for the candidate in internal examinations. The ETA given will normally not exceed 25% and will be considered by the Committee on a case by case basis.*                                                                                                                                                             |
| (cont’d)              |                                                                                                                                                                                                                                                                                    |
| 4.7 Multiple Disabilities | Candidates with confirmed diagnoses of multiple disabilities should submit up-to-date medical/assessment report(s) issued by respective doctor(s)/specialist(s). Appropriate arrangements will be made for them with reference to the SEAs applicable to respective types of disabilities.  
Special requests for additional ETA will be considered by the Committee based on the principles below on a case by case basis:  
(1) confirmed diagnoses of different disabilities;  
(2) rationale and recommendation for additional ETA due to functional limitations based on the findings of objective assessment(s) provided by specialist(s) (e.g. EP, CP, OT); and  
(3) evidence on school practice which meets the stated need(s) of the candidate. |
5. Special Examination Arrangements

5.1 The special examination arrangements (SEAs) applicable to candidates with different types of special needs are listed below:

(1) Physical disabilities

(i) Candidates requesting extra time allowance (ETA) are required to take a speed test. Based on the HKCEE speed test results, recommendations given by the doctor/specialist (e.g. physiotherapist, occupational therapist) and school practice, the HKCEE will decide whether ETA will be given and (if yes) the amount of ETA to be given. For papers involving multiple-choice (MC) questions, the arrangements of ETA are as follows:

<table>
<thead>
<tr>
<th>Subject / Paper</th>
<th>ETA</th>
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</table>
| Papers involving both MC and conventional questions:  
  - Biology 1  
  - Business, Accounting and Financial Studies 1  
  - Chemistry 1  
  - Geography 1  
  - Information & Communication Technology 1  
  - Integrated Science 2  
  - Physical Education 1  
  - Physics 1 & 2  
  - Technology & Living 1  
  - Tourism & Hospitality Studies 1 | The ETA for the papers is 85% of the ETA for the conventional paper(s)/questions in the same subject. |
| Economics 1 (MC paper) | The ETA for Economics 1 is 50% of the ETA for Economics 2. |
| Mathematics 2 (MC paper) | The ETA for Mathematics 2 is 75% of the ETA for Mathematics 1. |

For candidates with physical disabilities who need to take more than 9 hours of examination (including ETA) on the same day, instead of being provided with ETA, they may be given an abridged version (approximately 50%) of the question paper to be completed in normal examination time. In other words, the candidate will be exempted from approximately 50% of the question paper. The information on abridged question paper will be provided to candidates together with the notification of application results.

**Remarks:** For details of the exemption arrangements, please refer to para 1.2.

(ii) Depending on the recommendations of the doctor/specialist, candidates may apply for supervised break(s) during an examination, enlarged question papers (single-sided black and white), writing on alternate lines/alternate pages, circling the MC answers on the question papers instead of filling in the MC answers sheets, etc.

(iii) Candidates may be exempted from the listening components/speaking examinations or be allowed to use a word processor to type the answers if documentary proof can be provided to substantiate the needs. If a candidate is allowed to use a word processor to type the answers, the word processor should only be used as a type-writer. Access to the Internet or functions such as calculation, spell-check, grammar-check, translation, thesauri and ‘displaying associated terms’ in the Chinese character input method are not allowed. The candidate/school should provide such equipment and software. The candidate may also request to receive question-answer (QA) books in overlay PDF format for typing the answers directly onto the QA books with a word processor.
(2) Visual disabilities

(i) The amount of ETA to be given for individual subjects/papers depends on the nature/design of the papers concerned. Detailed information is given below and in the notification letters on SEAs.

<table>
<thead>
<tr>
<th>Group</th>
<th>Subject / Paper</th>
<th>Extra Time Allowance</th>
<th>Extra Time Allowance</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Educationally Blind</td>
<td>Partially-Sighted</td>
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<tr>
<td></td>
<td></td>
<td>$V.A. \leq 6/60 (0.1)$</td>
<td>$6/60 (0.1) &lt; V.A. \leq 6/18 (0.33)$</td>
</tr>
<tr>
<td>1</td>
<td>Chinese Language Paper 2, English Language Paper 2, Chinese History Paper 2,</td>
<td>20 minutes/hour</td>
<td>15 minutes/hour</td>
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<tr>
<td></td>
<td>Chinese Literature Paper 1, Chinese Literature Paper 2 (for sighted candidates),</td>
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<td></td>
<td>Social Care, History Paper 2, Literature in English, Physical Education Paper 2,</td>
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<td></td>
<td>Technology &amp; Living, Tourism &amp; Hospitality Studies Paper 2, Visual Arts</td>
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<tr>
<td>2</td>
<td>Biology, Business, Accounting and Financial Studies Paper 1 &amp; Paper 2B,</td>
<td>30 minutes/hour</td>
<td>15 minutes/hour</td>
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<tr>
<td></td>
<td>Chemistry, Chinese History Paper 1, Chinese Literature Paper 2 (for blind</td>
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<td></td>
<td>candidates), Ethics &amp; Religious Studies Paper 2, History Paper 1, Integrated</td>
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<td></td>
<td>Science, Liberal Studies, Physical Education Paper 1, Tourism &amp; Hospitality</td>
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<td></td>
<td>Studies Paper 1</td>
<td></td>
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<tr>
<td>3</td>
<td>Chinese Language Paper 1, Chinese Language Paper 3 (Listening and Integrated</td>
<td>45 minutes/hour</td>
<td>15 minutes/hour</td>
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<tr>
<td></td>
<td>Skills) writing task, English Language Paper 1, English Language Paper 3</td>
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<tr>
<td></td>
<td>(Listening and Integrated Skills) writing task, Business, Accounting and</td>
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<td></td>
<td>Financial Studies Paper 2A, Economics, Geography, Information &amp; Communication</td>
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<td></td>
<td>Technology, Physics</td>
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<tr>
<td></td>
<td>Mathematics</td>
<td>45 minutes/hour</td>
<td>20 minutes/hour</td>
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</table>

* V.A. refers to the visual acuity of the corrected better eye.

(ii) Apart from ETA, depending on the needs of individual candidates, they may be provided with Braille/enlarged (single-sided black and white) question papers, be allowed to use Braille/magnifier/CCTV and other specialised equipment in the examination. The candidate/school should provide such equipment. Candidates with cortical visual impairment or visual disability may also be provided with question papers of the following special font size and word- and line-spacing (if applicable):

- Chinese papers: font size 18, with 2.5 pt for word-spacing and 35 pt for line-spacing.
- English papers: font size 16, with double space-bar for word-spacing and 35 pt for line-spacing.
(iii) Candidates with visual disabilities may apply for supervised break(s) during an examination, writing on alternate lines/alternate pages, circling the MC answers on the question papers instead of filling in the MC answers sheets, etc. Those with severe visual disabilities may also request to use question-answer (QA) books in overlay PDF format for typing the answers directly onto the QA books with a word processor.

(iv) Educationally blind candidates (i.e. the corrected better eye having a visual acuity of 0.1 or below, or a visual field 20 degree or below) are eligible for exemption from the following papers/questions:

**HKDSE Geography**
- specific map reading questions (i.e. the MC questions in Paper 1 Section A that use a map extract); and/or
- data/skill-based/structured questions involving map reading skills in Paper 1 and Paper 2. *(Note: The relevant sections consist of optional questions. Candidates who are approved for the exemption will NOT be provided with the optional questions concerned in the exam papers and they have to choose from the remaining questions to answer the required number of questions, which means that they will have fewer choices.)*

Candidates with severe visual disabilities (i.e. the corrected better eye having a visual acuity lower than 6/120 (0.05), or a visual field 20 degree or below) may be exempted from the following questions:
- questions involving complex diagrams, tables, graphs and pictures in HKDSE English Language Paper 3 (Listening and Integrated Skills)

For candidates with severe visual disabilities [e.g. total blindness, the corrected better eye having a visual acuity lower than 6/120 (0.05) or a visual field 20 degree or below], for questions that involve complicated pictures, where appropriate, text labels/descriptions will be provided on the pictures concerned. Exemption will be given in case the provision of text labels/descriptions on the pictures concerned is not possible (e.g. unfair assistance may be given if text labels/descriptions are provided). In order to preserve the secrecy of question papers, candidates will be informed of the questions to be exempted and the adjusted examination time right before the start of the examination session. Candidates have to indicate at the time of application whether they want to be exempted from such questions.

