

Part C: Assessment

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7 SECTION

7 Satisfactory completion of units

7.1 SATISFACTORY COMPLETION OF VCE UNITS

For satisfactory completion of a Victorian Certificate of Education (VCE) unit, a student must demonstrate achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designed for the unit. This decision is distinct from the assessment of levels of performance.

The key knowledge and skills and the advice for teachers included in the study design will assist teachers in making this judgment. The key knowledge and skills do not constitute a checklist of elements that needs to be assessed separately.

In those studies where the set of assessment tasks for School-assessed Coursework scores covers all outcomes designated for the unit, satisfactory performance on these tasks is sufficient evidence to award **S** for the unit.

7.1.1 Satisfactory VCE unit result

The student receives **S** for a unit when the school determines that all outcomes are achieved satisfactorily.

To achieve an outcome a student must:

- produce work that meets the required standard
- submit work on time
- submit work that is clearly his/her own
- observe the Victorian Curriculum and Assessment Authority (VCAA) and school rules.

If a teacher judges that **all** outcomes are achieved, the student satisfactorily completes the unit.

7.1.2 Not Satisfactory VCE unit result

The student receives **N** for the unit when one or more of the outcomes are not achieved because:

- the work is not of the required standard
- the student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision
- the work cannot be authenticated
- there has been a substantial breach of rules including school attendance rules.


The **N** result should be used for students who only partly complete work or whose attendance records breach school rules.

7.1.3 Redeeming outcomes: submitting further work

If, in the judgment of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may take into consideration work previously submitted by the student provided it meets the requirements set out, or allow the student to submit further work. A teacher may permit a student to submit further work to meet satisfactory completion requirements of a unit. Students may **not submit further** tasks for the reconsideration of School-assessed Coursework scores awarded by the school.

Normally, students complete work for a unit during the semester in which the unit is undertaken. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

7.1.4 VCE unit result of J

For a student who is no longer attending but has not officially withdrawn by signing a **Student Exit** form, the symbol **J** is included on the Victorian Assessment Software System (VASS) .

The **J** result is to be used where the student:

- is no longer attending class
- has not submitted work for assessment.

The **J** result is recorded on the VCAA database but is not reported on the student's Statement of Results. Units with a **J** result are made available to Victorian Tertiary Admissions Centre (VTAC) and are treated by VTAC as equivalent to **N**.

7.1.5 Lost, stolen or damaged work

The teacher or student who has lost work, or has had work stolen or damaged, must make a written statement of the circumstances. The statement must be signed and dated. Schools must keep a record of the loss or damage, but should not report them to the VCAA (except in the case of a School-assessed Task). The principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

Note: This does not apply to work lost or damaged due to computer misuse or malfunction.

7.2 SATISFACTORY COMPLETION OF VCAL UNITS

7.2.1 Assessment principles for VCAL learning programs

Assessment within the Victorian Certificate of Applied Learning (VCAL) should be based on the following principles:

- Assessment tasks/activities should be grounded in a relevant context and not be culturally biased.
- Students should have the opportunity to demonstrate achievement at their own pace.
- Instructions for assessment tasks/activities should be clear and explicit. Students must know what is expected and the criteria by which satisfactory completion will be established.
- Time allowed to complete a task should be reasonable and specified and should allow for preparation and reflection as appropriate to the activity. Where the assessment task is linked to a project or activity the assessment tasks/activities may take place over a number of weeks.
- Assessment tasks/activities should be open-ended and flexible to meet the specific needs of students.

7.2.2 Integrated assessment in VCAL

Where possible, assessment in the VCAL should focus on integrated curriculum projects/activities. In developing an integrated or holistic approach to assessment, a number of outcomes (VCAL learning outcomes and/or Vocational Education and Training (VET) or Further Education (FE) learning outcomes) from curriculum components in one or more strands can be grouped into logical, assessable activities that take into account project-based or thematic activities. However, assessment of VCE units must be in accordance with VCE study designs and cannot be integrated with other assessment.

7 SECTION**7.2.3 VCAL assessment for students with disabilities**

While flexibility in relation to assessment methods, assessment tools and context is encouraged to meet the specific needs of students, the validity and reliability of the assessment must not be compromised in any way.

Flexibility in assessment methods is important, particularly for students with disabilities. For example, if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate achievement of unit outcomes normally demonstrated through the spoken word. Similarly, learners who are hearing impaired may sign their response and those with a physical disability may use a voice synthesiser or communication board. In some instances the time taken to respond in alternative modes may be considerably longer than through speech and it may be unrealistic to expect such learners to achieve the outcomes in the stated nominal hours. Students may need an extended time to complete the learning outcomes in these cases.

7.2.4 Recognition of Prior Learning (RPL) in VCAL

Recognition of Prior Learning (RPL) is applicable to students who can demonstrate prior learning and experience relevant to the VCAL Personal Development Skills (PDS) and Work Related Skills (WRS) units. Where students have been granted RPL, evidence must be completed and kept by the VCAL provider that demonstrates successful completion of all of the unit learning outcomes.

RPL is the acknowledgment of skills and knowledge obtained through any combination of formal or informal training, work experience or general life experience. Decisions regarding RPL for VCAL PDS and WRS units are the responsibility of the enrolling VCAL provider.

Information about RPL procedures and processes for VCAL PDS and WRS units can be found in the VCAL Unit Assessment Planning Guide available from the VCAA website at: www.vcaa.vic.edu.au

7.2.5 Assessment principles for VCAL units

A VCAL unit provides learning outcomes that are not linked to a particular curriculum or syllabus design. It enables the development of locally relevant teaching and learning programs that will lead to achievement of the learning outcomes. The learning outcomes encompass broad generic skills important for active citizenship, work and further study. The VCAL Curriculum Planning Guides contain learning outcomes for VCAL Literacy and Numeracy Skills, VCAL Work Related Skills, and VCAL Personal Development Skills units.

The assessment principles outlined previously in this section also pertain to assessment of VCAL units. Assessment of VCAL units should enable:

- an integrated or project approach to the development of assessment tasks that recognise learning that has occurred in the context of work and community settings
- assessments that are linked at times to authentic tasks and activities
- more than one opportunity to demonstrate a learning outcome successfully, if appropriate
- successful completion of learning outcomes through either the one integrated assessment task or spread over a number of different tasks
- assessment that does not disadvantage any student and that provides a flexibility in the range of methodologies that caters to the needs of individual students.

7.2.6 Assessment methods for VCAL units

A range of assessment methods can be used to verify successful completion of the learning outcomes of each VCAL unit in the VCAL learning program. Assessment methods must be flexible, valid, reliable and fair and may include a compilation of a student portfolio of evidence that can include, but is not restricted to, documented evidence of:

- student self-assessment
- teacher observation
- reflective work journals
- student log books
- oral presentations
- oral explanation of text
- written text
- physical demonstration of understanding of written or oral text

- discussion
- debates
- role-plays
- folios of tasks or investigations
- performing of practical tasks
- photographic/video productions
- Microsoft PowerPoint presentations.

7.2.7 Satisfactory VCAL unit result

A student will receive an **S** (satisfactory achievement) for a unit in the Work Related Skills, Personal Development Skills and Literacy Skills units when they have **demonstrated** competence in **all** learning outcomes for the unit. In the Numeracy Skills units, students must demonstrate competence in five of the six learning outcomes at the Foundation and Intermediate level and six out of the seven learning outcomes at the Senior level.

Successful completion of VCAL units

All activities designed for assessment of VCAL unit learning outcomes should be assessed by the teacher to verify successful completion. The assessment criteria/elements are provided to further describe the learning outcomes and are intended as a guide for teachers in the design of assessment tasks so as to ensure consistency in the way learning outcomes are interpreted and assessed. Evidence for each assessment criterion/elements does not need to be collected.

The curriculum components in a VCAL learning program must be assessed in accordance with the requirements and guidelines outlined in the curriculum documents for the units and units of competency/modules delivered in the learning program.

All VCAL units must be assessed according to the assessment and quality requirements of the VCAA.

The VCAL provider coordinates the assessment and collection of results for all curriculum components within the VCAL learning program. The satisfactory completion of curriculum components must be in accordance with the assessment guidelines for the accredited curriculum.

For VCAL units, students will receive a satisfactorily completed (**S**) or not yet complete (**N**) result for each unit.

When assessing students with particular needs the validity and reliability of assessment must be maintained. Flexibility in assessment methods should be used to ensure alternative methods are utilised to allow the demonstration of successful completion of learning outcomes without disadvantaging the student.

7.2.8 Not Satisfactory VCAL unit result

Students will receive an **N** in a VCAL unit if they do not meet the course requirements outlined in the Curriculum Planning Guides.

7.3 SATISFACTORY COMPLETION OF VET

7.3.1 Satisfactory VET unit of competency result

Students receive an **S** for a unit of competence when they have demonstrated competence as assessed by the Registered Training Organisation (RTO). Students receive an **S** for a module when they have demonstrated achievement of all the learning outcomes as assessed by the RTO.

Satisfactory completion of VCE VET units is calculated automatically as students satisfactorily complete units of competence/modules. Most VCE VET programs consist of four VCE VET units containing one Units 3 and 4 sequence.

7.3.2 Not Yet Satisfactory VET unit of competence result

Students will receive an **N** for a unit of competence if they have not yet demonstrated competence. Students receive an **N** for a module when they have not yet demonstrated achievement of all learning outcomes. Where a student has not satisfied sufficient units of competence/modules to be awarded satisfactory completion of a VCE VET unit, the result is left blank.

7 SECTION**7.4 OTHER RELEVANT INFORMATION****7.4.1 References within this handbook**

Care in use of computers – Section 5.10.4

7.4.2 Publications

VCAL Unit Assessment Planning Guide – Section 10 ‘Recognition of Prior Learning (RPL)’

7.4.3 Website references

Information about VCAL assessment processes and procedures – *VCAL Unit Assessment Planning Guide* – at the VCAA website – www.vcaa.vic.edu.au

8 Scored assessment

8.1 VCE ASSESSMENT SUMMARY

Results of School-assessed Coursework and School-assessed Tasks and examinations contribute towards a student's study score in each Victorian Certificate of Education (VCE) study and ultimately towards the student's Equivalent National Tertiary Entrance Rank (ENTER).

8.1.1 VCE studies and assessments in 2009

All VCE studies have three Graded Assessments in each Units 3 and 4 sequence. Each study includes at least one examination.

Study	Graded Assessment	Title	Assessment	Exam duration	Contribution to study score (%)
Accounting AC03	1	Written examination 1	June	1½ hrs	33
	2	Units 3 and 4 Coursework	School-assessed		34
	3	Written examination 2	November	1½ hrs	33
Agricultural and Horticultural Studies AH03	1	Unit 3 Coursework	School-assessed		33
	2	Unit 4 Coursework	School-assessed		33
	3	Written examination	November	1½ hrs	34
Art AR03	1	Units 3 and 4 Coursework	School-assessed		20
	2	School-assessed Task	School-assessed		50
	3	Written examination	November	1½ hrs	30
Biology BI03	1	Written examination 1	June	1½ hrs	33
	2	Units 3 and 4 Coursework	School-assessed		34
	3	Written examination 2	November	1½ hrs	33
Business Management BM03	1	Unit 3 Coursework	School-assessed		25
	2	Unit 4 Coursework	School-assessed		25
	3	Written examination	November	2 hrs	50
Chemistry CH03	1	Written examination 1	June	1½ hrs	33
	2	Units 3 and 4 Coursework	School-assessed		34
	3	Written examination 2	November	1½ hrs	33

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Study	Graded Assessment	Title	Assessment	Exam duration	Contribution to study score (%)
Classical Societies and Cultures CS03	1	Unit 3 Coursework	School-assessed		25
	2	Unit 4 Coursework	School-assessed		25
	3	Written examination	November	2 hrs	50
Dance DA03	1	Units 3 and 4 Coursework	School-assessed		25
	2	Performance examination	October	2.5–5 mins †	50
	3	Written examination	November	1½ hrs	25
Design and Technology DT03	1	Units 3 and 4 Coursework	School-assessed		20
	2	School-assessed Task	School-assessed		50
	3	Written examination	November	1½ hrs	30
Drama DR03	1	Units 3 and 4 Coursework	School-assessed		40
	2	Solo performance examination	October	7 mins (max)	35
	3	Written examination	November	1½ hrs	25
Economics EC03	1	Unit 3 Coursework	School-assessed		25
	2	Unit 4 Coursework	School-assessed		25
	3	Written examination	November	2 hrs	50
English EN01 – English EN09 – English (ESL)	1	Unit 3 Coursework	School-assessed		25
	2	Unit 4 Coursework	School-assessed		25
	3	Written examination	Oct/Nov	3 hrs	50
English Language EL01	1	Unit 3 Coursework	School-assessed		25
	2	Unit 4 Coursework	School-assessed		25
	3	Written examination	November	2 hrs	50
Environmental Science EV03	1	Written examination 1	June	1½ hrs	33
	2	Units 3 and 4 Coursework	School-assessed		34
	3	Written examination 2	November	1½ hrs	33
Food and Technology FY03	1	Units 3 and 4 Coursework	School-assessed		30
	2	School-assessed Task	School-assessed		40
	3	Written examination	November	1½ hrs	30
Geography GE03	1	Unit 3 Coursework	School-assessed		25
	2	Unit 4 Coursework	School-assessed		25
	3	Written examination	November	2 hrs	50
Health and Human Development HH03	1	Unit 3 Coursework	School-assessed		25
	2	Unit 4 Coursework	School-assessed		25
	3	Written examination	November	2 hrs	50
History HI08 – Australian History HI16 – Renaissance Italy HI13 – Revolutions	1	Unit 3 Coursework	School-assessed		25
	2	Unit 4 Coursework	School-assessed		25
	3	Written examination	November	2 hrs	50
Industry and Enterprise IE03	1	Unit 3 Coursework	School-assessed		25
	2	Unit 4 Coursework	School-assessed		25
	3	Written examination	November	2 hrs	50

† each dance

Study	Graded Assessment	Title	Assessment	Exam duration	Contribution to study score (%)	
Information Technology	1	Unit 3 Coursework	School-assessed		25	
IT02 – IT Applications	2	Unit 4 Coursework	School-assessed		25	
IT03 – Software Development	3	Written examination	November	2 hrs	50	
International Politics	1	Unit 3 Coursework	School-assessed		25	
IS03 – International Studies	2	Unit 4 Coursework	School-assessed		25	
NP03 – National Politics	3	Written examination	November	2 hrs	50	
Legal Studies	1	Unit 3 Coursework	School-assessed		25	
LS03	2	Unit 4 Coursework	School-assessed		25	
	3	Written examination	November	2 hrs	50	
Literature	1	Unit 3 Coursework	School-assessed		25	
LI01	2	Unit 4 Coursework	School-assessed		25	
	3	Written examination	November	2 hrs	50	
LOTE	1	Unit 3 Coursework	School-assessed		25	
LO01 – Classical Greek	2	Unit 4 Coursework	School-assessed		25	
	3	Written examination	October/November	3 hrs	50	
LOTE	1	Unit 3 Coursework	School-assessed		25	
LO51 – Classical Hebrew	2	Unit 4 Coursework	School-assessed		25	
	3	Written examination	October/November	3 hrs	50	
LOTE	1	Unit 3 Coursework	School-assessed		25	
LO17 – Latin	2	Unit 4 Coursework	School-assessed		25	
	3	Written examination	October/November	2 hrs	50	
LOTE	1	Unit 3 Coursework	School-assessed		25	
LO02 – Arabic	2	Unit 4 Coursework	School-assessed		25	
LO39 – Chinese Second Language	3	Exam: oral component	}*	October	15 mins	12 $\frac{1}{2}$
		Exam: written component		November	2 hrs	37 $\frac{1}{2}$
LO48 – Chinese Second Language Advanced						
LO09 – French						
LO10 – German						
LO22 – Greek						
LO40 – Indonesian Second Language						
LO14 – Italian						
LO46 – Japanese Second Language						
LO47 – Korean Second Language						
LO27 – Spanish						
LO31 – Vietnamese						

*A single grade is awarded.

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Study	Graded Assessment	Title	Assessment	Exam duration	Contribution to study score (%)
LOTE	1	Unit 3 Coursework	School-assessed		25
LO04 – Chinese First Language	2	Unit 4 Coursework	School-assessed		25
LO13 – Indonesian First Language	3	Exam: oral component	October	10 mins	10
		Exam: written component	November	2 hrs	40
LO15 – Japanese First Language					
LO37 – Korean First Language					
LOTE (CCAFL)	1	Unit 3 Coursework	School-assessed		25
LO41 – Albanian	2	Unit 4 Coursework	School-assessed		25
LO44 – Armenian	3	Exam: oral component	October	15 mins	12 $\frac{1}{2}$
LO50 – Bosnian		Exam: written component	October	2 hrs 50 mins	37 $\frac{1}{2}$
LO05 – Croatian					
LO07 – Dutch					
LO45 – Filipino					
LO11 – Hebrew					
LO36 – Hindi					
LO12 – Hungarian					
LO16 – Khmer					
LO20 – Macedonian					
LO21 – Maltese					
LO32 – Persian					
LO23 – Polish					
LO33 – Portuguese					
LO49 – Punjabi					
LO42 – Romanian					
LO24 – Russian					
LO25 – Serbian					
LO34 – Sinhala					
LO28 – Swedish					
LO43 – Tamil					
LO29 – Turkish					
LO30 – Ukrainian					
LO52 – Yiddish					
LOTE	1	Unit 3 Coursework	School-assessed		25
LO03 – Auslan	2	Unit 4 Coursework	School-assessed		25
	3	Interactive sign examination	October	15 mins (approx.)	15
		Sign comprehension and sign production examination	October	2 hrs	35
LOTE	1	Unit 3 Coursework	School-assessed		30
LO38 – Indigenous Languages of Victoria: Revival and Reclamation	2	Unit 4 Coursework	School-assessed		30
	3	Written examination	November	2 hrs	40

*A single grade is awarded.

Study	Graded Assessment	Title	Assessment	Exam duration	Contribution to study score (%)
Mathematics MA07 – Further Mathematics	1	Units 3 and 4 Coursework	School-assessed		34
	2	Written examination 1	November	1½ hrs	33
	3	Written examination 2	November	1½ hrs	33
Mathematics MA08 – Mathematical Methods MA11 – Mathematical Methods (CAS) MA09 – Specialist Mathematics	1	Units 3 and 4 Coursework	School-assessed		34
	2	Written examination 1	November	1 hr	22
	3	Written examination 2	November	2 hrs	44
Media ME03	1	Units 3 and 4 Coursework	School-assessed		20
	2	School-assessed Task	School-assessed		35
	3	Written examination	November	2 hrs	45
Music Group Performance MC03	1	Units 3 and 4 Coursework	School-assessed		25
	2	Group performance examination	October	15–40 mins (max)	50
	3	Aural and written examination	November	1½ hrs	25
Music Solo Performance MC02	1	Units 3 and 4 Coursework	School-assessed		25
	2	Solo performance examination	October	25 mins (max) [†]	50
	3	Aural and written examination	November	1½ hrs	25
Music Styles MS03	1	Unit 3 Coursework	School-assessed		25
	2	Unit 4 Coursework	School-assessed		25
	3	Aural and written examination	November	2 hrs	50
Outdoor and Environmental Studies OS03	1	Unit 3 Coursework	School-assessed		25
	2	Unit 4 Coursework	School-assessed		25
	3	Written examination	November	2 hrs	50
Philosophy PL03	1	Unit 3 Coursework	School-assessed		25
	2	Unit 4 Coursework	School-assessed		25
	3	Written examination	November	2 hrs	50
Physical Education PE03	1	Unit 3 Coursework	School-assessed		25
	2	Unit 4 Coursework	School-assessed		25
	3	Written examination	November	2 hrs	50
Physics PH03	1	Written examination 1	June	1½ hrs	33
	2	Units 3 and 4 Coursework	School-assessed		34
	3	Written examination 2	November	1½ hrs	33
Psychology PY03	1	Written examination 1	June	1½ hrs	33
	2	Units 3 and 4 Coursework	School-assessed		34
	3	Written examination 2	November	1½ hrs	33
Religion and Society RE03	1	Unit 3 Coursework	School-assessed		25
	2	Unit 4 Coursework	School-assessed		25
	3	Written examination	November	2 hrs	50

[†]Depends on number of performers – see study design.

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Study	Graded Assessment	Title	Assessment	Exam duration	Contribution to study score (%)
Sociology SO03	1	Unit 3 Coursework	School-assessed		25
	2	Unit 4 Coursework	School-assessed		25
	3	Written examination	November	2 hrs	50
Studio Arts SA03	1	School-assessed Task 1	School-assessed		33
	2	School-assessed Task 2	School-assessed		33
	3	Written examination	November	1½ hrs	34
Systems Engineering SE03	1	Units 3 and 4 Coursework	School-assessed		20
	2	School-assessed Task	School-assessed		50
	3	Written examination	November	1½ hrs	30
Texts and Traditions TT03	1	Unit 3 Coursework	School-assessed		25
	2	Unit 4 Coursework	School-assessed		25
	3	Written examination	November	2 hrs	50
Theatre Studies TS03	1	Units 3 and 4 Coursework	School-assessed		45
	2	Monologue performance examination	October	7 mins (max)	25
	3	Written examination	November	1½ hrs	30
Visual Communication and Design VC03	1	Units 3 Coursework	School-assessed		33
	2	School-assessed Task	School-assessed		33
	3	Written examination	November	1½ hrs	34

8.1.2 VCE VET programs with scored assessment in 2009

All VCE VET programs with scored assessment have two Graded Assessments.

Program	Graded Assessment	Title	Assessment	Exam duration	Weighting of study score (%)
Business Administration BSB20101	1	Units 3 and 4 Coursework	School-assessed		66
	2	Written examination	November	1½ hrs	34
Community Services CHC20202	1	Units 3 and 4 Coursework	School-assessed		66
	2	Written examination	November	1½ hrs	34
Dance 21764VIC	1	Units 3 and 4 Coursework	School-assessed		50
	2	Performance examination	October	2 performances of between 2–5 minutes each	50
Electrotechnology 21583VIC	1	Units 3 and 4 Coursework	School-assessed		66
	2	Written examination	November	1½ hrs	34
Engineering 21566VIC Certificate II	1	Units 3 and 4 Coursework	School-assessed		66
	2	Written examination	November	1½ hrs	34
Engineering 21565VIC Certificate III	1	Units 3 and 4 Coursework	School-assessed		66
	2	Written examination	November	1½ hrs	34

Program	Graded Assessment	Title	Assessment	Exam duration	Weighting of study score (%)
Equine Industry 21327VIC	1	Units 3 and 4 coursework	School-assessed		66
	2	Written examination	November	1½ hrs	34
Financial Services FNS30104	1	Units 3 and 4 coursework	School-assessed		66
	2	Written examination	November	1½ hrs	34
Furnishing 21278VIC	1	Units 3 and 4 coursework	School-assessed		66
	2	Written examination	November	1½ hrs	34
Hospitality (Operations) THH21802 Food and Beverage <i>or</i> Commercial Cookery	1	Units 3 and 4 coursework	School-assessed		66
	2	Written examination	November	1½ hrs	34
Information Technology Certificate III ICA30105 Information Technology	1	Units 3 and 4 coursework	School-assessed		66
	2	Written examination	November	1½ hrs	34
Laboratory Skills PML30104	1	Units 3 and 4 coursework	School-assessed		66
	2	Written examination	November	1½ hrs	34
Multimedia CUF30601	1	Units 3 and 4 coursework	School-assessed		66
	2	Written examination	November	2 hrs	34
Music CUS30101	1	Units 3 and 4 coursework	School-assessed		66
	2	Performance examination	October	Various*	34
Music Industry (Technical Production) CUS30201	1	Units 3 and 4 coursework	School-assessed		66
	2	Aural and Written examination	November	1½ hrs	34
Sport and Recreation SRC20206 Community Recreation <i>or</i> SRO20206 Outdoor Recreation	1	Units 3 and 4 coursework	School-assessed		66
	2	Written examination	November	1½ hrs	34

* Solo – maximum 25 minutes; two or three performers – maximum 30 minutes; four or five performers – maximum 35 minutes; six or more – maximum 45 minutes.

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9 Scored assessment – Victorian Certificate of Education (VCE) examinations

An examination is any centrally set task that is externally assessed by the Victorian Curriculum and Assessment Authority (VCAA). This includes written, oral, electronic/digital, aural or performance tasks conducted according to the requirements of accredited study designs or assessment guides (VCE Vocational Education and Training (VET) programs) and taken under examination conditions.

Examinations are set by panels appointed by the VCAA. They include the General Achievement Test (GAT).

Definitions

Examination centre/room

A room/venue set aside for the purpose of conducting written examinations.

Venue

A room/venue set aside for the purposes of Arts Performance and Languages Other Than English (LOTE) examinations: oral component.

Assessing school

The school/provider responsible for delivering the assessment for one or more units for a student. The assessing school is usually, but not always, the home school. A student may have more than one assessing school, but can only have one home school at a time.

Home school

The major school of the student. It is the school which is responsible for all student data and course enrolments through Victorian Assessment software System (VASS). A student can have only one home school at a time. The home school is responsible for ensuring that all their students have been allocated to an examination centre/room.

Host school

The school where the examination centre is located or the school coordinating the arrangements for a centre which is external to the school, such as a community hall.

Student response books

Any designated answer sheet, answer book, question and answer book or script book in which the students record their responses in an examination.

Supervisor

A person appointed by the school principal and approved by the VCAA to act as a supervisor of an examination.

Examination responses

All written responses must be in English, unless otherwise instructed, in a question/task book.

9.1 ELIGIBILITY TO UNDERTAKE EXAMINATIONS

VCE examination students must be living in Victoria, except where one of the following special circumstances apply:

- the student is a bona fide resident of Victoria temporarily interstate or overseas
- the student has completed a substantial part of their course of study in Victoria and has moved temporarily or permanently interstate or overseas. These students must sit their examinations in the year of their departure from Victoria.

Students living outside Victoria who wish to sit VCE examinations must attend a school or institution which has been recognised by the VCAA as a VCE provider.