For candidates with visual disabilities who need to take more than 9 hours of examination (including ETA) on the same day, instead of being provided with ETA, they may be given an abridged version (approximately 50%) of the question paper to be completed in normal examination time. In other words, the candidates will be exempted from approximately 50% of the question paper. The information on abridged question paper will be provided to candidates together with the notification of application results.

*Remarks:* For details of the exemption arrangements, please refer to para 1.2.
(3) **Aural disabilities**

The SEAs made will normally be based on the severity of the aural disabilities. Details are as follows:

<table>
<thead>
<tr>
<th>Severity of Aural Disabilities</th>
<th>Definition</th>
<th>Special Examination Arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild</td>
<td>Hearing loss from 26 to 40 dB</td>
<td>① To sit written examinations (including Listening components) and Speaking examinations at special centres.</td>
</tr>
<tr>
<td>Unilateral</td>
<td>----</td>
<td>① To sit written examinations at special centres.</td>
</tr>
<tr>
<td>Moderate</td>
<td>Hearing loss from 41 to 55 dB</td>
<td>① To sit Speaking examinations at special centres.</td>
</tr>
<tr>
<td>Moderately Severe</td>
<td>Hearing loss from 56 to 70 dB</td>
<td>② Exemption from the Listening components.</td>
</tr>
<tr>
<td>Severe</td>
<td>Hearing loss from 71 to 90 dB</td>
<td>③ Exemption from the Speaking examinations and School-based Assessment (SBA) of English Language.</td>
</tr>
<tr>
<td>Profound</td>
<td>Hearing loss greater than 90 dB</td>
<td>④ Exemption from the Speaking examinations and School-based Assessment (SBA) of English Language.</td>
</tr>
</tbody>
</table>

Remarks:

(1) If a candidate's left and right ears differ in the severity of aural disabilities, the better ear will be used for the consideration of special examination arrangements.

(2) For details of the exemption arrangements, please refer to para 1.2.

Candidates with aural disabilities may be provided with prolonged and/or additional pauses in the Listening components of Chinese Language and English Language. They have to indicate at the time of application whether they would like to be considered for this SEA.

(4) **Oral disabilities**

Oral disabilities are classified as mild, moderate or severe. Candidates with severe oral disabilities are eligible for exemption from the Speaking examinations of language subjects and School-based Assessment (SBA) of English Language. Candidates with mild/moderate oral disabilities are eligible for sitting the Speaking examinations at special centres.

Remarks: For details of the exemption arrangements, please refer to para 1.2.
(5) Specific learning disabilities (SLD)

(i) Candidates who meet the diagnostic criteria of SLD (Dyslexia) are eligible for SEAs including ETA (normally 25% for written papers and 15% for multiple-choice papers/questions) and supervised break(s) during an examination. Other SEAs may include the provision of single-sided black and white, single-sided black and white enlarged or single-sided ivory-colour question papers, provision to write on alternate lines/one side of an answer book or to circle multiple-choice answers on a question paper instead of filling in boxes on an answer sheet.

(ii) Use of a word processor instead of writing may be considered for the following candidates:

- candidates with illegible handwriting — the schools should provide a copy of the candidates’ handwritten Chinese and English composition work in a recent internal test or examination for the consideration of the HKEAA.
- candidates with extremely slow handwriting speed (i.e. those who cannot cope with the examination even with the extra time stated above) — reports from occupational therapists/medical practitioners should be submitted as supporting evidence. Speed tests will be conducted for the candidates by the HKEAA for consideration of such a request.
- if a candidate requires the use of a word processor due to other reasons, the reasons should be specified on the application form with supporting documents provided.

If a candidate is allowed to use a word processor to type the answers, the word processor should only be used as a type-writer. Access to the Internet or functions such as calculation, spell-check, grammar-check, translation, thesauri and ‘displaying associated terms’ in the Chinese character input method are not allowed. The candidate/school should provide the computer facilities in public examinations. The candidate may also request to use question-answer (QA) books in overlay PDF format for typing the answers directly onto the QA books with a word processor.

(iii) Candidates satisfying the following criteria may be eligible for the use of speech-to-text software in the Liberal Studies examination:

(a) the candidate has a confirmed diagnosis of SLD, and the candidate’s writing ability in the first language has been assessed on a standardised test with relevant norm (currently, the Hong Kong Test of Specific Learning Difficulties in Reading and Writing for Junior Secondary School Students – Second Edition [HKT-JS(II)] is considered relevant) administered by a qualified educational/clinical psychologist with professional practice training and the test results indicate that the candidate has severe writing difficulties; and
(b) the candidate will be provided with the speech-to-text software in internal school assessment(s)/examination(s) before the HKDSE so that he/she is familiar with the arrangements and can apply it effectively in the public examination.

Eligible candidates will only be allowed to use the built-in speech-to-text software that comes with MacBook Air in the public examination. Candidates will have their speech converted into text via the speech-to-text software and word processor, such as MS Word or Pages. They may edit the text with the keyboard and/or allowable Chinese character input methods, such as Cangjie, Quick, Pinyin, Stroke and Q9 input methods. Those functions on the speech-to-text software that might affect the fairness or appropriateness of the software must be removed or disabled prior to it being used in the public examination.
Practice in internal assessment(s)/examination(s), preferably in Secondary 5 final examination, is highly recommended for candidates whose applications to adopt the new SEA have been accepted by the HKEAA so that they are familiar with the SEA and can use it effectively in the public examination. If a candidate decides to withdraw from using the software, he/she should inform the HKEAA in writing as soon as possible, preferably in November of the Secondary 6 school year (for applications submitted in Secondary 5) or in February of the examination year (for applications submitted in Secondary 6 and private candidates). School candidates must do so via their schools.

In case a candidate is seriously ill and unable to speak clearly for using the software or he/she cannot use the software due to technical problems, he/she should work on the paper in handwriting.

Schools should provide the computer facilities (including the speech-to-text software and printer), Chinese character input method (if applicable), examination venue (classroom/function room/hall), noise-blocking setup and earmuffs (if applicable) and invigilation personnel for their candidates in the public examination. Private candidates should provide for themselves the computer facilities (including the speech-to-text software) and Chinese character input method (if applicable). Please refer to Annex 7 for the guidelines on the use of speech-to-text software in the public examination.

Remarks:
1) For matters relating to the purchase of MacBook Air, schools can contact Special Education Support 4 Section of the Education Bureau at 2307 0265.
2) The speech-to-text function in MacBook Pro may also be considered.

(6) Candidates with other special needs

(i) SEAs will be made for the candidates concerned with reference to the nature and severity of the candidates’ special needs, the recommendations of the specialists given in the medical/assessment reports (if applicable) and the special arrangements made in internal examinations. In general, ETA will only be given where there is clear evidence to justify the need. The request should be supported by the relevant medical doctor/specialist and the school should have been providing ETA for the candidate in internal examinations. The ETA given will normally not exceed 25% and will be considered by the Committee on a case by case basis.

(ii) Candidates may be allowed to sit the examination in a single room, a room with fewer candidates or in a familiar examination environment due to the nature of the special needs (e.g. likely to create noise during the examination; very sensitive to normal background noise such as normal school activities, school bells, etc.; very difficult to adapt to an unfamiliar environment; or other medical conditions such as Tourette's Syndrome). Such request should be clearly stated in the application for SEAs with rationale/recommendation made by the schools/specialists. The candidates concerned may be allowed to sit the examinations (except speaking examinations) in their own school special centre (i.e. home centre). Private candidates should also state such request with rationale/recommendation made by specialists in the application for SEAs.

(iii) Candidates with Autism Spectrum Disorder (ASD) may apply for the provision of plain text labels/descriptions for questions that involve high level comprehension/interpretation of cartoons or complicated pictures, where appropriate. The plain text labels/descriptions describe the layout of the cartoons or pictures in the text format without giving any interpretation or revealing the underlying meaning of these cartoons or pictures, which would otherwise compromise the assessment objectives of the subjects concerned. Samples of the plain text labels/descriptions for Liberal Studies, Chinese History and History are available for downloading under ‘Services to Special Needs Candidates’ from the HKEAA website.
Candidates with ASD should indicate in the application for SEAs whether they need this SEA and for which subject(s) (normally applicable to Liberal Studies, Chinese History, and History). Schools should provide the candidates concerned with the same arrangement in internal examinations.