9.2 EXAMINATION TIMETABLES

The VCAA determines the timing of examinations. There are two major scheduled written examination periods during the year: June and October/November. Schools should issue students with an individual Student Assessment Timetable prior to each examination period.

9.2.1 2009 examinations with performance or LOTE oral component

The following studies have examinations with a performance or oral component:

Dance Performance Examination

Drama Solo Performance Examination

LOTE Examination: oral component (except Classical Greek, Classical Hebrew, Indigenous Languages of Victoria: Revival and Reclamation; and Latin)

Music Group Performance Examination

Music Solo Performance Examination

Theatre Studies Monologue Performance Examination

VCE VET Dance Performance Examination

VCE VET Music Performance Examination.

The assessment period for these examinations is from the first Monday in October. The specific dates, times and venues for individual student examinations is reported to schools through VASS [\[1\]](#). Schools must notify their students of the time and location of their performance/oral examination. In some cases, country students will be assessed in Melbourne.

9.2.2 2009 written examinations and the GAT

The following dates for VCE examination periods in 2009 have been approved. Specific examination timetables will be released when they are available.

June examinations	Tuesday 9 June – Thursday 11 June (GAT)
October–November Performance/LOTE oral	Monday 5 October – Sunday 1 November
November examinations	Friday 30 October – Friday 20 November

9.2.3 Students with three examinations timetabled on one day

Students who have three examinations timetabled on one day must complete these examinations on the one day as timetabled.

All schools that have students who have three examinations timetabled on any day during an examination period will be notified by the VCAA. The VCAA will update these students' timetables in VASS to reflect this policy and provide schools with advice slips about the special arrangements referred to above.

The VCAA will permit students who have with three examinations timetabled on one day to have an additional 10 minutes per hour extra time for the final examination on that day. This may be taken as extra working time or as supervised rest breaks. A student is not obliged to utilise the extra time entitlement and is permitted to leave the examination prior to their revised finish time.

The VCAA will also provide students who complete the three examinations on one day with a Derived Examination Score (DES) for their third examination on that day. These students will not be required to apply for a DES.

Note: Students need to have completed the course of study leading to the examination and have a result for at least one other Graded Assessment in the same study to be eligible for the calculation of a DES.

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9.2.4 Timetable clashes

If a student has two examinations timetabled for the same session, one of the examinations will be moved to another session on the same day. Principals may consult the student and, on behalf of the student, request which examination is to be moved to a different session.

Note: LOTE and Music examinations cannot be shifted.

9.2.5 Early starts

Principals can apply to the VCAA for permission to begin examinations by up to 30 minutes earlier than stated in the official timetable.

Approval to begin examinations at the earlier times will be confirmed by the VCAA in writing to the principal. The principal must notify students and parents in writing of the new times.

9.2.6 Late arrivals

Each written examination commences with a reading period that is included in the times shown in the timetable.

Students must check the starting time of each examination and arrive **before** the commencement time.

Students must familiarise themselves with the rules about late admission to examinations.

The VCAA reserves the right in all cases where a student is late to determine whether or not a student's response materials/script books will be accepted.

9.2.7 Absence from examinations

All absences from examinations are noted on the attendance rolls at the examination.

Where a student has been prevented from undertaking an examination due to circumstances that warrant Special Provision, the student can apply to the VCAA for a DES.

9.3 WRITTEN EXAMINATION CENTRES

VCE providers must meet the VCAA requirements for conducting VCE examinations. Principals must certify that they will comply with all VCAA security requirements for administering and conducting VCE written examinations.

Students attending an examination centre are required to observe all the rules for examinations conducted by or on behalf of the VCAA as well as the day-to-day rules of the institution providing the room/s for the examination.

9.3.1 Principals' responsibilities

VCE providers wishing to nominate as VCE Written Examination Centres must complete the appropriate **2009 VCE Written Examination Centre Agreement** form. Principals must sign this form to certify that they will comply with all VCAA security requirements for administering and conducting VCE written examinations.

Principals are responsible for the conduct of VCE examinations and the associated security measures related to the Written Examination Centre in their school. The principal may delegate the management of the Written Examination Centre but he/she must sign to certify that VCAA requirements will be followed.

VCE providers will be required to retain key documentation and make this available to the VCAA on request and during audits of security procedures in relation to conducting VCE examinations.

Principals are required to:

- comply with VCAA minimum security storage requirements for examinations, as outlined in this handbook
- implement VCE examination procedures as outlined in this handbook and VCE Examination Manual
- ensure that suitable and adequate numbers of staff are hired as Chief Supervisors and Assistant Supervisors
- document the names and roles of all school-based personnel who have authorised access to the examination materials, who have access to the examination materials storage area, and who are authorised to sign for the receipt of examination materials
- ensure that no person handles examination materials prior to the scheduled examination session unless authorised by the VCAA to do so and unless they are in the company of another authorised person

- ensure that the stored examination papers are checked regularly for any tampering prior to the commencement of the relevant examination period
- put in place adequate security arrangements for the movement of examination materials from the secure storage area to the examination centre and allow for timely preparation of examination materials for each examination session
- notify the VCAA immediately if any breaches or possible breaches of examination security are known
- notify the VCAA of any breach of rules related to the conduct of examinations
- ensure that any student alleged to have breached examination rules is informed that an incident report is being forwarded to the Manager, Corporate Governance, VCAA
- ensure that Chief Supervisors and the staff member responsible for conducting examinations attend a Chief Supervisor training session conducted by the VCAA at locations around the state at least once every two years
- assist VCAA personnel in any request for a school visit or in an audit of examination centre processes
- ensure that all students are familiar with and comply with the examination rules as set out in the *2009 VCE Exams Navigator*
- ensure that all home school students are appropriately accommodated at a VCE Written Examination Centre and issued with individual timetables for written examinations and advice slips for performance/oral examinations (available from VASS)
- ensure suitable arrangements are in place to identify students presenting for examinations at their examination centre
- ensure home school students attending another VCE Written Examination Centre are able to be appropriately identified (for example, photographic evidence)
- arrange for suitable accommodation and the setting up of furniture in the VCE Written Examination Centre
- ensure that a record is kept of individual student seating arrangements for each examination session
- ensure that arrangements are made for the collection of examination response material by the VCAA courier and that the collection is made at the agreed place and time or the scheduled day of an examination at your centre
- ensure all correspondence and examination materials from the VCAA is provided to the Chief Supervisor
- ensure all Special Examination Arrangements granted by the VCAA are implemented and information about them is conveyed to the Chief Supervisor
- ensure that the Chief Supervisor receives all examination messages, including ‘Proceed normally’ and acts on any relevant instructions immediately
- sign the *2009 VCE Written Examination Centre Agreement* to certify that all the above requirements will be implemented as a VCE written examination centre.

9.3.2 Minimum security storage arrangements for examination materials

VCE providers will be asked to specify their examination security arrangements when nominating to become a VCE Written Examination Centre. If the VCAA’s minimum requirements are not able to be met, the VCAA will not authorise the VCE provider to be a VCE Written Examination Centre.

The following are the minimum security storage requirements expected of an examination centre:

- Examination materials are stored in a locked filing cabinet, safe or suitable locked containers in a locked storeroom/office which students are not permitted to access.
- The number of staff authorised by the principal to have access to the secure area when examination papers are located at the school is kept to a minimum. (Not more than five.)
- While examination materials are in the school, any access to the filing cabinet, safe or suitable container is to be recorded on an access log. The access log may be subject to a security audit by the VCAA.
- Access to the locked room/office containing the examination materials is to be restricted and a list of staff having access to this room must be maintained.

Stationery items such as place-cards, student labels, posters, attendance rolls and blank script books should be stored in a secure storage room but do not need to be stored in a locked filing cabinet or safe.

Examination materials **must not** be stored at the **principal’s** or the **Chief Supervisor’s** home. Where outside security storage repositories (including banks) are used, which are not under the direct custodial responsibility of the principal, the principal must be satisfied that the officer in charge of the repository is able to guarantee the secure storage of the papers. The number of staff authorised to have access to the secure off-site storage should be kept to a minimum and a register recording access to the area storing examination papers should be maintained. If there is any concern about storage, the Manager, Assessment Operations, should be consulted.

Where examination materials are stored in a local bank and the bank cannot guarantee access to the examination materials before 8.00 am on the day of the examination, alternative security arrangements must be made.

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Plastic packages containing examination papers should be checked regularly for signs of tampering. Any damage discovered must be reported immediately to the Manager, Assessment Operations. Plastic packages containing examination papers should be opened at the latest possible time for a supervisor to attach adhesive labels (if required) to examination papers and place them on the students' tables before the beginning of an examination. They are **not** to be opened at any other time. Packages must be opened by the Chief Supervisor in the presence of either the principal, their delegate or an Assistant Supervisor.

All access to the examination materials must be recorded on the Document Register Access Log.

Principals and Supervisors are asked to notify the Manager, Assessment Operations, immediately if they suspect unusual events in connection with any examination materials.

9.3.3 Physical arrangements for examination centres

Combined examination centres

Where two or more schools are sharing a centre, the school which is the centre will be the host school.

Where the centre is an outside hall or other building in the community, one of the participating schools must be nominated as the host school.

In each of the above cases, examination materials and correspondence regarding the centre will be sent to the principal of the host school.

Hall hire

If two or more schools use a site in the community as a Written Examination Centre, the VCAA may pay a hiring fee for the centre if the VCAA has given formal prior approval.

Schools requesting the VCAA to meet the hiring fee for a hall **must seek prior approval in writing** to Manager, Assessment Operations, including a written quotation from the venue provider. Invoices must be made out to the VCAA.

Furniture

Schools are required to provide all furniture for the examination centre. The centre is to be set up before the Chief Supervisor begins duty for the first examination session of the period.

Note: The VCAA will not pay for furniture hire or any other costs other than those mentioned above.

9.4 EXAMINATION SUPERVISORS

Chief Supervisors and Assistant Supervisors are appointed at each centre to administer the conduct of VCE written examinations.

9.4.1 Appointment of examination supervisors

Principals should appoint VCE examination supervisors subject to the conditions set out by the VCAA and under employment procedures established by the School Council or School Board. It is recommended that supervisors have a current police record check. It is further recommended that principals ensure their employment practices for supervisors comply with the *Working with Children Act 2005*.

- Chief Supervisors cannot be *closely related to or closely associated with** any student or any person presenting for an examination or any person engaged in teaching, tutoring or coaching students presenting for examinations in any Units 3 and 4 of any study in any place, or any person engaged in organising, checking or distributing the examination paper.
- Assistant Supervisors cannot be *closely related to or closely associated with** any student or any person engaged in teaching, tutoring or coaching students presenting for examinations in any Units 3 and 4 of any study at the examination centre at which they are supervising, or any person engaged in organising, checking or distributing the examination papers at that time.

* (a) Relationships such as: husband/wife/son/daughter/stepson/stepdaughter/parent/grandparents/uncle/aunt/nephew/niece/cousin (to at least two degrees) or similar relationships arising by marriage or by defacto relationships or by sharing accommodation constitute too close a relationship

(b) Whether there is an *association* with a student or other person obviously depends upon the relevant social, business and other circumstances mere acquaintance with (nothing more) is not likely to constitute an association rendering it inappropriate for a person to act as a Supervisor.

- Under no circumstance may partners or close relatives of a Chief Supervisor be nominated as first Assistant Supervisor at the same VCE Written Examination Centre. They can only supervise if there are more than two supervisors at a session.
- Teachers or members of the administration staff at the school are not permitted to act as supervisors (this includes any temporary staff that have worked at the school for more than 20 days).
- If there is any doubt about meeting any of the above conditions for supervisor appointments, the principal or delegate should contact the Manager, Assessment Operations of the VCAA for further advice.
- Where the student group comprises males and females, it is desirable to have at least one supervisor for each gender.

Relevant details about supervisors must be forwarded to the VCAA. The VCAA will verify that the conditions for appointment of supervisors have been met.

Principals must notify the Manager, Assessment Operations in writing immediately, if there are any changes and/or additions to supervisor details.

9.4.2 Responsibilities and conduct of examination supervisors

Responsibilities of supervisors

The Chief Supervisor is accountable to the principal for the administration and conduct of examinations at the centre, as set out in the *VCE Examination Manual 2009*.

In particular, Chief Supervisors are required to:

- attend a training session at least once every two years and are entitled to receive an allowance for their attendance at the training session
- check the delivery of all examination papers and stationery materials and their appropriate storage
- maintain, within the school's established guidelines, proper order and discipline amongst students so as to ensure that:
 - no students engage in cheating
 - no students talk at any time while in the examination room
 - no students share items such as dictionaries, calculators, watches and any stationery items
- ensure that no student infringes upon the rights of any other student to complete their examination responses
- be vigilant in reporting emergencies immediately to school personnel
- be aware of the evacuation procedures for the examination centre
- make contact with school personnel if a student does not obey or observe instructions given by the supervisor in the examination room
- complete the 'Incident Report for the VCE Examinations 2009' if any breach of rules or any irregularity is detected
- work closely with the relevant school personnel to ensure that suitable arrangements are available in the event that a student's behaviour requires their removal from an examination centre
- be responsible for the safe-keeping and handover of the completed response material to the VCAA courier
- maintain complete attendance rolls, a seating plan for each examination, a diary
- ensure correct examination materials are distributed to students
- ensure relevant materials are collected and packed according to VCAA requirements.

New Chief Supervisors are:

- required to attend a Chief Supervisor training session, which will be conducted in metropolitan and regional centres prior to the June examination period. A further training session will be conducted prior to the October/November examination period for any additional Chief Supervisors appointed after the June examinations.
- entitled to receive an allowance for their attendance at the training session.

Code of conduct for supervisors

Examination supervisors are expected to:

- provide students with the optimum conditions for their best performance
- be consistent in their expectations of students' behaviour and work and treat all students equally

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- consider the needs of all students when organising examination centres, with particular regard to students with Special Examination Arrangements
- be vigilant in supervising students without paying undue and overt attention to individual students which could cause discomfort to them
- move around the examination room and not remain in the same position for any substantial length of time
- wear appropriate footwear and accessories that do not make undue noise that may disturb students
- avoid wearing noisy jewellery or heavy perfume
- avoid conversations with other supervisors while in the examination room
- avoid entering into arguments with students.

All correspondence and examination materials will be forwarded to the Chief Supervisor through the principal.

Any difficulties with this working relationship should be referred to the Manager, Assessment Operations.

9.5 INSIDE THE WRITTEN EXAMINATION CENTRE

Inside the examination centre, students must observe all the rules and other requirements set out in the following sections.

9.5.1 Student Numbers and examinations

Students must identify themselves by writing their Student Number on the response materials used for examinations. Student Numbers are provided to students by the VCAA through their home schools' access to VASS. Students undertaking the oral component of the LOTE examination will be required to identify themselves by stating their Student Number **in English**.

9.5.2 Material authorised for use in examinations

Calculators and other technology

Conditions regarding the use of calculators

In any examination where a calculator may be used, the following conditions apply:

- The calculator must be silent and of the hand-held type containing its own power source. Calculators which need mains electricity are excluded.
- Students will be entirely responsible for ensuring adequate power supply to their calculator and the proper working order of their calculators.
- Students must supply their own spare batteries. Any battery failure or other fault which limits the usefulness of a calculator during an examination will not be taken into consideration by the assessor.
- No student may borrow a calculator from another student after entering the examination room.
- The calculator cannot use magnetic cards, or operate with paper tapes.
- Supervisors have the right to check any student's calculator taken into the examination room/centre.
- Calculators must not be used during reading time.

Approved graphics and Computer Algebra System (CAS) calculators and CAS software

The list of approved graphics and CAS calculators and CAS software for specified mathematics examinations is published annually in the October *VCAA Bulletin*, VCE, VCAL and VET

Where there are doubts about whether a particular model is approved, schools should ascertain its status by contacting the VCE Examinations Unit of the VCAA, preferably at the beginning of the course, but no later than one month before the relevant examination is held.

For approved schools only, approved computer-based CAS software and stored files on a floppy disk or CD will be permitted as an alternative to calculators, provided the schools meet VCAA specifications for the conduct of computer assisted examinations. This applies to students enrolled in Mathematical Methods (CAS) either by itself or in addition to Further Mathematics or Specialist Mathematics.

The list of approved computer-based CAS software is published annually in the October *VCAA Bulletin*, VCE, VCAL and VET.

Schools wishing to use computer-based CAS software should apply in writing to the Assistant General Manager, Assessment Operations, VCAA for approval.

Calculators in studies other than Mathematics

For examinations in Accounting, Chemistry, Environmental Science, Physics, Software Development, Systems Engineering, VCE VET Business Administration, VCE VET Electrotechnology (Shared Technology), VCE VET Engineering Studies (Certificate II and Certificate III in Engineering Studies), VCE VET Financial Services, VCE VET Furnishing and VCE VET Laboratory Skills **only**, the use of a **scientific calculator** is permitted.

Graphics calculators, calculators that have graphical, symbolic or programmable capabilities, CAS calculators or CAS software are **NOT** allowed to be used in these examinations.

Calculators of any type are not permitted in any other examinations, including the GAT.

Students who do not comply with these rules shall be in breach of examination regulations and will be subject to disciplinary action.

Calculators in Mathematics studies

Further Mathematics

- For Examinations 1 and 2:
 - An approved graphics **or** CAS calculator **or** CAS software* is permitted and their full functions may be used (calculator memory does **not** need to be cleared).
 - A scientific calculator may also be used.

Mathematical Methods

- For Examination 1:
 - **NO** calculators of any type are allowed.
- For Examination 2:
 - An approved graphics calculator is permitted and its full functions may be used (calculator memory does **not** need to be cleared).
 - A scientific calculator may also be used.
 - **NO** CAS calculator **or** CAS software of any type is allowed.

Mathematical Methods (CAS)

- For Examination 1:
 - **NO** calculators of any type are allowed.
- For Examination 2:
 - An approved CAS calculator **or** CAS software* is permitted and their full functions may be used (calculator memory does **not** need to be cleared).
 - A scientific calculator may also be used.
 - A graphics calculator is **not** allowed.

Specialist Mathematics

- For Examination 1:
 - **NO** calculators of any type are allowed.
- For Examination 2:
 - An approved graphics **or** CAS calculator **or** CAS software* is permitted and their full functions may be used (calculator memory does **not** need to be cleared).
 - A scientific calculator may also be used.

Other technology

Computers, mini-computers, pocket-organisers, laptops, palmtops, calculator models that can communicate with other calculators, notebooks and the like are excluded from use in any examination, except under specified circumstances for which prior approval has been given by the VCAA.

*Approved schools only. Schools wishing to use computer-based CAS software should apply in writing to the Assistant General Manager, Assessment Operations, VCAA for approval.

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Dictionaries

Dictionaries must not contain any highlighting or annotation. Electronic dictionaries are not permitted in any examination.

A dictionary which contains a thesaurus in the same volume is not permitted in any examination. An English and/or bi-lingual printed dictionary (but not a thesaurus) may be used by students in the English examination, the English (ESL) examination and in the GAT. In these examinations, dictionaries may be consulted during reading time and throughout the examination.

In the written component of LOTE examinations, students may use any printed monolingual and/or bilingual dictionary in one or two separate volumes. Dictionaries may be consulted during reading time and throughout the examination.

Dictionaries are not permitted in the oral component of any LOTE examination.

Students are not allowed to use dictionaries in any other examination, except for those examinations where the one bound reference allowed may be a dictionary.

Supervisors have the right to check any student's dictionary taken into the examination room/centre.

Stationery

Students sitting for examinations are permitted to bring basic stationery items into the examination. This includes pens, pencils, highlighters, erasers, sharpeners and rulers.

Normal stationery does NOT include aids for curve sketching, Mathomat®, MathAids or geometrical drawing instruments such as compasses and protractors.

Correction (white-out) liquid/tape and blank sheets of paper are **NOT** allowed in any examination.

For some examinations, students are permitted to bring specific materials into the examination as follows:

Approved material for specific examinations**Accounting Examinations 1 and 2**

- Pencil (should be used where calculations are done).
- One scientific calculator.

Biology Examinations 1 and 2

- Pencil (and eraser) to use on multiple-choice answer sheet.

Chemistry Examinations 1 and 2

- Pencil (and eraser) to use on multiple-choice answer sheet.
- One scientific calculator.

Design and Technology Examination

- Coloured pencils and markers, a shape template and a female human figure template and a male human figure template.

Economics Examination

- Pencil (and eraser) to use on multiple-choice answer sheet.

English/English (ESL) Examination

- An English and/or bilingual printed dictionary.

Note: The dictionary must **not** contain any highlighting or annotation or added materials. **A dictionary which contains a thesaurus is not permitted.** Electronic dictionaries are **not** permitted.

Environmental Science Examinations 1 and 2

- Pencil (and eraser) to use on multiple-choice answer sheet.
- One scientific calculator.

General Achievement Test (GAT)

- Pencil (and eraser) to use on multiple-choice answer sheet.
- An English and/or bilingual printed dictionary. The dictionary must **not** contain any highlighting or annotation. **A dictionary which contains a thesaurus is not permitted.** Electronic dictionaries are **not** permitted.

Note: Calculators are **not** permitted.

Geography Examination

- Pens, pencils, coloured water-based pens and markers, erasers, sharpeners and rulers.

IT Applications Examination

- Pencil (and eraser) to use on multiple-choice answer sheet.

LOTE Examinations: Written component

- Any monolingual and/or bilingual printed dictionary in one or two separate volumes. Dictionaries may be consulted during reading time and throughout the examination.

Note: The dictionary must **not** contain any highlighting or annotation. Electronic dictionaries are **not** permitted.

Dictionaries are not permitted in the oral component of any LOTE examination.

Further Mathematics Examination 1

- Pencil (and eraser) to use on multiple-choice answer sheet.
- One approved graphics **or** CAS calculator **or** CAS software* **and**, if desired, one scientific calculator.
- Ruler.
- One bound reference that may be annotated.

Further Mathematics Examination 2

- One approved graphics **or** CAS calculator **or** CAS software* **and**, if desired, one scientific calculator.
- Ruler.
- Normal stationery – pens, pencils, highlighters, erasers, sharpeners and rulers.
- One bound reference that may be annotated.

Mathematical Methods Examination 1

This is a common examination for students enrolled in Mathematical Methods or Mathematical Methods (CAS).

This is a technology-free examination.

- Normal stationery only – pens, pencils, highlighters, erasers, sharpeners and rulers.

Mathematical Methods Examination 2

- Pencil (and eraser) to use on multiple-choice answer sheet.
- One approved graphics calculator **and**, if desired, one scientific calculator.
- One bound reference that may be annotated.
- Ruler, protractor, set square and aids for curve-sketching.

Mathematical Methods (CAS) Examination 1

This is a common examination for students enrolled in either Mathematical Methods or Mathematical Methods (CAS).

This is a technology-free examination.

- Normal stationery only – pens, pencils, highlighters, erasers, sharpeners and rulers.

Mathematical Methods (CAS) Examination 2

- Pencil (and eraser) to use on multiple-choice answer sheet.
- One approved CAS calculator **or** CAS software*, **and**, if desired, one scientific calculator.
- One bound reference that may be annotated.
- Ruler, protractor, set square and aids for curve-sketching.

Specialist Mathematics Examination 1

This is a technology-free examination.

- Normal stationery only – pens, pencils, highlighters, erasers, sharpeners and rulers.

Specialist Mathematics Examination 2

- Pencil (and eraser) to use on multiple-choice answer sheet.
- One approved graphics **or** CAS calculator **or** CAS software*, **and**, if desired, one scientific calculator.
- One bound reference that may be annotated.
- Ruler, protractor, set square and aids for curve-sketching.

Music Group and Solo Written Examinations

- A pencil and eraser should be used for musical notation.

Physical Education Examination

- Pencil (and eraser) to use on multiple-choice answer sheet.

Note: For a full explanation of bound references in Mathematics examination see Section 9.5.3.

*Approved schools only. Schools wishing to use computer-based CAS software should apply in writing to the Assistant General Manager, Assessment Operations, VCAA for approval.

9 SECTION**Physics Examinations 1 and 2**

- Pencil (and eraser) to use on multiple-choice answer sheet.
- One scientific calculator.
- Up to two pages (totalling both sides of one A4 sheet) of pre-written notes.
These notes may be typed or handwritten. They may be from any source. Commercially available materials are acceptable.

Psychology Examinations 1 and 2

- Pencil (and eraser) to use on multiple-choice answer sheet.

Software Development Examination

- Pencil (and eraser) to use on multiple-choice answer sheet.
- One scientific calculator.

Systems Engineering Examination

- One scientific calculator.
- Pencil (and eraser) to use on multiple-choice answer sheet.

Theatre Studies Examination

- Lead and coloured pencils, water-based pens and markers, protractors, compass, set squares and aids for curve sketching.

VCE VET Business Administration Examination

- One scientific calculator.

VCE VET Electrotechnology (Shared Technology) Examination

- Pencil (and eraser) to use on multiple-choice answer sheet.
- One scientific calculator.

VCE VET Engineering Studies (Certificate II and III) Examination

- Pencil (and eraser) to use on multiple-choice answer sheet.
- Ruler, protractor, set square and aids for curve-sketching.
- One scientific calculator.

VCE VET Equine Industry Examination

- Pencil (and eraser) to use on multiple-choice answer sheet.

VCE VET Financial Services Examination

- One scientific calculator.

VCE VET Furnishing (Cabinet Making) Examination

- Pencil (and eraser) to use on multiple-choice answer sheet.
- One scientific calculator.

VCE VET Hospitality (Commercial Cookery) Examination

- Pencil (and eraser) to use on multiple-choice answer sheet.

VCE VET Hospitality (Food and Beverage) Examination

- Pencil (and eraser) to use on multiple-choice answer sheet.

VCE VET Information Technology Examination

- Pencil (and eraser) to use on multiple-choice answer sheet.

VCE VET Laboratory Skills Examination

- Pencil (and eraser) to use on multiple-choice answer sheet.
- One scientific calculator.

VCE VET Sport and Recreation Examination

- Pencil (and eraser) to use on multiple-choice answer sheet.

Visual Communication and Design Examination

- Pencils, coloured pencils, water-based pens and markers, highlighters, erasers, sharpeners, rulers, set squares, protractors and compasses.