The provision of plain text labels/descriptions to questions that involve high-level comprehension/interpretation of cartoons or complicated pictures is based on professional judgment with reference to the assessment objectives of the subjects concerned. In order to preserve the secrecy of question papers, in the event that the plain text labels/descriptions are given to the question(s), the candidate concerned will be given a set of special question paper in addition to the normal question paper before the start of the examination session.

5.2 Use of Screen Readers

Candidates satisfying the following criteria may be eligible for the use of screen reader in the public examinations. The candidate:

(i) has a confirmed diagnosis of SLD, and the candidate’s word reading ability in the first language has been assessed on a standardised test with relevant norm (currently, the Hong Kong Test of Specific Learning Difficulties in Reading and Writing for Junior Secondary School Students – Second Edition [HKT-JS(II)] is considered relevant) administered by a qualified educational/clinical psychologist with professional practice training and the test results indicate that the candidate has severe word reading difficulties; or

(ii) has a diagnosis of neurological impairment such as cerebral palsy, cerebral visual impairment or brain injuries, and is assessed by a professional (e.g. an occupational therapist) to have severe reading difficulties; or

(iii) is blind or has severe visual disability, and is assessed by an occupational therapist to have significantly low Braille reading speed due to poor finger touch; or

(iv) has lost his/her eyesight recently and thus cannot read Braille materials.

Except for (iv), practice in previous assessments/examinations is highly recommended for candidates applying to use the screen reader in public examinations so that they are familiar with the arrangements and can apply it effectively in the public examinations.

Screen reading will not be allowed in the following papers in which reading comprehension skills is tested:

<table>
<thead>
<tr>
<th>Language papers / section of language papers in which the use of screen reader is prohibited</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HKDSE</strong></td>
</tr>
<tr>
<td>Chinese Language Paper 1 (Reading)</td>
</tr>
<tr>
<td>Chinese Language Paper 3 (Listening and Integrated Skills) – Reading Materials</td>
</tr>
<tr>
<td>English Language Paper 1 (Reading)</td>
</tr>
<tr>
<td>English Language Paper 3 (Listening and Integrated Skills) – Data File</td>
</tr>
</tbody>
</table>


In the public examination, candidates may use any of the following text-to-speech software designated by the HKEAA:

<table>
<thead>
<tr>
<th>Text-to-speech Software</th>
<th>Organisation / Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Windows Light or Windows Light (Read Assist)</td>
<td>Retina HK</td>
</tr>
<tr>
<td>2. Penpower Chinese Writing Pad</td>
<td>Penpower</td>
</tr>
<tr>
<td>3. NVDA</td>
<td>HK Blind Union</td>
</tr>
<tr>
<td>4. ^ JAWS</td>
<td>Kan Han Technologies Limited</td>
</tr>
<tr>
<td>5. ^ Sunshine</td>
<td>HK Blind Union</td>
</tr>
<tr>
<td>6. ^ Supernova Dolphin</td>
<td>Potential Resources Company</td>
</tr>
<tr>
<td>7. Text-to-speech function in MacBook Air (or MacBook Pro)</td>
<td>Apple</td>
</tr>
<tr>
<td>8. ‘Speak’ command in Microsoft Word 2010 (or above)</td>
<td>Microsoft</td>
</tr>
</tbody>
</table>

^ Starting from the 2019 HKDSE, JAWS, Sunshine and Supernova Dolphin will be removed from the above list of designated text-to-speech software.

Candidates must specify the text-to-speech software they intend to use in the public examination when they submit the application for use of screen reader. They must use the software designated by the HKEAA. Special consideration may be given if the school can produce evidence that the students have all along been using another software not designated by the HKEAA in tests/internal examinations.

Schools should provide the computer facilities (including the text-to-speech software), examination venue and invigilation personnel for their candidates in the public examination. Private candidates should provide for themselves the computer facilities (including the text-to-speech software). Please refer to Annex 5 for the guidelines on the use of screen readers in the public examination.

6. Examination venues, invigilator staff and any ancillary aids/equipment

6.1 Schools presenting special needs candidates for the public examinations have to provide examination venues, invigilation staff and any ancillary aids/equipment with regard to the provision of special examination arrangements (SEAs) to these candidates. Centre schools are also required to assist in examination administration (including the return of candidates’ answer scripts after the examination).

6.2 Candidates who are given SEAs (e.g. ETA, prolonged and/or additional pauses in the Listening components, supervised breaks, Braille/special question papers, special answer sheets/books, ancillary aids/equipment, etc.) will be arranged to sit the examinations at special centres which are normally set up in secondary schools (mostly classrooms with a few school halls). Examination procedures in special centres are the same as those in other centres. However, extra invigilators are available to offer assistance to candidates if necessary.

Remarks:
(1) In general, candidates will be given different amounts of ETA and/or supervised breaks at special centres. To facilitate the smooth conduct of examinations, candidates are normally NOT allowed to withdraw from the approved supervised breaks.
(2) Candidates who sit the Listening components of language subjects in special centres may be given a 5-minute supervised break after completing Part 3A in order to synchronise the time for broadcasting the listening materials of Part 3B. The Centre Supervisor will inform the candidates about the arrangement on the day of the examination. Candidates should abide by the regulations on supervised breaks. For details, please refer to the Handbook for Candidates of the examination year.

6.3 In general, candidates who sit Speaking examinations at special centres, except for SLD candidates, may be arranged to sit the examinations with Oral Examination Assistants to facilitate the conduct of the group discussion.

6.4 Examination rooms in a special centre are usually accessible by lift or on the same floor as the main entrance. Depending on the supply of special centres in various districts, candidates may not be arranged to take the examinations in their chosen examination district.

7. Hospitalised candidates

Hospitalised candidates applying to take the examination in the hospital must obtain the doctor’s written permission certifying the candidate is fit for the examination. The application must be submitted with the necessary documents at least 24 hours before the examination.

8. Candidates’ Personal Data

The personal data of candidates are used for the purposes of processing of applications for special examination arrangements and the conduct of examinations. The data are supplied by students through their schools, or by private candidates themselves. Whether the candidates provide the requested personal data or not is entirely voluntary. However, if the candidates fail to provide all the data, or if any of the data provided is inaccurate or incomplete, the processing of the applications will be affected and hence the HKEAA/CIE may not accept their applications.

The personal data may also be used for conducting educational research and analysis in an anonymous manner in which the identities of candidates are not traceable. Data used in the processing of the candidates’ applications for special examination arrangements will be retained for three years and they will be destroyed thereafter.

9. Enquiries

Address : 12/F, Southorn Centre, 130 Hennessy Road, Wan Chai, Hong Kong.

Website : www.hkeaa.edu.hk → Services to Special Needs Candidates → HKDSE (http://www.hkeaa.edu.hk/en/Candidates/special_needs_candidates/hkdse.html)

Tel No. : 3628 8917 Email : dse@hkeaa.edu.hk

For further information, please visit the HKEAA website or the HKDSE Examination Online Services (www.hkdse.hkeaa.edu.hk).
Hong Kong Diploma of Secondary Education Examination (HKDSE)
Candidate with Aural and/or Oral Disabilities

This form should be accompanied by an up-to-date* medical / assessment report (e.g. an audiogram or a speech and language assessment report) from the ENT specialist / audiologist or speech therapist (school candidates who have made use of the special education services provided by the Education Bureau need not submit this sheet.)
* issued within 3 years before the commencement of the examination

A. Candidate's personal particulars

Name : (English) _____________________ (中文姓名) : _____________________
H.K. Identity Card No. : _____________________________

B. Overall assessment
In connection with the candidate’s application for special examination arrangements and/or exemption, I confirm that the candidate has the following disabilities which will sustain over the entire examination period from ________________ to ________________ of the examination year:

(Please tick the appropriate box below.)

Aural Disability (This part should be completed by an ENT specialist / audiologist.)

<table>
<thead>
<tr>
<th>LEFT EAR</th>
<th>RIGHT EAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal</td>
<td>Normal</td>
</tr>
<tr>
<td>Mild</td>
<td>Mild</td>
</tr>
<tr>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>Severe</td>
<td>Severe</td>
</tr>
<tr>
<td>Profound</td>
<td>Profound</td>
</tr>
</tbody>
</table>

Name : ____________________________
(ENT Specialist / Audiologist)
Signature : _________________________
Date : ____________________________

Oral Disability (This part should be completed by a speech therapist.)