9.5.3 Mathematics examinations: use of bound references

The *VCE Mathematics Study Design* (accredited 2006–2009) allows students to take a bound reference into designated Mathematics examinations. The table below summarises the examinations into which the bound reference may be taken. The information relating to the examinations into which a bound reference may be taken is unchanged from that delivered in 2006.

Study	Examination 1	Examination 2
Further Mathematics	Bound reference as described	Bound reference as described
Mathematical Methods	None	Bound reference as described
Mathematical Methods (CAS)	None	Bound reference as described
Specialist Mathematics	None	Bound reference as described

Principles

Four principles have been applied in determining the nature and scope of the materials that constitute the bound reference.

- The use of the bound reference should be managed and invigilated without undue difficulty.
- The physical form and size of the bound reference should mean that it can be practicably and conveniently used within existing examination conditions and without hindrance to other students.
- There should be flexibility for students to develop and use the bound reference that effectively supports their own practices in working mathematically.
- In an examination, the potential for a breach of rules due to the unauthorised possession of loose pages or part pages should be minimised.

Specifications for bound reference

- The bound reference must be in book format of A4 size or smaller when closed.
- It must have a single horizontal or vertical spine.
- Pages must be permanently bound and securely attached to the spine.
- The number of pages is not specified.
- The bound reference may be:
 - a textbook
 - a securely bound lecture pad
 - a permanently bound student-constructed set of notes
 - without foldouts
 - an exercise book with cloth, glue or staple binding.

Students are allowed to:

- annotate the material
- design their own written index
- fold pages
- cut page corners
- colour code pages
- insert dividers into their own sets of notes
- firmly attach (for example, by glue, adhesive tape or staples) additional material to pages in the bound reference.

The following are prohibited:

- pages or parts of pages which can be detached from the bound reference during the examination
- fold-outs, maps or brochure style components
- removable tabs, post it notes or other items designed to be detached
- forms of collation/ binding that are designed to be non-permanent, these include:
 - ring-binder folders
 - plastic A4 slips (permanent or removable) into which pages may be inserted or removed
 - manila and similar folders with clip, clamp, slide and metal prong style binding of loose-leaf material
 - glued lecture pads
 - bound books that have perforations designed so as to allow pages to be detached.

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If one or more pages can be or are detached from the rest of the bound reference, for whatever reason, or if the bound reference does not comply with the specifications above, the entire bound reference will be removed by the supervisor for the duration of the examination and the incident will be reported as a breach of rules.

For further information please contact Manager, VCE Examinations.

9.5.4 Supervisors' right to inspect and confiscate

Supervisors have the right to check materials brought by students into the examination room and remove any non-compliant material for the duration of the examination. Items which are the subject of an incident report will be confiscated and held by the school or sent to the VCAA until investigations into the incident are complete. This includes dictionaries, calculators, pencil cases, medications, asthma inhalers or calculator cases and other approved items taken into the examination room. A suitably qualified member of the school teaching staff will check the appropriateness of reference materials and calculators as students enter the examination room for examinations where these items are permitted.

9.6 MULTIPLE-CHOICE ANSWER SHEETS

Some examinations require students to complete a multiple-choice answer sheet.

All multiple-choice answer sheets must be completed using a pencil only. Multiple-choice answer sheets are processed by an optical scanner which automatically reads pencil marks recorded by the student on the sheet.

Students should ensure that they use the multiple-choice answer sheets provided, carefully reading the instructions printed on the sheet.

Sample multiple-choice answer sheets are published on the VCAA website prior to each written examination period.

9.7 PERFORMANCE EXAMINATIONS

Students are required to perform for assessment in the following examinations:

- Dance Performance Examination
- Drama Solo Performance Examination
- LOTE Examination: oral component (except Classical Greek, Classical Hebrew, Indigenous Languages of Victoria: Revival and Reclamation, and Latin)
- Music Group Performance Examination
- Music Solo Performance Examination
- Theatre Studies Monologue Performance Examination
- VCE VET Dance Performance Examination
- VCE VET Music Performance Examination.

As far as possible, the VCAA will provide regional examination centres. However, in many cases country students will be assessed in Melbourne.

9.7.1 Student personal timetable (advice slips)

For LOTE examinations: oral component and performance examinations listed above, schools are advised of the date, time and location of the examination on the advice slip. Advice slips will be available for printing on VASS. This advice slip must be distributed to students.

Further information for Performance and LOTE examinations: oral component should be downloaded from VASS and distributed to students as outlined in the table below.

Subject	Downloads required (currently available from VASS)
Drama	Advice slip Information sheet Statement of Intention form
Theatre Studies	Advice slip Information sheet Statement of Intention form
Music Solo Performance	Advice slip Information sheet Performance Program Sheet
Music Group Performance	Advice slip Information sheet Performance Program Sheet
Dance	Advice slip Information sheet Statement of Expressive Intention (component 2 only)
VET Dance	Advice slip Information sheet Performance Program Sheet (components 1 and 2)
VET Music	Advice slip Information sheet Performance Program Sheet Industry Statement
LOTE First Language	Advice slip Information Booklet
LOTE Second Language	Advice slip Information Booklet
LOTE Second Language Advanced	Advice slip Information Booklet

9.7.2 Student identification requirements for LOTE examination: oral component and Arts performance examinations

All students undertaking a LOTE examination: oral component and/or Arts performance examination during the October/November examination period will be required to provide personal identification on entry to their examination/s. The personal identification must consist of a clear photograph of the student and his/her full name. Most existing student identification cards or personal documents will be suitable for meeting this requirement, for example a school ID card, public transport ID card, passport or driver's licence.

9.8 VCAA EXAMINATIONS GUIDELINES AND RULES

Students are required to observe the following guidelines and rules for the conduct of VCAA Examinations conducted by or on behalf of the VCAA, as well as the day-to-day rules and examination rules of their school and of the examination venue.

VCAA examination rules shall apply to students with disabilities or other impairments with such modifications as may be appropriate and reasonable.

All examination supervisors are issued with directions for the administration of the examinations and are required to report all breaches of VCAA rules to the Manager, Corporate Governance, VCAA.

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Reported breaches of VCAA rules may be referred to the VCAA Review Committee which will consider the alleged breach and determine any appropriate penalty. Possible penalties include a reprimand through to cancellation of all the student's grades for examinations and other assessments conducted by the Authority during the year in which the contravention occurred or the assessment was obtained, including cancellation of the course.

9.8.1 Authorised materials and supervisors' right to confiscate

Supervisors have the right to check materials brought by students into the examination room and remove any non-compliant material for the duration of the examination. Items which are the subject of an incident report will be confiscated and held by the school or sent to the VCAA until investigations into the incident are complete. This includes dictionaries, calculators, pencil cases, medications, asthma inhalers or calculator cases and other approved items taken into the examination room. A suitably qualified member of the school teaching staff will check the appropriateness of reference materials and calculators as students enter the examination room for examinations where these items are permitted.

Materials which students may take into examinations are listed in the VCE Exams Navigator, the VCE/VCAL Administrative Handbook, and the VCE Examination Manual and in directions made from time to time to schools and examinations supervisors.

To ensure the good conduct of the examinations and to reduce the likelihood of cheating, certain materials are prohibited in examinations.

Where students take unauthorised material into examinations, supervisors are empowered to confiscate those materials and to deliver them to schools or the VCAA where they will be held securely until investigations into the items' use in any alleged breach of VCAA examination rules is complete. As part of their evidence gathering duties, supervisors also have the right to confiscate any materials which may be authorised but which may have been used in any alleged breach of VCAA examination rules. These materials may for instance be authorised dictionaries or pens or any other item to which have been added handwritten notes which the supervisor believes may have been used in a breach of VCAA rules.

9.8.2 Electronic devices and mobile phones

Students should note that with some exceptions, electronic devices are prohibited in VCAA examinations. Prohibited electronic devices include mobile phones, electronic translators and dictionaries, cameras, radio transmitters and or receivers, personal digital assistants and organisers, music and video players, minicomputers, computerised watches, and any electronic devices capable of storing, retrieving or displaying digital information. Electronic storage media such as USB Flash drives, SD, XD, CF or other proprietary memory cards are prohibited.

Supervisors are empowered under VCAA Rules to confiscate these devices when they are found in the possession of students in examinations. The devices will be held by the student's school or the VCAA for such time as is necessary to complete any investigations into alleged breaches of rules involving those devices.

These prohibitions do not apply to electronic musical instruments in VCAA performance examinations.

Calculators are permitted only in some VCAA examinations. Students should consult their subject teachers and current editions of the VCE Exams Navigator and the VCE/VCAL Administrative Handbook for information on the subjects in which calculators are authorised and for information on the types of calculator permitted. Any calculator found which are not specifically authorised in an examination will be confiscated.

9.8.3 Watches

Students will not be permitted to wear watches of any type during an examination. All watches must be removed and placed at the top of the student's table/desk, where they can be seen clearly and easily by supervisors.

Where there is any doubt about the functions of any watch displayed, supervisors are authorised to direct students to remove the watch from the table/desk for the duration of the examination.

9.8.4 Guidelines for the conduct of VCAA Examinations

A student must obey and observe all instructions given in the examination room by a supervisor. A student who does not comply with a supervisor's instruction may be directed to leave the examination room immediately.

At the commencement of the examination

During reading time a student may study the directions for the examination, the question book and a dictionary or bound reference if these are permitted in the examination. A student must not begin to write or mark his or her paper or response material in any way, or use a calculator if one is permitted, until the announcement that writing time has commenced.

Responses to examination questions must be entered on the examination response books and sheets provided. Notes and other markings made elsewhere on the examination materials will not be assessed.

Where a student presents for an examination under the influence of alcohol, drugs or intoxicating substances supervisors are empowered to refuse to admit the student to the examination.

A student should immediately notify the supervisor if the correct examination paper has not been provided or if the examination paper has missing pages.

Where a student arrives late

A student arriving late:

- a. for a written examination up to 30 minutes after the scheduled start of writing time will be admitted to the examination room, but must cease their work by the scheduled finish of writing time.
- b. for a written examination after 30 minutes from the scheduled start of writing time, but before the scheduled finish of writing time may be admitted only if all the following conditions are met:
 - i. the principal of the host school, or the principal's delegate, recommends the student's admittance.
 - ii. the student is admitted to the room on the understanding that his or her response materials may not be accepted by the VCAA. The student must be advised of this condition and must sign acceptance of this requirement prior to entry to the examination room.
 - iii. the student completes a Statutory Declaration immediately following the conclusion of the examination declaring:
 - the reason for being late for the examination;
 - the time of admittance to the examination room;
 - that he or she has not seen or read the examination question book prior to his or her admittance;
 - that he or she has had no communication with anyone who has had access to the contents of the examination question book; and
 - that he or she understands that his or her response materials may not be accepted by the VCAA.
 - iv. appropriate arrangements can be made to enable the student to complete the examination and it can be completed without disruption to other students.
 - v. the student is allowed the full writing time but is given no allowance for reading time.
- c. for a performance examination, it may be possible to reschedule the examination to an alternative time.

At the conclusion of the examination

A student may not leave the examination room before 30 minutes has elapsed from the start of writing time. An announcement will be made when the examination is 5 minutes from the scheduled completion of writing time. Students may not leave the examination room after this announcement.

All students must cease writing when instructed to do so by a supervisor and must not leave his or her place until directed by a supervisor.

Students must remain silent and in their places until all response materials have been collected. When all response materials are collected the supervisor will give the direction for students to leave the room.

9.8.5 Rules for the conduct of VCAA Examinations

1. A student must not cheat or assist another student to cheat.
2. A student must not take any action that gives or attempts to give that student or another student an unfair advantage in an examination.
3. A student must not allow, induce or assist any other person to present for an examination in his or her place.
4. A student must not present for an examination in another student's place.
5. A student must not present for an examination under the influence of alcohol, drugs or intoxicating substances. A student who has taken medicinal drugs for a medical condition in accordance with good medical practice is, to that extent, exempt from this rule.
6. A student must obey and observe all proper instructions or directions given by an examination supervisor.
7. A student attending an examination may bring only materials and equipment approved for that examination into the examination room.

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8. A student must not possess in an examination room mobile phones and electronic devices such as recorded music and video players, organisers, dictionaries and computerised watches, which are capable of storing, receiving or transmitting information or electronic signals.
9. A student detected with a mobile phone or electronic device such as a recorded music and video player, organiser, dictionary or computerised watch or as defined in the above guidelines, must, upon the direction of a supervisor, surrender that device for inspection and to be retained pending any investigation into an alleged breach of VCAA rules.
10. A student must not bring into or possess in the examination room any drinks or food except under special circumstances as approved and directed by the VCAA.
11. A student must not communicate with another student while the examination is being conducted.
12. A student must not cause any nuisance, annoyance or interference to any other student while in an examination.
13. A student must not remove, tear out or damage any part of a bound reference, script book, question and answer book or answer book except formula sheets or similar permitted examination materials.
14. A student must not remove any response material, used or unused, from the examination room.
15. A student must not begin to write or mark his or her paper or response material in any way, or use a calculator, until advised by a supervisor that writing may commence.
16. A student must stand in his or her place or raise his or her hand if he or she wishes to communicate with a supervisor.
17. A student will not be allowed to leave the room before 30 minutes has elapsed from the start of writing time or in the last five minutes of the examination.
18. A student must cease writing when instructed to do so by a supervisor.
19. A student must remain silent and seated in his or her place at the end of the examination until response materials have been collected, and an announcement is made to students to leave the examination room.
20. A student must not leave his or her place until directed by a supervisor.
21. A student must not communicate with an assessor, either before or after a written examination or during a performance examination, except when communication is necessary for the conduct of the examination.