Diagnosis : ________________________________________________

(1) Severity of oral disability

| □ Mild |
| □ Moderate |
| □ Severe |

(2) Area of difficulty (may tick more than one box)

| □ Articulation |
| □ Language |
| □ Voice |
| □ Fluency |

Name : ____________________________
(Speech Therapist)
Signature : _________________________
Date : ____________________________
Application for Special Examination Arrangements (HKDSE) from Candidates with Specific Learning Disabilities

**評估報告**  
Assessment Report

香港中學文憑試特別考試安排申請
Application for Special Examination Arrangements in the HKDSE

特別考試安排申請表格  
(附件 2)

Application for Special Examination Arrangements (Annex 2)

香港中學文憑試
HKDSE

學校
School: _____________________________

考生姓名
Name of Candidate: _____________________________

香港身分證號碼
H.K.I.D. Card No.: _____________________________

出生日期
Date of Birth: _____________________________

評估報告
Assessment Report

香港中學文憑試
HKDSE

考試年份
Examination Year: _____________________________

班別
Class: _____________________________

考生姓名
Name of Candidate: ________________________________________

香港身分證號碼
H.K.I.D. Card No.: _____________________________

出生日期
Date of Birth: _____________________________

**歷史學習障礙紀錄**  
History of Specific Learning Disabilities

1. 如考生在學習讀寫的過程中有特殊困難，請列出有關紀錄 (例如以往的評估結果) 或附上有關文件。

   Please indicate any history of the candidate having specific difficulties with the learning of literacy skills (e.g. previous assessment results) or attach relevant documents.

   1. 閱讀/書寫技能  
   Reading/Writing Skill

   (請於適當方格加上☑號)

   (Please put a ☑ in the appropriate box.)

<table>
<thead>
<tr>
<th>明顯在平均以下</th>
<th>平均以下</th>
<th>平均/平均以上</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grossly below average</td>
<td>Below average</td>
<td>Average/ above average</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

   2. 閱讀/書寫技能
   Reading/Writing Skill

   (請於適當方格加上☑號)

   (Please put a ☑ in the appropriate box.)

<table>
<thead>
<tr>
<th>明顯在平均以下</th>
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</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

   3. 考生的口語表達能力是否比其文字表達能力顯著優勝？

   Is the candidate’s ability to express himself/herself orally significantly better than in writing?

   有顯著差異
   Significant Discrepancy

   有些微差異
   Mild Discrepancy

   沒有差異
   No Discrepancy

   ☐ ☐ ☐

   **校內支援**  
   Support from School

   4. 學校有否在過去兩年於校內考試提供特別考試安排予考生？(如有的話，請於下面列明詳情)

   Have special arrangements been made available to the candidate in internal examinations in the past two years?

   (If yes, please specify details below)

   學校有否在過去兩年於校內考試提供特別考試安排予考生？(如有的話，請於下面列明詳情)

   Have special arrangements been made available to the candidate in internal examinations in the past two years?

   (If yes, please specify details below)

<table>
<thead>
<tr>
<th>科目/卷別</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>All subjects/papers entered</td>
<td>☐</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>項目</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time allowance</td>
<td>☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervised breaks</td>
<td>☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special arrangements in examination centres</td>
<td>☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (e.g. screen reader, speech-to-text software, use of computer)</td>
<td>☐</td>
<td></td>
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</tr>
</tbody>
</table>

   5. 你認為學校於校內考試所作的特別安排是否已照顧考生的需要？

   Do you think the school’s arrangements in the internal examinations have adequately addressed the need of the candidate for his/her disabilities?

   如否，請列明哪些需要未獲照顧：

   If no, please specify the needs not yet addressed:

<table>
<thead>
<tr>
<th>項目</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
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<td>☐</td>
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<td></td>
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<tr>
<td>Supervised breaks</td>
<td>☐</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Special arrangements in examination centres</td>
<td>☐</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other (e.g. screen reader, speech-to-text software, use of computer)</td>
<td>☐</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

   6. 你認為學校於校內考試所作的特別安排有否對其他同學構成不公平？

   Do you think the school’s arrangements in internal examinations have given the candidate an unfair advantage over his/her schoolmates?

   如有，請列明特別安排構成哪方面的不公平：

   If yes, please state what kind of unfair advantage:

<table>
<thead>
<tr>
<th>項目</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time allowance</td>
<td>☐</td>
<td></td>
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<td></td>
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<tr>
<td>Supervised breaks</td>
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<tr>
<td>Special arrangements in examination centres</td>
<td>☐</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other (e.g. screen reader, speech-to-text software, use of computer)</td>
<td>☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. **曾確診有讀寫障礙之考生**

<table>
<thead>
<tr>
<th>評估日期</th>
<th>試騐名稱</th>
<th>評估結果</th>
<th>結論？</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Assessment</td>
<td>Test administered</td>
<td>Test Results</td>
<td>Conclusion？</td>
</tr>
<tr>
<td>認智</td>
<td>Intellectual Functioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>讀寫能力（過往評估）</td>
<td>Reading &amp; Writing Ability (Previous assessment)</td>
<td>評估結果符合有關測驗的讀寫障礙準則 Criteria of the test for dyslexia are met</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>評估結果不符合有關測驗的讀寫障礙準則 Criteria of the test for dyslexia are not met</td>
<td></td>
</tr>
<tr>
<td>評估日期</td>
<td>試騐名稱</td>
<td>評估結果</td>
<td>結論？</td>
</tr>
<tr>
<td>Date of Assessment</td>
<td>Test administered</td>
<td>Test Results</td>
<td>Conclusion？</td>
</tr>
<tr>
<td>認智</td>
<td>Intellectual Functioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>讀寫能力（考試前四年內之評估）</td>
<td>Reading &amp; Writing Ability (Assessment within four years before the examination)</td>
<td>曾被診斷為有讀寫障礙而今次之評估結果為：Previously diagnosed to have SLD and the current assessment result is as below:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>仍顯示語文能力有顯著困難</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indicate significant difficulties in reading &amp; writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>未有顯示語文能力有顯著困難</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Does not indicate significant difficulties in reading &amp; writing</td>
<td></td>
</tr>
</tbody>
</table>

2. **以往未曾確診有讀寫障礙之考生**

<table>
<thead>
<tr>
<th>評估日期</th>
<th>試騐名稱</th>
<th>評估結果</th>
<th>結論？</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Assessment</td>
<td>Test administered</td>
<td>Test Results</td>
<td>Conclusion？</td>
</tr>
<tr>
<td>認智</td>
<td>Intellectual Functioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>讀寫能力（過往評估）</td>
<td>Reading &amp; Writing Ability (Previous assessment)</td>
<td>評估結果符合有關測驗的讀寫障礙準則 Criteria of the test for dyslexia are met</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>評估結果不符合有關測驗的讀寫障礙準則 Criteria of the test for dyslexia are not met</td>
<td></td>
</tr>
</tbody>
</table>

### 特別考試安排申請表格

**This part to be filled in by the psychologist**

(請於適當方格內加上✓號)

<table>
<thead>
<tr>
<th></th>
<th>有</th>
<th>無</th>
</tr>
</thead>
<tbody>
<tr>
<td>請於心理評估報告內列出測試結果及相關的數據。</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>該心理評估報告內列出測試結果及相關的數據。</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>請根據所有所得資料作結論。有關特別考試安排的詳情,請參閱特別考試安排申請指引 （可從考評局網頁 <a href="http://www.hkeaa.edu.hk/tc/Candidates/special_needs_candidates/hkdse.html">http://www.hkeaa.edu.hk/tc/Candidates/special_needs_candidates/hkdse.html</a> 下載)。</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

3. **本人確認上述資料正確無誤，現附上考生最近期的心理評估報告。**

I confirm that the above information is accurate. The latest psychological assessment report of the candidate is attached.

**心理學家姓名**
Name of Psychologist:

**服務機構**
Organisation:

**資歷** (例如: 專業學會會員資格)
Qualifications (e.g. professional membership):

**附言或會要求提供證明文件作核對用。The HKEAA may ask for documentary proof.**

**心理學家簽名**
Signature of Psychologist:

**日期**
Date:
7. To apply for special examination arrangements, please refer to the application guide and leaflet "Providing services to candidates with specific learning disabilities" (http://www.hkeaa.edu.hk/en/Candidates/special_needs_candidates/hkdse.html).

Note: Special examination arrangements will only be made for candidates with confirmed diagnosis of Dyslexia.

Before summarising below the recommendations of SEAs for the candidate, please refer to the application guide and leaflet "Providing services to candidates with specific learning disabilities" (http://www.hkeaa.edu.hk/en/Candidates/special_needs_candidates/hkdse.html).

Please tick the relevant boxes and specify details against each ticked box.

- 較長的作答時間 (筆試一般可延長25%，多項選擇題可延長15%；如考生需要更長的作答時間，請列明所需的時間及原因)
  Time allowance (normally 25% for written papers and 15% for multiple-choice; if more allowance is needed, please state the amount and give supporting reasons)

- 應試時短暫休息 (適用於獲較長作答時間的考生。一般而言，只設於90 分鐘或以上的考試，通常為每45 分鐘有5 分鐘休息時間 - 如要求不同，請列明需要詳情及原因。)
  Supervised breaks (applicable to candidates with time allowance; normally a 5-minute break for every 45 minutes for examinations lasting 90 minutes or more - if different, please state details of the proposed breaks and give supporting reasons.)

- 試卷的特別安排：
  Special format of question papers (QP):
  - One-side printing
  - Enlarged to A3 (black and white)
  - Ivory colour QP

- 特別答題簿
  Special answer books

- 以電腦代替書寫 (不包括語音轉換文字軟件) - 原因為：
  Use of computer instead of writing (not including speech-to-text software) – the reason is:

  - 字跡難以辨認
    Illegible handwriting

  - 書寫速度極慢
    Extremely slow handwriting speed

  - 其他原因
    Other reasons

- 使用電腦讀屏器 (請註明所使用的讀屏軟件，及提供最近期的心理評估報告，報告內須列明考生的讀字困難評估結果)
  Use of screen reader (please specify the name of the text-to-speech software to be used, and provide the latest psychological assessment report with the assessment result of the candidate's word reading difficulties)

- 使用語音轉換文字軟件 (請註明所使用的語音轉換文字軟件，及提供最近期的心理評估報告，報告內須列明考生的書寫困難評估結果)
  Use of speech-to-text software (please specify the name of the speech-to-text software to be used, and provide the latest psychological assessment report with the assessment result of the candidate's writing difficulties)

^ 如此安排未曾在校內考試提供，學校應在考評局接納考生是項申請後，為考生於校內考試作出相同安排。

If this arrangement has not been provided for the candidate in internal examinations before, the school should provide this to the candidate in internal examination(s) after the candidate's application to adopt this arrangement in HKDSE has been accepted by the HKEAA.

Signature: __________________________   Date: __________________________
Principal

Signature: __________________________   Date: __________________________
Parent

Signature: __________________________   Date: __________________________
Candidate
1. 學校過去曾經在校內考試提供以下特別安排予考生。

The following special arrangements have been made available to the candidate in internal examinations in the past (please specify details below).

<table>
<thead>
<tr>
<th>科目/卷別</th>
<th>Subject / Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Please tick the appropriate box(es)</td>
</tr>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td></td>
<td>7. Others (please specify details below)</td>
</tr>
</tbody>
</table>

2. 學校會否在未來的校內考試提供特別安排予考生？

Will special arrangements be made available to the candidate in internal examinations in the future?

Yes [Special arrangements will be available in the nearest internal examinations of ______/_____]  
No

[若有關安排與上表所列的不同／學校不會再為考生提供特別安排，請於以下適當位置填寫原因及(如適用)於下表列出有關安排。]  

## 原因

Reasons:

<table>
<thead>
<tr>
<th>科目/卷別</th>
<th>Subject / Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Please tick the appropriate box(es)</td>
</tr>
<tr>
<td>1.</td>
<td>2.</td>
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<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td></td>
<td>7. Others (please specify details below)</td>
</tr>
</tbody>
</table>

Signature of Principal: ________________________    Date: ________________________
**Special Answer Sheets**

**Note:** Samples of special answer sheets have been uploaded to the HKEAA website (www.hkeaa.edu.hk → Services to Special Needs Candidates → HKDSE).

<table>
<thead>
<tr>
<th>Single line answer sheet (H1) – darker colour (line width: 0.8cm; paper size: A4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Single line answer sheet (H1)" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enlarged single line answer sheet (H2) (line width: 1cm; paper size: A4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Enlarged single line answer sheet (H2)" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enlarged single line answer sheet (H3) (line width: 1.2cm; paper size: A4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Enlarged single line answer sheet (H3)" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enlarged Chinese graph paper (C1) (15 x 15 boxes; paper size: A4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Enlarged Chinese graph paper (C1)" /></td>
</tr>
</tbody>
</table>
放大原稿紙 (C2) (12 x 13 格；紙張大小：A4)
Enlarged Chinese graph paper (C2) (12 x13 boxes; paper size: A4)

放大方格紙 (顏色：黑白／綠色；紙張大小：A3)
Enlarged graph paper (black & white colour / green colour; paper size: A3)

放大多項選擇題答題紙 (M1) (紙張大小：A4)
Enlarged MC answer sheet (M1) (paper size: A4)

放大多項選擇題答題紙 (M2) (紙張大小：A4)
Enlarged MC answer sheet (M2) (paper size: A4)
Eligibility Criteria

1. In general, candidates satisfying the following criteria may be eligible for the use of screen reader in the HKDSE:

   (a) the candidate:

   (i) has a confirmed diagnosis of SLD, and the candidate’s word reading ability in the first language has been assessed on a standardised test with relevant norm (currently, the Hong Kong Test of Specific Learning Difficulties in Reading and Writing for Junior Secondary School Students – Second Edition [HKT-JS(II)] is considered relevant) administered by a qualified educational/clinical psychologist with professional practice training and the test results indicate that the candidate has severe word reading difficulties; or

   (ii) has a diagnosis of neurological impairment such as cerebral palsy, cerebral visual impairment or brain injuries, and is assessed by a professional (e.g. an occupational therapist) to have severe reading difficulties; or

   (iii) is blind or has severe visual disability, and is assessed by an occupational therapist to have significantly low Braille reading speed due to poor finger touch; or

   (iv) has lost his/her eyesight recently and thus cannot read Braille materials.

   (b) Except for 1(a)(iv), practice in previous assessments/examinations is highly recommended for candidates applying to use the screen reader in the public examinations so that they are familiar with the arrangements and can apply it effectively in the public examinations.

Language Papers/Section of Language Papers in which the Use of Screen Readers is Prohibited

2. The use of screen readers may be allowed in an examination only if it does not lead to the violation of the assessment objectives of the examination. Screen reading will NOT be allowed in the following language papers or section of language papers in which reading comprehension skills are tested:

<table>
<thead>
<tr>
<th>Language papers/section of language papers in which the use of screen reader is prohibited</th>
</tr>
</thead>
<tbody>
<tr>
<td>HKDSE</td>
</tr>
<tr>
<td>Chinese Language Paper 1 (Reading)</td>
</tr>
<tr>
<td>Chinese Language Paper 3 (Listening and Integrated Skills) – Reading Materials</td>
</tr>
<tr>
<td>English Language Paper 1 (Reading)</td>
</tr>
<tr>
<td>English Language Paper 3 (Listening and Integrated Skills) – Data File</td>
</tr>
</tbody>
</table>
Facilities Requirements

3. Screen readers are computers installed with computer software having the ‘text-to-speech’ function. The following facilities requirements should be observed when providing screen readers to candidates in an examination:

(a) Computer facilities:

- Computer [CPU: Pentium IV or higher; RAM: 512MB or higher; Free Disk Space: at least 100MB; Windows 7 or higher]
- Microsoft Word 2010 (or above) for viewing the softcopies of the question papers
- Sound card
- Headphones
- External CD ROM drive (applicable to MacBook Air)
- Hong Kong Supplementary Character Set (http://www.microsoft.com/hk/hkscs)

(b) Candidates may use any of the following licensed text-to-speech software designated by the HKEAA:

(i) Windows Light (version for the visually impaired) OR Windows Light (Read Assist) (version for dyslexia)
(ii) Penpower Chinese Writing Pad
(iii) NVDA
(iv) JAWS
(v) Sunshine
(vi) Supernova Dolphin
(vii) Text-to-speech function in MacBook Air (or MacBook Pro)
(viii) ‘Speak’ command in Microsoft Word 2010 (or above)

Remarks:
1. For Penpower Chinese Writing Pad, the ‘translation’ function has to be uninstalled.
2. Starting from the 2019 HKDSE, JAWS, Sunshine and Supernova Dolphin will be removed from the above designated list of text-to-speech software but candidates can continue to use these three text-to-speech software in the 2018 HKDSE. Subsequent requests for using them after the 2018 HKDSE may be considered on a case-by-case basis.