9.9 MARKING EXAMINATIONS

Examinations will be subject to independent marking by assessing panels appointed by the VCAA. Where necessary, discrepancy marking by an additional assessor will occur. This assessor will assess the task without knowledge of the previous assessments.

9.9.1 Indicative grades and the anomalous grades check

Principals are reminded that indicative grades for all performance and written examinations are to be submitted prior to the June and October/November examination periods. The primary purpose of these indicative grades is their use in the quality assurance procedures for marking the examinations to identify possible anomalous marking of individual scripts. Indicative grades will also be used in the calculation of the Derived Examination Score.

Principals should advise class teachers that the indicative grade is the prediction of a student's actual level of achievement on the examination. Class teachers of the same study at the school should confer on the comparability of the indicative grades given to the individual students in their classes.

The rank order and the level of spread of the indicative grades for the school cohort in the study is of prime importance. The indicative grades for the school cohort are moderated by the VCAA to ensure that they are statistically reliable. If they are not statistically reliable they will not be used.

Strategies for arriving at an indicative grade

The VCAA has no preferred position on how a school arrives at a set of indicative grades except to advise that there should be coherence in the process. All teachers at the school should be provided with advice by the principal on the definition and purpose of the indicative grade, and a suitable means of arriving at a set of indicative grades for the school cohort.

Some strategies used by schools are:

- setting practice examinations, but these must be held at a time that allows entry of the indicative grade on VASS by the due date
- ranking the students by performance in school-based assessment and then applying an appropriate grade
- basing the grade on prior knowledge of the relative ability of the student in the study.

Anomalous grades check process

For all written examinations, LOTE examinations (both oral and written) and Music Performance examinations, an anomalous grade check is undertaken prior to issuing the results. Indicative grades provided by the school are used to identify students with anomalous scores.

These students' scripts are identified and reconsidered by the appropriate Chief Assessor's panel.

- For the June examinations, the scripts include those where the student's examination assessment is substantially lower than that predicted from the school's indicative grade and/or the student's GAT component scores.
- For the October and November examinations, the scripts **also** include those where the student's examination assessment is significantly lower than other non-coursework assessments in the study.

In each case, the differences must be statistically significant and (provided the school's indicative grades are statistically reliable), the equivalent of at least two grades in magnitude.

It is in the interests of the students for teachers to be as accurate as possible in their estimation of an indicative grade. If the teacher is accurate; that is, allocates indicative grades with a similar order and spread to examination performance of his/her students, then any possible anomalous marking will be detected, and the examination assessment referred to the Chief Assessor for checking. If the teacher allocates indicative grades that are different in order and spread to examination performance of his/her students, then some anomalous assessments may not be detected. If the teacher consistently under- or over-assesses indicative grades for all students, then anomalous performance from the pattern given by the school will still be detected. Thus, within the constraints of the grade structure, a school need not be overly concerned about submitting indicative grades with exactly the correct level, but teachers should try to order and spread students' grades as accurately as possible.

Schools may run a report through VASS which lists those students whose scripts/tapes were forwarded to the Chief Assessor's panel for final determination.

The principal may make a written request to the VCAA for confirmation that the anomalous examination grades procedures have been correctly applied to a student's examination assessments.

For Dance Performance Examination, Drama Solo Performance Examination, Further Mathematics Examination 1, Theatre Studies Performance Examination, and VCE VET Dance Performance Examination, the anomalous grades check is not applied.

9.10 SITTING VCE EXAMINATIONS OUTSIDE VICTORIA

Students to whom the VCAA gives permission to sit examinations and/or the GAT at centres outside Victoria will be required to pay a service fee for the administration of papers from the VCAA to the nominated supervisor. Applications will not be valid until the appropriate fees are paid.

Interstate service fees are \$56.00 for each examination period. Students presenting for VCE examinations interstate must do so at a local secondary school.

The overseas fee is \$166.00 for each examination period.

Students are responsible for paying directly to the supervisor any supervision fee required. Students are also responsible for the cost of returning response materials immediately to the VCAA by the quickest and most secure way.

All applications must be supported with evidence of eligibility.

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9.10.1 Eligibility to sit examinations outside Victoria

A student is eligible to sit VCE examinations/GAT interstate or overseas if he/she is:

- A student on exchange overseas or an exchange student returning home during the examination period. Letter from the exchange program required.
- Representing Australia for an official duty (for example, a sporting, academic, military or cultural event). Letter confirming selection from the respective organisation required.
- A student or the parent/guardian of a student who has been requested to work interstate or overseas. The employer must provide a letter to verify the need for the student or the parent/guardian to be interstate or overseas at the time of the examinations.

Family holidays and events (such as birthdays, weddings) are not valid grounds for applying to sit the VCE examinations/GAT interstate or overseas.

Conditions of permission

The VCAA will only grant permission on the proviso that the following conditions are abided by:

- the person nominated as the supervisor meets **all** the conditions of appointment (see below)
- the examination/s and/or GAT is conducted at exactly the same time and date as it is being conducted in Melbourne, Australia
- that the student has read and consented to all VCE regulations and rules and the consequences of any breaches of these rules
- evidence of eligibility is attached to the application
- payment is received with the application
- that any alterations to any of the conditions will result in the VCAA revoking the permission
- the supervisor is to follow all instructions as requested by the VCAA.

9.10.2 Supervisors of VCE examinations held outside Victoria

When appointing a supervisor the following must be considered:

- the supervisor cannot be *closely related to or closely associated with*,* any student presenting for an examination in any place for Units 3 and 4 of any study of the VCE assessment program for the current year
- the supervisor is able to read and understand English
- the supervisor is aware that the examination/s and/or GAT must be conducted at exactly the same time and date as it is being conducted in Melbourne, Australia
- the supervisor is prepared to sign the Statutory Declaration provided by the VCAA.

9.11 OTHER RELEVANT INFORMATION**9.11.1 References within this handbook**

Mathematics examinations: use of bound references – Section 9.5.3

Breaches of examination rules – Section 5.15

VCE Assessment Summary – Section 8.1

General Achievement Test – Section 13

9.11.2 Publications

VCE Examination Manual 2009

VCE Exams Navigator 2009 – Examinations and General Achievement Test Student Information Booklet and Timetable

Student Assessment Timetables – VASS download

9.11.3 Website references

* (a) Relationships such as: husband/wife/son/daughter/stepson/stepdaughter/parent/grandparents/uncle/aunt/nephew/niece/cousin (to at least two degrees) or similar relationships arising by marriage or by defacto relationships or by sharing accommodation constitute too close a relationship

(b) Whether there is an *association* with a student or other person obviously depends upon the relevant social, business and other circumstances mere acquaintance with (nothing more) is not likely to constitute an association rendering it inappropriate for a person to act as a Supervisor.

10 School-based scored assessment

Schools policies and procedures including the conditions and rules under which school-based assessment will take place must be communicated to students and parents at the beginning of the academic year or when a student enrolls in a Victorian Certificate of Education (VCE) unit at the school.

10.1 AUTHENTICATION

Principals are responsible for the administration of Victorian Curriculum and Assessment Authority (VCAA) rules and instructions in their school. One of these rules is that a student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.

The teacher may consider it appropriate to ask the student to demonstrate his/her understanding of the task at or about the time of submission of the work.

If any part or all of the work cannot be authenticated, then the matter must be dealt with as a breach of rules.

10.1.1 School-assessed Coursework

Teachers must develop courses that include appropriate learning activities to enable students to demonstrate achievement of outcomes. Undue assistance should not be provided to students while undertaking assessment tasks.


Students should be clearly informed of the timelines and the conditions under which assessment tasks are to be conducted, including whether any resources are permitted.

Work completed outside class

Most work for the assessment of unit outcomes and School-assessed Coursework will be completed in class. However, this does not preclude normal teacher expectations for a student to complete research and learning activities that contribute to the student gaining the key knowledge and skills outside of class time.

This will require additional work and study outside class as part of the students' regular learning program. The setting and marking of work with a formative focus provides a student with the opportunity to develop his/her knowledge and skills and for teachers to provide diagnostic feedback.


A task for the assessment of unit outcomes may require preliminary preparation and activities associated with the task, for example, gathering necessary research data. The amount of work to be completed as homework is decided by the study teacher, taking into account the nature, scope and purpose of the task. Students should be advised just prior to beginning the task that some information or data may be collected outside the classroom.


For School-assessed Coursework done outside class time, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records .

10.1.2 School-assessed Tasks

For School-assessed Tasks, teachers must ensure that there is a sufficient range of topics within their class to enable them to distinguish individual student's work and therefore to assist in the authentication process.

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Teachers must monitor and record in the **Authentication Record for School-assessed Tasks** form each student's development of work, from planning and drafting through to completion. This requires regular sightings of the work by the teacher .

Observations of individual work done in class should be recorded . The teacher and student must sign each recorded observation. If the school is being reviewed this sheet should be included with the work.

10.1.3 Strategies for avoiding authentication problems

To reduce the possibility of authentication problems arising, or being difficult to resolve, the following strategies are useful:

- Ensure that a significant amount of classroom time is spent on the task so that the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with the student/s.
- Ensure that students document the specific stages of the development of work, starting with an early part of the task such as the topic choice, list of resources and/or preliminary research.
- Filing of copies of each student's written work at given stages in its development.
- Regular rotation of topics from year to year to ensure that students are unable to use other student work from the previous year.
- Where there is more than one class of a particular study in the school, the VCAA expects the school to apply internal moderation/cross-marking procedures to ensure consistency of assessments between teachers. Teachers are advised to apply the same approach to authentication and record-keeping, as cross-marking sometimes reveals possible breaches of authentication. Early liaison on topics, and sharing of draft student work between teachers, enables earlier identification of possible authentication problems and the implementation of appropriate action.
- Encourage students to acknowledge tutors, if they have them, and to discuss and show the work done with tutors. Ideally, liaison between the class teacher and the tutor can provide the maximum benefit for the student and ensure that the tutor is aware of the authentication requirements. Similar advice applies if students receive regular help from a family member.

10.2 SCHEDULING ASSESSMENT TASKS

Teachers are advised to give students the dates for completion of assessment tasks in advance, taking into account the VCAA important administrative dates.

Schools should take into account the issues of authentication and student workload in deciding when specific details of tasks are given to students.

An extension may be needed to account for circumstances in which an individual student or group of students has not been given appropriate time to undertake or complete School-assessed Coursework or a School-assessed Task.

10.2.1 Rescheduling assessment tasks for entire class

If teachers wish to reschedule a task because the students are not ready to be assessed or due to other circumstances, adequate notification should be provided to all students in the class or classes at the school.

An extension of time for all students in a class should only be given on condition that all students are given adequate notice and that no student in the class or in another class is advantaged or disadvantaged by the change.

10.2.2 Rescheduling an assessment task for an individual student

Extension of time for an individual student to complete a task should only be granted in special circumstances.

Schools are required to have a policy outlining conditions under which an extension of time for individuals may be granted. It should be common across all VCE units within a school and should contain procedures including:

- a formal process for applying for an extension of time
- rules of eligibility
- the maximum period for an extension
- conditions under which the extension will be allowed.

An extension of time may extend into the next semester, but not into the next school year.

Note: Extensions of time for tasks related to units of competence/modules contributing to scored VCE Vocational Education and Training (VET) sequences cannot be permitted beyond the date for School Initial Assessment Return (SIAR) 5. Unit completion is essential for finalising study scores, which must be calculated at the same time for all VCE studies.

10.3 DETERMINING INITIAL SCHOOL ASSESSMENTS

Each school should have established procedures for making school-based assessments and should apply these procedures consistently. There should be consistency of decisions made by teachers of individual studies and consistency of decisions made by multiple teachers of one study.

10.3.1 Determining initial school assessments where there is more than one class in the school

Where there is more than one class in a study, teachers should engage in consultation to arrive at a school assessment. Schools have considerable experience in assessment. The following suggestions will assist schools to review their arrangements or establish new practices.

Approach 1

- Teachers meet to discuss assessment criteria, topics and the approaches used for the task.
- Teachers grade the work from their own classes.
- Teachers swap samples and carry out blind marking.
- If necessary, teachers mark further work or reassess their own class work.
- Difficult cases are further discussed before results are entered.

Approach 2

- Teachers combine and distribute the student work among themselves for assessment.
- The results are returned to the class teacher, who reassesses all the work or the work of students who have unexpected results.
- Unusual cases are considered by all teachers concerned.

Approach 3

- Samples from all classes are distributed.
- All teachers assess the same pieces of work.
- Differences in results are discussed to gain a clearer and more consistent understanding of the application of the criteria.
- When all teachers are confident they have a consistent understanding of the application of the criteria, each teacher assesses his/her own class.

10.3.2 Determining initial school assessments in partnership with another school

If the consultation is taking place between teachers in different schools, initial discussion may occur over the telephone, email, or by using teleconference or telematics facilities, with any written material sent by facsimile.