(c) Access to the internet is not allowed.

Remarks: For the use of screen readers, the examination papers are given in .docx format. Schools and candidates may download the demo files from the HKEAA website (http://www.hkeaa.edu.hk/en/Candidates/special_needs_candidates/hkdse.html) for testing the functions of their text-to-speech software. The guidelines to Centre Supervisors for candidates using screen readers will be distributed to the schools concerned around February in the examination year.
4. For school candidates, the school should provide the computer facilities for use in the HKDSE. The home-centre cross-invigilation arrangement will be adopted except for subjects with a small number of candidates using screen readers.

5. For private candidates, candidates may provide for themselves any of the software permitted by the HKEAA and a notebook computer for the examinations. For candidates who cannot provide their own software, the HKEAA will provide them with the computer facilities and Windows Light/Windows Light (Read Assist). Under such circumstances, the candidates will be arranged to try out the computer and the software on specified dates before the HKDSE commences.

6. Candidates must specify the text-to-speech software they intend to use when they submit the application for use of screen readers. They must use the software designated by the HKEAA. Special consideration may be given if the school can produce evidence that the students have all along been using another software not designated by the HKEAA in tests/internal examinations.

**Limitations of Using Screen Readers in Public Examinations**

7. The screen reader only serves as an ancillary aid to the candidates in reading the question papers in the examinations. Candidates should note the limitations of the assistance that can be offered by screen readers in public examinations, which is dependent on the design of the text-to-speech software and the question papers:

   (a) For candidates who are allowed to use screen readers in the examination, apart from the softcopy of the question paper, they will also be provided with a copy of the printed (or Braille) question papers. Where there are any discrepancies between the contents of the printed (or Braille) question papers and the questions read out by the screen readers, the printed (or Braille) version shall prevail.

   (b) Most mathematical formulae and numbers in papers such as Mathematics cannot be read.

   (c) Candidates should familiarise themselves with the functions of the text-to-speech software used. For example, some special symbols such as ‘α’ and ‘β’ cannot be read out by some software. Also, different software read numbers in different ways. Candidates should also be aware of the possible incorrect decoding of the digits and characters contained in mathematical/scientific formulae and equations.

   (d) The screen reader cannot decode any information that is saved as an image in the softcopy of the question paper (e.g. photographs, diagrams, maps and graphs). Under such circumstances, the images will be skipped and the candidate should refer to the printed (or Braille) question papers.

   (e) For candidates with specific learning disabilities, standard extra time allowance (i.e. 25% for conventional papers and 15% for MC papers) will be given to candidates who use screen readers in an examination. No additional extra time allowance will be given due to the use of screen readers. Similarly, no additional extra time allowance will be given to blind candidates or candidates with neurological impairment/severe visual disabilities due to the use of screen readers.
8. The HKEAA accepts no claims that a candidate’s performance in an examination is affected by the use of the screen reader due to the following circumstances:

(a) He/She is not familiar with the operation of the text-to-speech software.

(b) His/Her performance is affected by the design of the text-to-speech software.

(c) There are any discrepancies between the contents of the printed (or Braille) question papers and the questions read out by the text-to-speech software.

(d) Some information in the question paper cannot be read by the text-to-speech software because the information in the softcopy of the question paper is not compiled in such a way that is readable for the text-to-speech software.

9. In case the screen reader malfunctions during an examination which leads to interruptions for more than 1 minute in total, the examination time will be extended accordingly.

**Preparations**

10. Candidates who are allowed to use screen readers in public examinations should familiarise themselves with the text-to-speech software well in advance of the examination.

11. A familiarisation exercise should normally be allowed such that candidates can practise the operation of the designated software for a while (between 10-15 minutes) shortly before the examination starts. Candidates should operate the software on their own during the examination.
Hong Kong Examinations and Assessment Authority

Hong Kong Diploma of Secondary Education Examination

Application for Special Examination Arrangements

Candidate’s and Parent’s Consent Form

致: 香港考試及評核局
To: Hong Kong Examinations and Assessment Authority

本人確認:

甲、已清楚細閱香港中學文憑考試特別考試安排的『申請指引』；
乙、同意授權 __________________________________________ (學校名稱) 為本人／敝子弟:
(1) 透過香港考試及評核局（考評局）的網上電子表格系統向該局遞交香港中學文憑
考試特別考試安排申請、附件 3 (如有的話) 及此同意書；及
(2) 按『申請指引』內的文件要求，將醫生／專家簽發的證明文件／附件遞交考評
局；及
丙、已得悉本人／敝子弟香港中學文憑考試特別考試安排申請的詳情。

I hereby acknowledge that:
A. I have read the ‘Application Guide’ on applications for special examination arrangements (SEAs) in the Hong Kong Diploma of Secondary Education Examination (HKDSE);
B. I agree to authorise __________________________________________ (Name of School) to submit on my / my child’s behalf:
(1) my / my child’s application for SEAs in the HKDSE, Annex 3 (if any) and this consent form via the online electronic application system of the HKEAA; and
(2) supporting document(s) / annex(es) signed by registered medical practitioner(s) / professional(s) in accordance with the documentation requirements in the ‘Application Guide’; and
C. I have noted the information in my / my child’s application for SEAs in the HKDSE.

考生簽署 日期
Signature of Candidate: ____________________________ Date: ______________

考生姓名
(Name of Candidate: ____________________________)

考生身分證號碼首4個字母／數字
First 4 characters / digits of the candidate’s HKID No: ______________

家長簽署 日期
Signature of Parent: ____________________________ Date: ______________

家長姓名
(Name of Parent: ____________________________)
Eligibility Criteria

1. In general, candidates satisfying the following criteria may be eligible for the use of speech-to-text software to replace handwriting:

   (a) the candidate has a confirmed diagnosis of SLD, and the candidate’s writing ability in the first language has been assessed on a standardised test with relevant norm (currently, The Hong Kong Test of Specific Learning Difficulties in Reading and Writing for Junior Secondary School Students – Second Edition [HKT-JS(II)] is considered relevant) administered by a qualified educational/clinical psychologist with professional practice training and the test results indicate that the candidate has severe writing difficulties; and

   (b) the candidate will be provided with the speech-to-text software in internal school assessment(s)/examination(s) before the HKDSE so that he/she is familiar with the arrangements and can apply it effectively in the public examination.

Scope of Use of Speech-to-text Software in the Public Examination

2. The use of speech-to-text software may be allowed in an examination only if it does not compromise the assessment objectives of the examination and pose any unfair advantage to SLD candidates over other candidates. It should NOT be used in language subjects where the writing input of candidates are to be assessed. It is only applicable to subjects/papers requiring extended writing such as long essay-type questions. Eligible SLD candidates may use the speech-to-text software in the Liberal Studies (LS) examination.

Facilities, Seating Requirements and Examination Arrangements

3. The following facilities and seating requirements should be observed when providing speech-to-text software to eligible SLD candidates in an examination:

   (a) The built-in speech-to-text software that comes with MacBook Air (hereinafter called the ‘software’):

   Apple MacBook Air 13”
   - 1.4GHz Dual-Core Intel Core i5, or above
   - 8GB 1600MHz LPDDR SDRAM
   - 128GB PCIe-based Flash Storage
   - Headphones with microphone (e.g. Apple EarPods)
   - Mouse
   - (Carrying) Case for MacBook Air
   - 3-year extended warranty

   Remarks:
   1) For matters relating to the purchase of MacBook Air, schools can contact Special Education Support 4 Section of the Education Bureau at 2307 0265.
   2) The speech-to-text function in MacBook Pro may also be considered.
(b) Candidates will have their speech converted into text via the speech-to-text software and word processor, such as MS Word or Pages. They may edit the text with the keyboard and/or allowable Chinese character input methods, such as Cangjie, Quick, Pinyin, Stroke and Q9 input methods. If an external writing pad is used, the request should be considered by the HKEAA on a case-by-case basis. The school/candidate should provide evidence that the writing pad supports MacBook Air and it can be operated with the word association functions disabled.

(c) Those functions on the software that might affect the fairness or appropriateness of the software must be removed or disabled prior to it being used in the public examination:
- trackpad on the MacBook Air (or MacBook Pro) for editing the text
- calculation, autotext, predictive text, dictionary/translation, spell check, grammar-check and thesaurus
- the word association functions for dictation/voice recognition and input methods
- choice of words with identical pronunciation by the user

(d) Access to the internet is NOT allowed.

(e) Candidates who are allowed to use the speech-to-text software will be granted supervised breaks in the examination (i.e. normally a 5-minute break for every 45 minutes of examination).

(f) Candidates should choose to work on an electronic answer sheet (i.e. either MS Word or Pages version) provided by the HKEAA on the day of the examination. Schools and candidates may download the sample electronic answer sheets from the HKEAA website (http://www.hkeaa.edu.hk/en/Candidates/special_needs_candidates/hkdse.html) for practicing the speech-to-text software. The school LS teachers are strongly advised to practise the sample electronic answer sheet (either MS Word or Pages version) with the candidate(s) concerned in internal examination(s) before the public examination.

(g) After the end of the examination, candidates should, under the instructions and supervision of the invigilation staff, print a hardcopy of the answers and affix the barcode label in the designated box on the first page for submission to the HKEAA for marking. The answers should also be saved on the USB flash disk provided by the HKEAA for submission to the HKEAA for checking if necessary. Under normal circumstances, the softcopy of the answers will NOT be marked.

(h) Candidates are NOT allowed to work on the printed answer script after the end of the examination. If a candidate requests to edit/write on the printed answer script, he/she will be allowed to print the answers during the examination. However, he/she will NOT be allowed to use the software again and the time spent on printing will NOT be compensated.

(i) To ensure that ALL candidates are equitably assessed under suitable conditions, the use of speech-to-text software should avoid disturbing other candidates. If feasible, it should be conducted in a single room for individual candidates.
(j) If more than 1 candidate is accommodated in an examination venue, a minimum of 5 metres’ distance between their seats is required and special seating arrangements (with noise-blocking partitions or notice boards being erected) should be made available. For instance, a standard classroom can accommodate a maximum of 2 candidates; a function room with the size of around 2 standard classrooms a maximum of 4 candidates; and a school hall 5 or more candidates. Candidates are also required to put on both headphones with microphone (e.g. Apple EarPods) and noise-blocking earmuffs (with Noise Reduction Rating of 29-30 dB) during the examination.

4. For school candidates, the school should provide the computer facilities (including the software and printer), Chinese character input method (if applicable), examination venue (classroom/function room/hall), noise-blocking setup and earmuffs (if applicable) and invigilation personnel in the HKDSE.

5. Private candidates should provide for themselves the speech-to-text software suggested by the HKEAA for the examination.

**Limitations of Using Speech-to-text Software in the Public Examination**

6. The speech-to-text software only serves as an ancillary aid to the candidates in presenting the answers in an examination. Candidates should note the limitations of the assistance that can be offered by the software in the public examination, which depend on the design and familiarity of the software:

(a) The software is not 100% accurate and using the software to replace handwriting will involve editing/modifying the text to ensure accuracy during the examination. The accuracy of speech recognition also depends on the oral language ability of the user (e.g. pronunciation, fluency). Those who display articulation difficulties or oral disabilities would face problems of poor recognition of the software.

(b) The pilot study on speech-to-text software shows that the use of the software does not pose any unfair advantage to SLD candidates over other candidates but the amount of assistance to SLD candidates is not statistically significant. As such, the software might not be helpful to eligible SLD candidates. Schools should assist eligible SLD students to understand the appropriateness of using the software in learning and assessment, and consider their preference, confidence, familiarity and effectiveness in relation to the use of software, so that the students can make informed choice in applying for using the software in the HKDSE.

(c) The software cannot compensate for candidates’ lack of content knowledge in the subject. Despite the use of software, candidates’ performance in the examination is still subject to other learning factors such as whether they can comprehend the examination question and give the answer effectively.

(d) Sufficient training should be given to candidates to get familiar with the software (including the allowable Chinese character input methods) and the use of written Chinese for oral dictation. In addition to using it in school internal assessments/examinations, the software should be used on a regular basis for academic work, preferably from Secondary 5.
(e) Only standard extra time allowance (ETA) (i.e. 25% for conventional papers) will be
given to candidates who use the speech-to-text software in an examination.

(f) If a candidate is also allowed to use the screen reader in the examination, only
standard ETA (i.e. 25% for conventional papers) will be given. NO additional ETA
will be given for using both the speech-to-text software and the screen reader. The
candidate may ‘read back’ his/her answers with the text-to-speech function of the
MacBook Air. He/She may operate both software on the same computer with
sufficient training/practice given by the school but he/she is strongly advised to use
separate computers in order to lower the chance of technical problem or human error.

7. The HKEAA accepts no claims that a candidate’s performance in an examination is affected
by the use of the software because he/she is not familiar with the operation of the software
or his/her performance is affected by the design of the software. In case a candidate is
seriously ill and unable to speak clearly enough for using the software or he/she cannot use
the software due to technical problems, the candidate should work on the paper in
handwriting.

8. In case the software malfunctions during an examination which leads to interruptions for
more than 1 minute in total, the examination time will be extended accordingly.

Preparations

9. Candidates who are allowed to use the software in the public examination should
familiarise themselves with the software well in advance of the examination. If a candidate
decides to withdraw from using the software, he/she should inform the HKEAA in writing
as soon as possible, preferably in November of the Secondary 6 school year (for
applications submitted in Secondary 5) or in February of the examination year (for
applications submitted in Secondary 6 and private candidates). School candidates must do
so via their schools.

10. To facilitate schools in logistics arrangements for providing speech-to-text software in the
public examination, the guidelines to Centre Supervisors will be distributed to the centre
schools concerned by October/November of the year preceding the examination.

11. A familiarisation exercise should normally be allowed such that candidates can practise the
operation of the software for a while (between 10-15 minutes) shortly before the
examination starts. Candidates should operate the software on their own during the
examination.
Hong Kong Examinations and Assessment Authority

Information on Extra Time Allowance (ETA) in Internal Examinations

[Applicable to candidates with Autism Spectrum Disorder (ASD) and/or Attention-Deficit/Hyperactivity Disorder (AD/HD) who request ETA in the 2019 HKDSE]

In general, ETA will only be given to candidates with ASD and/or AD/HD where there is clear evidence to justify the need, including but not limited to a confirmed diagnosis of ASD and/or AD/HD by a relevant medical doctor and school practice in internal examinations. The Student Support Team (SST) is also recommended to try out and evaluate the effectiveness of other relevant special examination arrangements for the candidate(s) so that the most appropriate and necessary ones would be provided. This form aims to raise schools’ awareness of reviewing the need of the candidate(s) concerned for ETA and prepared them to submit additional information to the HKEAA for requesting ETA in public examinations in the future.

This form is for trial run only (i.e. optional) in the 2019 HKDSE. Schools are strongly encouraged to submit the form for the candidate(s) concerned (i.e. candidates with ASD and/or ASD who will be studying S5 in 2017/18 and request ETA in the 2019 HKDSE). The HKEAA will review the arrangements in 2017/18 and it is anticipated that the form will be implemented starting from the 2020 HKDSE.

學校
School: _______________________________________________________________________________________________________________

考生姓名
Name of Candidate: ____________________________________________________

香港身分證號碼
H.K.I.D. Card No.: __________________________

考生的特殊需要類別
Nature of the candidate’s special needs:

☐ 自閉症譜系障礙
Autism Spectrum Disorder

☐ 注意力不足／過度活躍症
Attention-Deficit/Hyperactivity Disorder

☐ 其他 Others
(請說明 Please specify: ________________________)

作答表現 Performance in Test Taking

(請於適當方格加上✓號) (Please put a ✓ in the appropriate box.)

1. 請評估考生於一般考試時間下（即沒有延長作答時間）的作答能力：
Please assess the candidate’s test taking ability within the normal examination time (i.e. without ETA):

a. 考生可於考試時間內完成考試。
The candidate could complete the examination within the normal examination time.

☐ 是 Yes

☐ 否 No

b. 考生會因為作答時間的限制而縮短作答篇幅或影響其作答的質素。
The candidate completed the examination within the normal examination time at the expense of shorter length or poorer quality of answers.