In many cases there will be considerable time between the student completion date and the date for submission of results to the VCAA. Posting of material between schools will reduce time required for meetings.

Where results of different schools are combined to increase the size of the assessment group, it will be useful to swap some drafts of typical work early in the process of completing the School-assessed Task. The earlier that a common understanding between teachers is established, the more smoothly the process will be completed.

Teachers in schools that are combining their individual assessments will find it useful to discuss, and come to an agreement on, student completion dates.

Producing a combined set of comparable School-assessed Coursework scores

1. Participating teachers should discuss the requirements of the study design, the chosen assessment tasks for each outcome, the assessment criteria for each task or outcome, and the assessment program of each of the partnership schools. This communication should occur as early as possible and no later than the expected date of completion of the first School-assessed Coursework task for the unit.
2. The teachers should establish agreement on the procedures to be followed to ensure comparability of assessments. This includes the scheduling and marking schemes of any tasks to be done in common.

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3. Each school assesses its own students' work. It is expected that the schools with more than one teacher group for the study will apply their own procedures to achieve comparability of assessments within their school.
4. Each school selects student work for cross-marking. For small group partnerships, this should include all of the work from the school with the small group, and at least an equivalent number from the partner school/s. For other partnerships, teachers should agree on an appropriate number, preferably at least five pieces from each school. For each piece of work, the second marking should be 'blind', that is made without any knowledge of the assessment given by the student's own teacher.
5. Teachers then discuss both assessments for each piece of work and a final score is agreed to by consensus. If the teachers cannot reach consensus, then the two scores should be averaged or adjusted appropriately. As a result of the cross-marking exercise, it may be necessary to adjust the assessments of other work not included in the cross-marking.
6. When all assessments have been finalised, the scores for each student on each task should be collated in a single list for the partnership. Each school must keep a copy of this list, as the VCAA may request it for analysis purposes.

10.4 VCE SCHOOL-ASSESSED COURSEWORK

School-assessed Coursework consists of a set of assessment tasks that assess each student's level of achievement in VCE Units 3 and 4 outcomes.

10.4.1 Preparation of work for School-assessed Coursework***Assessment handbooks***

A VCE assessment handbook is published for each accredited VCE study. VCE assessment handbooks contain assessment information for Units 3 and 4 for School-assessed Coursework, School-assessed Tasks and administrative details for examinations for individual studies. Advice is provided on how to construct and grade assessment tasks and incorporate them into a teaching program. The VCE assessment handbook will not be published annually. Notification of any changes to assessment advice during the course of study will be available to teachers via the *VCAA Bulletin* and VCAA website. When a VCE study enters a new accreditation period a new assessment handbook is published. The assessment handbook is distributed in hard copy to schools and is available on the website.

Drafting

The nature of School-assessed Coursework means that teachers should not be looking at draft material. Teachers are not required to formally sight drafts or to record their completion. Drafting can remain a part of a teaching and learning strategy and students may do preliminary drafting. Drafts are not to be submitted to the teacher for the purpose of getting feedback on an incomplete task contributing to the total School-assessed Coursework score. Teachers must not mark or provide comments on any draft of work that is to be submitted for School-assessed Coursework.

10.4.2 Initial assessment

Schools are responsible for the initial assessment of School-assessed Coursework. The basis for this is the teacher's rating of the performance of each student on the tasks specified in the study design. The assessment handbook for each VCE study provides advice on the assessment of School-assessed Coursework tasks.

Schools should not attempt to apply an 'additional' ranking process after assessments have been completed. This approach is unnecessary and schools should not try to determine individual rankings for students as a separate part of the assessment process.

10.4.3 Feedback to students

After work is submitted and marked, teachers should provide feedback to students.

Appropriate feedback includes:

- advice on particular problem areas
- advice on where and how improvements can be made for further learning
- reporting **S** or **N** decisions and/or written comments on students' performance against each outcome.

Schools may choose this as a basis for reporting to parents. In providing this feedback, teachers may give students their marks on individual School-assessed Coursework tasks. Schools are strongly recommended to include in student VCE handbooks

advice about the ‘conditional’ nature of any School-assessed Coursework marks given to students, and also advice that their total scores for School-assessed Coursework may change as a result of statistical moderation. When providing the marks, teachers must advise students that their total School-assessed Coursework scores may change following statistical moderation.

Although schools may permit students to submit further work for satisfactory completion of a unit, students may not submit further tasks for the reconsideration of School-assessed Coursework scores awarded by the school.

10.4.4 Lost, stolen or damaged coursework

A teacher or student who has lost a coursework assessment task, or where a task has been stolen or damaged, must complete a written statement of the circumstances. The statement must be signed, dated and filed at the school. The principal, acting on advice from the teacher and on the basis of records kept, will determine an initial score for the assessment task.

10.5 VCE SCHOOL-ASSESSED TASKS

This section applies to the School-assessed Tasks for:

- Art (AR03)
- Design and Technology (DT03)
- Food and Technology (FY03)
- Media (ME03)
- Studio Arts (SA03)
- Systems Engineering (SE03)
- Visual Communication and Design (VC03).


School-assessed Tasks assess a student’s level of achievement on a task assessed by the teacher in accordance with published criteria. School-assessed Tasks are subject to review by a panel appointed by the VCAA.

10.5.1 Topic selection

The study designs set out the details of the School-assessed Tasks to be completed for assessment purposes. Schools should select topics in accordance with these details. Any additional information for the School-assessed Tasks will be published in the *VCAA Bulletin*. The responsibility for the selection of appropriate topics lies with schools.

Schools may share advice and information. Teachers are encouraged to discuss the selection of topics among themselves, but to obtain advice from the VCAA if doubts arise.

10.5.2 Advice on developmental stages

Teachers are required to provide feedback to students on work in progress. At least one set of comments should be in written form (refer to the form **Authentication Record for School-assessed Tasks**) .

All changes made in the various stages of development of a School-assessed Task must represent the student’s own work.

It is appropriate in the developmental stages of the work for the teacher to ask questions and to offer general advice; for example, about alternative strategies that might be tried. However, the teacher must not dictate or make changes in such a way as to put into question the student’s authorship or ownership of the work.

For Visual Communication and Design, the teacher’s formal written comments should be made on only one draft of the written component of the School-assessed Task. Where written comments are made, the draft containing the teacher’s comments must be initialled and dated by the teacher and be made available to the VCAA as required. There is no drafting requirement for the other School-assessed Tasks.

The following forms of teacher assistance are not appropriate:

- providing detailed advice on, corrections to, or actual reworking of, students’ drafts or productions or folios
- providing structured outlines with detailed suggestions or instructions for completing work that may constitute undue assistance
- providing or interpreting data and providing content or concepts not already mentioned by the student in draft work or in their design briefs.

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10.5.3 Initial assessment of School-assessed Tasks

Schools are responsible for the initial assessment of School-assessed Tasks. The sole basis for this assessment is the set of criteria for the award of grades, published each year by the VCAA in the *VCAA Bulletin* School Assessment supplement.

Assessment sheets for School-assessed Tasks

The VCAA provides assessment sheets to all schools, specifying the criteria for the award of grades, which are available on the VCAA website and published annually.

Schools must use the current year's assessment sheets. They must not use assessment sheets from previous years.

Each criterion has a numerical scale of 0–5, and schools award a score for each criterion. The sum of these scores is to be entered in the Victorian Assessment Software System (VASS) and must be submitted by the relevant **SIAR** date **1**.

Schools are advised to retain their copies of assessment sheets until the final results date in 2009 **1**.

Assessment advice for School-assessed Tasks

The VCAA provides annual written advice to help teachers assess School-assessed Tasks, in the *VCAA Bulletin* School Assessment supplement, which provides detailed advice on the interpretation and application of criteria for each task. The purpose of this material is to:

- clarify the assessment criteria
- ensure common approaches to the interpretation and application of criteria.

Further advice may be provided from time to time for particular studies, details of which will be published in the *VCAA Bulletin* and on the relevant study page of the VCAA website. Teachers should use this advice and attend any relevant professional development activities that may be available.

Principals are responsible for ensuring that teachers receive all relevant assessment material and that they use the current year's assessment criteria and advice published in the *VCAA Bulletin* to accurately assess their students' work.

Submitting results to the VCAA

The assessing school should enter school assessments by the due date for the **SIAR** specified for each study in this handbook. If the assessments from a school are not received on time, all School-assessed Tasks from that school for that **SIAR** will be reviewed.

10.5.4 Feedback to students

Schools may disclose to students their grades for School-assessed Tasks. It must be made clear to students that these may change as a result of the review process.

10.5.5 Visitation

Assessments are initially the responsibility of the school. When a school's results are not confirmed by statistical processes applied by the VCAA, School-assessed Tasks are independently assessed by at least two reviewers appointed by the VCAA. The reviewers visit the school to review the work.

Who is chosen and how: statistical checking

The overall level and spread of grades submitted by a school or group of schools for a School-assessed Task will be compared with the level and spread of grades which could be expected on the basis of results of the General Achievement Test (GAT). If the school's distribution of grades is within a specified tolerance band, the school's grades will be confirmed. If they fall outside the tolerance band, schools will be required to make all of the work available for review by the VCAA.

At a school where the number of assessments in a particular study is below five, or if there are insufficient GAT results for students in that study, all student work in that study is likely to be reviewed by the VCAA.

The methods of selecting schools for review by visitation also ensures that all schools that teach these studies will be reviewed at least once in a predetermined cycle.

The assessing school should enter school assessments by the due date for the **SIAR** specified for each study in this handbook **1**. If the assessments from a school are not received on time, all School-assessed Tasks from that school for that **SIAR** will be reviewed.

The review process

The following procedures apply:

- Details of the visitation process pertinent to particular studies will be published in the *VCAA Bulletin*.
- All student work required for review must be available and accessible in a secure location on the day of visitation.
- Assessment sheets must be removed and stored separately.
- VASS identification sheets must be secured to each School-assessed Task and be clearly visible.
- All student work presented for review must be accompanied by a Study Record Form, available through VASS.
- Any written work must be attached to the outside of each School-assessed Task and be clearly visible.

The procedures and calculation of final score

The procedures for the follow-up and review are as follows:


1. Currently, schools' assessments are subject to review based on one or more of the following set of criteria.
 - If the assessments are outside the tolerance band of the level and spread of scores that would be expected on the basis of the student's GAT scores.
 - If the number of students with assessments is below five.
 - If there are insufficient students with reliable GAT scores.
 - As a follow-up of teacher error previously reported to the VCAA.
 - If schools did not submit their assessments to the VCAA by the due date.

The parameters for identifying schools for review are set so that each school is reviewed at least once over a predetermined cycle.

2. The VCAA reviewers will visit the school and independently mark all student School-assessed Tasks for the study. If there is a discrepancy between the two reviewers' scores for a student's work, the reviewers record a consensus mark. If there is a discrepancy between the final reviewer's score and the school score, then the reviewers will record a consensus mark.
3. If there is sufficient agreement between the school's scores and the external reviewers' scores for the group, then the school's assessments will be confirmed.
4. If there is insufficient agreement between the school's scores and the external reviewers' scores for the group, then the final scores for the group will be determined in one of three ways, depending on the nature and extent of the disagreement.
 - a. If there is a satisfactory correlation between a school's rank order and the external reviewers' rank order, but the external reviewers do not confirm either of, or both of, the level and spread of the school's scores, the school's scores will be adjusted to match the distribution of the external reviewers' scores. The school's rank order will be substantively retained.
 - b. If the external reviewers confirm the level and spread of a school's scores, but the correlation between the school's rank order and the external reviewers' rank order does not fall within the predetermined limits, then final scores will be derived by combining the school scores and the external scores equally.
 - c. If the external reviewers do not confirm either of, or both of, the level and spread of a school's scores, and the correlation between the school's rank order and the external reviewers' rank order does not fall within predetermined limits, then the external reviewers' scores alone will be used to determine the final score.
5. When all assessments in a study have been completed, a Grade Difference Check is run to determine whether any student has a final grade that is more than two grades above the original school grade. The State Reviewer examines the reviewers' written report for these students to check the reviewers' grades.
6. The State Reviewer writes a Grade Difference Check Report on all students' work that is more than two grades below the original school grade. These reports will be sent to schools immediately after results are reported by the VCAA.

Schools will be notified of any changes to these procedures in the *VCAA Bulletin*.

10.5.6 Lost, stolen or damaged School-assessed Tasks

A teacher or student who has lost a School-assessed Task, or where a task has been stolen or damaged, must complete a written statement of the circumstances. The statement must be signed and dated. The school must complete the **Lost/Stolen/Damaged School-assessed Tasks** form , enter an estimated score on VASS, and send the form to the VCAA.

The principal, acting on advice from the teacher and on the basis of records kept, will determine an initial assessment. The initial assessment may be adjusted as a result of the review process.

Where the School-assessed Task is required for review, the Study Record Form for that student must be annotated as Lost/Stolen/Damaged (LSD) by the school.

Note, however, that this procedure does not apply to work lost or damaged due to computer misuse or malfunction.

10 SECTION**10.5.7 Student transfers after SIAR date**

If a student transfers after the due date for the **SIAR** for the study in which the School-assessed Task is scheduled, the student's School-assessed Task must stay with the assessing school until after the return of student work. If the school's School-assessed Tasks for this study are subject to review, the School-assessed Tasks must be held by the school for review by visitation.