☐ 是 Yes

☐ 否 No

2. 請指出考生有沒有出現以下的狀況：
Please indicate if the candidate displays the following condition(s):

a. 做事欠缺彈性，過份執著小節或工作程序，因而浪費考試時間
Waste of examination time due to rigidity and obstinacy on workflows and details

☐ 有 Yes

☐ 沒有 No

b. 容易受環境影響而分心或過度沉浸於無關的思緒／事物而浪費考試時間
Waste of examination time due to weaknesses in attention control or excessive obsession with details

☐ 有 Yes

☐ 没有 No

c. 處理文字較慢
Slowness in processing texts

☐ 有 Yes

☐ 沒有 No

d. 書寫速度較慢，例如：因執筆或運筆問題，經常需要更改已書寫文字
Slowness in handwriting, e.g. frequent corrections of written words due to problems of pen grasp or pen control

☐ 有 Yes

☐ 沒有 No

e. 未能集中專注及集中應試，並影響其工作速度
Difficulties in sustaining attention which adversely hamper the speed of working

☐ 有 Yes

☐ 沒有 No
f. 未能安坐應試，並影響其工作速度
    Difficulties in on-seat behaviour which adversely hamper the speed of working
    □ 有  □ 沒有
    Yes  No

g. 做事缺乏條理及組織能力，並影響其工作速度
    Weaknesses in planning and organisation which adversely hamper the speed of working
    □ 有  □ 沒有
    Yes  No

h. 其他觀察（如有）
    Other observations (if any): ______________________________________________________

支持来自学校
Support from School

3. 考生是否仍在校內考試獲提供延長作答時間？（如是，請列明詳情）
   Is the candidate receiving ETA in internal examinations? (If yes, please specify details)
   □ 是  □ 否  Yes  No

<table>
<thead>
<tr>
<th>科目/卷別</th>
<th>加時幅度（例如 25%）</th>
<th>*開始提供延長作答時間的學年</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject / Paper</td>
<td>Amount of ETA (e.g. 25%)</td>
<td>* School year starting the provision of ETA</td>
</tr>
</tbody>
</table>

*一般情況下（如申請 25%或以下的延長作答時間），學校無需提交詳細的校內紀錄。
Under normal circumstances (e.g. application for 25% ETA or below), schools are not required to submit detailed internal records.

4. 學校的學生支援小組是否已檢視學生在校內考試有持續的延長作答時間需要？
   Has the SST of school reviewed whether the candidate has a continued need for ETA in internal examinations?
   □ 是  □ 否  Yes  No

5. 其他資料或文件（如有）:
   Other information or documents (If any):
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

簽名 Signature: ____________________________________________  日期 Date: ________________________
校長 Principal
HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION

Applications for Special Examination Arrangements
Guidelines for Processing of Supporting Documents by Schools

Introduction

1. In processing applications for special examination arrangements (SEAs) from candidates with special needs in the Hong Kong Diploma of Secondary Education Examination (HKDSE), schools (on behalf of their candidates) and private candidates should submit the applications online together with the supporting documents (e.g. psychological assessment reports, medical documents, annexes, supporting letters from schools / teachers) to the Hong Kong Examinations and Assessment Authority (HKEAA) via the SEA Online Services (hereafter called ‘Online Services’) at the HKDSE Examination Online Services (https://www.hkdse.hkeaa.edu.hk/).

2. Each application for SEAs must be accompanied by supporting documents. Before making an application via the Online Services, schools should carefully read the ‘Application Guide’ for the types of supporting documents to be submitted by candidates with different types of special needs.

3. As the supporting documents contain information about candidates’ special needs, e.g. diagnoses of candidates’ medical problems, results of psychological assessment of candidates’ reading and writing abilities, they are candidates’ personal data and shall be classified and handled as restricted information. They must be handled with the strictest confidence and guarded against unauthorised access.

4. Schools are requested to submit all the supporting documents via the Online Services. Supporting documents are usually issued by medical practitioners or professionals (e.g. occupational therapists, audiologists and psychologists) in the form of hardcopies. Under such circumstances, each of these documents, after submission to schools by the candidates, must be converted into an electronic format (electronic file) via scanning, before it can be uploaded onto the Online Services for transmission to the HKEAA.

5. If the supporting documents received by schools are in an electronic format, then the files can be uploaded directly to the Online Services provided that the files are in any of the following formats and the total size does not exceed 10MB:

   PDF, JPEG or JPG

6. For each school, please ensure that only the principal and the ‘SEA Application Officer(s)’ designated by the school can access the Online Services. While the SEA Application Officer is responsible for making the applications via the Online Services, the school may designate the SEA Application Officer or other staff member(s) to handle the supporting documents after making certain that they are aware of the guidelines in handling restricted personal data.

7. All applications and supporting documents should be processed on a designated computer with restricted access. Furthermore, during the conversion of the supporting documents into electronic files, where necessary, the electronic files thus created should only be sent to and stored on this computer. Any temporary storage device used must be password-protected.

8. The following provides some guidance to schools on how to handle the supporting documents when making applications for SEAs via the Online Services.

P.1 of 3
Receipt of Hardcopies of Supporting Documents

9. Upon receipt of the supporting documents from the candidates, record the following information:

   (a) number of supporting documents submitted by the candidate; and
   (b) name, issue date and total number of pages of each document.

Keep the documents in safe custody and away from any unauthorised access.

Conversion of Hardcopies of Supporting Documents into Electronic Files

10. Prior to making an application on the Online Services, convert the hardcopies of supporting documents into electronic files via scanning.

11. The SEA Application Officer (or the staff designated for handling the supporting documents) should be present throughout the process of scanning. Never leave the supporting documents unattended at the scanning machine.

12. Some fax machines can save their scanned documents in the machine, same for photocopiers or scanning machines. If there is such a function, that function should be turned off before scanning.

13. In case a supporting document has more than one page but is not paginated, before de-stapling, write the page number at the back (if the document is single-sided) or at a corner of each page using a pencil. This allows the pages to be arranged in the correct sequence again in case the pages are accidentally mixed up after de-stapling.

14. If the count of number of pages scanned is available on the scanning machine, check this count against the total number of pages of the document.

15. After scanning one document, staple the document immediately to avoid the loss of any page of the document.

16. In case a candidate has more than one supporting document, scan each document into a separate electronic file.

17. If the designated staff has to scan the supporting documents of more than one candidate, to avoid mixing up of the documents of the candidates, he / she should scan all the supporting documents of one candidate before proceeding to handle those of another candidate.

18. Where the scanning is done on a photocopier or fax machine, in case paper jamming occurs, check to ensure that all jammed papers are cleared from the photocopier or fax machine. It is advisable to scan the whole document again to ensure that it is completely scanned.

19. After scanning, cross check that the hardcopies of the supporting documents are not left at the scanning machine. Keep the documents in safe custody again.

20. Specifications of the electronic files (scanned images)

   (a) File formats: PDF, JPEG or JPG
   (b) Total File size: 10MB or below
   (c) Image resolution: 200dpi or below

It is advisable to scan the documents into black and white images in order to minimise the file size.
Checking, Processing and Storing of Electronic Files (Scanned Images) of Supporting Documents

21. Process and store the electronic files of the supporting documents on a designated computer / drive / folder with restricted access and with screen saver protection. The designated staff should activate the screen saver whenever he / she needs to be away from the workstation for a short while in order to ensure that the supporting documents displayed on the monitor or stored in the hard disk cannot be accessed by others. Under such circumstances, the hardcopies of the documents must not be left unattended.

22. Check on the designated computers that the electronic files of all supporting documents scanned are successfully created.

23. For each electronic file of the documents, check to ensure that:

   (a) the total number of pages of the scanned document in the electronic file tallies with that of the hardcopy and the record stated in paragraph 9;
   (b) each page of the hardcopy of the document has been scanned;
   (c) each page of the document has been completely scanned; and
   (d) the information in the electronic file is clearly legible.

   In case of incomplete or unclear scanning of any page of the supporting documents, scan the whole document again. The electronic files with incomplete or unclear scanning should be deleted from the computer / drive / folder at once to avoid mixing up with the files of the same documents created during re-scanning.

24. The filenames of the electronic files created by the computer during scanning are usually sets of numbers. It is thus difficult for one to tell which candidate a particular file belongs to. This is particularly risky when the supporting documents of more than one candidate have to be handled at the same time, as the files of different candidates can be easily mixed up. Thus, it is advisable to rename the electronic files of the supporting documents by including, say, the names of the candidates as part of the filenames. It is important that the electronic files are clearly and systematically indexed in order to minimise the chance of mixing up of supporting documents of different candidates.

Submission of Electronic Files of Supporting Documents via the Online Services

25. The SEA Application Officer should upload the electronic files of the supporting documents onto the Online Services. Activate the screen saver whenever he / she needs to be away from the computer for a short while.

26. After successful submission of an application, delete all the electronic files of the supporting documents of the candidate from the hard disk of the computer and / or any storage media. Clear the files in the ‘Recycle Bin’ of the computer.