10.5.8 Managing score amendments

When the **SIAR** date for assessments has passed, student results that have been entered on VASS for that cycle will be locked. Any errors which have occurred in entering the results must be amended using a Score Amendment Sheet (SAS). This should be generated through VASS. The completed SAS must be signed by the principal or principal's delegate.

The SAS must be forwarded to the Manager, Student Records and Results Unit, with the following attachments:

- A written explanation of the reason for the alteration to the score, signed by the principal.
- A copy of the original assessment sheet.

When a SAS is received at the VCAA prior to the GAT correlation test being performed, the initial school assessment will be altered as requested by the school.

Where the SAS is received after the GAT correlation test, but prior to the final grade being set, the SAS will be handled in one of two ways:

1. If the school assessments are not to be reviewed, the VCAA will determine whether the School-assessed Task is to be reviewed in the review process or if the amended initial school assessment is to be the final assessment. Where a decision is made to use the review process, the work will be treated as for a small group.
2. If the school assessments are subject to review, the initial school assessment will be altered as requested by the school and reviewers sent to the school. The final score will be allocated using normal procedures.

Where a SAS is received after the final grade has been allocated, the VCAA will determine the final grade. This may involve an assessment of the work by the State Reviewer.

10.6 VCE VET SCHOOL-ASSESSED COURSEWORK

In order to be eligible for a study score, students must demonstrate competence in the units of competence or achieve the modules that make up the Units 3 and 4 sequence. Students must also satisfy all the requirements of scored assessment.

Each scored VCE VET program requires the satisfactory completion of three School-assessed Coursework tasks that are integrated into the delivery of the VET training program. An Assessment Plan is required for each VCE VET scored program.

Full details of the assessment process for each scored VCE VET program is contained in the relevant VCE VET assessment guide.

10.7 OTHER RELEVANT INFORMATION**10.7.1 References within this handbook**

Care in use of computers – Section 5.10.4

Important administrative dates – Section 16

10.7.2 Publications

Supplement 2 to the February 2009 *VCAA Bulletin* – '2009 Advice for School Assessment'

10.7.3 Website references

Assessment Guide VCE VET program – www.vcaa.vic.edu.au

11 Special Provision

Special Provision provides eligible students with the reasonable opportunity to participate in and complete their senior secondary studies. Individual students may need special provisions in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement.

The provisions are available to Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) students. Implicit in the provisions is that students enrol in VCE studies with a reasonable expectation of being able to achieve the outcomes of the study design. In addition, students need to demonstrate their achievement fairly in both the school assessment program and the external examinations. The programs and assessment tasks designed for VCAL students should allow each student to successfully complete the learning program without compromising the expectations of each of the components of the program in accordance with course requirements.

Students who are eligible for Special Provision are not exempt from meeting the requirements for Satisfactory Completion of the VCE, or from being assessed against the outcomes for a study. The underlying principle of Special Provision is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities where their learning and assessment programs are affected by illness, impairment or personal circumstances.

Special Provision does not include the development of alternative courses of study with standards of achievement that are different from those specified in VCE study designs. Special Provision cannot be used to compensate for learning that has not occurred. Schools may use a range of alternative arrangements for curriculum delivery, learning programs and assessment for students, to enable them to achieve the standards required by the VCE study designs.

The guiding principles which must be satisfied in all the forms of Special Provision are:

- The provision should provide equivalent, alternative arrangements for students.
- The provision should not confer an advantage to any student over other students.

Specific eligibility criteria apply to the granting of Special Provision for the VCE. Students who are eligible for integration funding may not necessarily meet the eligibility criteria for Special Provision in the VCE.

11.1 FORMS OF SPECIAL PROVISION

There are four forms of Special Provision for the VCE:

- student programs
- school-based assessment
- Special Examination Arrangements
- Derived Examination Score (DES).

Specific eligibility requirements apply for each form of Special Provision.

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For student programs and school-based assessment, the school is responsible for determining eligibility and the nature of the provisions granted. The school's policies and procedures should be clearly documented and communicated to students. It is strongly recommended that schools keep records of all decisions made for each student.

For Special Examination Arrangements and DES applications, the Victorian Curriculum and Assessment Authority (VCAA) is responsible for determining eligibility and for granting approval.

11.2 STUDENT PROGRAMS

The purpose of Special Provision in student programs is to help students in defined circumstances complete the VCE in a reasonable timeframe. Although there is no limit on the period of time for a student to achieve the VCE, the provisions within the policy seek to help a student complete the VCE in a timeframe comparable to that of his/her peers. The concept of reasonableness is a key factor in determining the extent of provision that can be applied.

11.2.1 Eligibility for Special Provision in student programs

A student is eligible for Special Provision in student programs if, at any time while studying for the VCE, he/she is adversely affected in a significant way by:

- illness (physical or psychological)
- any factors relating to personal environment
- other serious cause
- an impairment or disability, including learning disabilities.

The circumstances affecting the student do not include matters or situations of the student's own choosing, for example involvement in social or sporting activities or school events.

Students must be able to complete all work related to satisfactory completion of the outcomes of the unit. Students absent from school for prolonged periods must be able to comply with the school's authentication procedures to demonstrate that they have completed the work and that the work is their own.

Prolonged absence from school or study is not in itself grounds for Special Provision. However, arrangements described in this section are applicable to students experiencing severe hardship which may result in prolonged absence.

11.2.2 Intellectual disability

The principal has the discretion to approve the enrolment of students with an intellectual disability in the VCE and VCAL. The VCAA does not place restrictions on this discretion. The principal is responsible for advising students of the likelihood of successfully achieving the published unit outcomes and for deciding appropriate arrangements at the school level.

In circumstances where the student will be unable to achieve success within the specified framework of the VCE or VCAL, the appropriate course of action may be that the student is not enrolled in VCE or VCAL studies, but undertakes a parallel, individualised teaching and learning program. This strategy allows participation in class with his/her peers, continuing social engagement, and is more likely to eventuate in a positive outcome. In this case, the school would issue its own report on the student's individual achievement.

An integration support group within the school may advise the principal that formal enrolment in either a full or restricted VCE or VCAL program is the most appropriate action.

In either case, the school is able to exercise the choice about the most appropriate program for the student.

The VCAA does not approve Special Examination Arrangements on the grounds of an intellectual disability.

11.2.3 Management of programs for students requiring Special Provision

For students where the usual pattern of enrolment will place them at risk of not being able to meet either the unit outcomes or satisfactory completion of the VCE or VCAL, the school should develop a management plan.

One of the first steps in developing such a plan should be the establishment of a Support Group for that student to help him/her in undertaking the VCE or VCAL. Ideally, this Support Group should be established in the years prior to the commencement of VCE or VCAL.

Similarly, where a student becomes chronically unwell during the course of his/her VCE or VCAL, a Support Group should be established.

The establishment of the Support Group also provides a focus for the administrative aspects of managing the student's program of study. In addition, the Support Group allows for a formalised structure through which decisions are made and action verified.

Involvement with a Support Group presents teachers with an opportunity to become better informed about the medical or personal situations of students.

The Support Group may include the student, a parent of the student, teacher/s or others nominated as having responsibility for the student, and any aides of the student. Where appropriate, the Support Group should seek the advice of specialist consultants. The principal must ensure that advice from the Support Group is considered and implemented if it is judged to be consistent with VCE or VCAL policy.

Choosing a program of studies

The school, through the Support Group, should provide advice to the student to assist him/her choose a program of studies. Such advice should encourage the choice of interesting and challenging studies, taking into consideration the nature of the student's hardship and maximising their opportunity to learn and succeed. When a disabled student is intent upon undertaking a study where, given the student's particular disability, it will be problematic for the student to demonstrate the unit outcomes, the restraints and difficulties of proceeding with the study need to be made clear to the student. The expected time for completion of the program should be taken into consideration. Where it is anticipated that a student will need extensions of time to complete work, students may be advised to enrol in fewer units in a given year.

Provision of facilities and technology

In developing the study designs, the place of technology should be considered in terms of how it may be used to enhance the learning process. For some students the use of technology is a requirement to effectively access education. Every effort should be made to ensure that facilities and technology are available to enable students to achieve the objectives or learning outcomes of a unit.

While the use of technology in learning strategies is encouraged, the use of new and emerging technologies in assessments should first be discussed with the VCAA, to avoid the possibility of the technology being disallowed for use in an examination as part of Special Examination Arrangements, and therefore the coursework tasks. The technology allowed for school-based assessment tasks should reflect those which the student will be allowed to use in an external examination.

Assistance from aides

Students may require assistance from an aide rather than technology in order to effectively engage in the process of learning. Where this is required, other assessment provisions such as additional time to complete tasks may be required. Assistance from aides may take the form of, for example, a reader, clarifier or scribe, depending on the nature of the student's circumstance. Generally, this provision is for students with long-term disabilities.

Note: Assistance from an aide is not available for an external examination unless a timely application for Special Examination Arrangements is submitted and approved.

11.3 SCHOOL-BASED ASSESSMENT

Schools may approve special provisions and arrangements for school-based assessments. The VCAA recognises that teachers, because of their knowledge of individual students and their circumstances, can sensitively vary the school assessment programs to accommodate student circumstances. So as not to later disadvantage students and create unrealistic expectations, the VCAA recommends that schools approve arrangements for school-based assessment/s that are consistent with the Special Examination Arrangements approved by the VCAA.

11.3.1 Eligibility for Special Provision for school-based assessment

Students are eligible for Special Provision for school-based assessment if their ability to demonstrate achievement is adversely affected by:

- illness – acute or chronic
- impairment – long term
- personal circumstances.

11 SECTION**11.3.2 Strategies*****Course completion***

There are a number of ways in which schools can make alternative arrangements to enable students to be assessed against the unit outcomes of the study design, including:

- rescheduling an assessment task
- allowing the student extra time to complete the task
- setting a substitute task of the same type
- replacing a task with a task of a different kind
- using a planned task to assess more outcomes, or aspects of outcomes, than originally intended
- using technology, aides or other special arrangements to undertake assessment tasks
- deriving a score from other assessments or work completed by the student (in circumstances where the above provisions are not feasible or reasonable).

Re-scheduling an assessment task

Tasks which have been missed through illness or other serious cause may be rescheduled. Where a student has been absent for prolonged periods through illness or other serious cause, he/she should not be overloaded on their return to school with both scheduled and rescheduled tasks. Careful consideration needs to be given to management of the student's workload.

Allowing the student extra time to complete the task

In some cases the school may decide to allow the student extra time to complete work. As assessment tasks are usually conducted during class time, additional time may be given immediately after the specific class, at the end of the school day, or during free time during the day, or the student may take the work home to complete. Where the work is undertaken outside the usual class time, the student must sign the Authentication Record for School-assessed Tasks.

The conditions for which an extension of time may be approved should be common for all VCE units within the school, and given in writing to students. An extension of time may extend from first to second semester, but not into the next school year. Extensions of time must not exceed the deadlines for the reporting of results to the VCAA.

When granting extra time to students for an assessment task to be held under test conditions, it is important to keep in mind whether the student has applied for/been approved additional time for the external examinations. For students with long-term conditions, it is important to trial arrangements regarding additional time in the coursework assessments. Students suffering long-term conditions and who have not been granted arrangements by the school for coursework assessments will not be eligible for similar Special Examination Arrangements for these long-term conditions.

Setting a substitute task of the same type

Another task of the same type can be set. For example, a test on the same topic but with different questions; an essay on the same issue but with a different contention.

Replacing a task with a task of a different kind

Another task can be chosen from the options specified in the study designs. Where options are available, the assessment tasks must be of comparable scope and demand. Where options are not available, schools may devise a task which must be of comparable scope and demand, for example a 1000-word essay may not be replaced with five multiple-choice questions.

Using a planned task to assess more outcomes or aspects of outcomes than originally intended

Schools may use a single task to allow a student to demonstrate the achievement of more than one of the learning outcomes for a study.

Using technology, aides or other special arrangements to undertake assessment tasks

Every effort should be made to ensure that facilities and technology are available to enable students to access all assessment tasks in their study program.

The use of computers, specialist software, recording devices and other technology may be made available to assist students to complete work. Where word-processing software is used, a spell-check may be activated as part of its operation. Other specialist equipment, such as Microsoft PowerPoint displays and microscopes which are used in conjunction with computers, are encouraged for students who are vision impaired. Audio equipment may also be used to supply assessment tasks to students who cannot access text (for example, for vision impaired students). Where new technology has become

available, the VCAA should be contacted to ensure that such technology would be approved for use in examinations if the school intends to apply for Special Examination Arrangements.

A student with a physical disability or other impairment may receive assistance from an aide in completing a task in order to demonstrate achievement of a learning outcome. Such assistance may include an aide's recording or participating on behalf of the student in laboratory or field activity or physical activities. Students may also use a scribe, clarifier, or other arrangements to complete coursework tasks. Where it is known that a student requires Special Examination Arrangements, the same arrangements should be trialled in the School-assessed Coursework tasks. Scribes may not be closely associated with the student, and such students will need to be supervised separately. Where such arrangements are made, the principal should ensure that the VCAA procedures for authentication have been implemented, and that the teacher is able to attest, to the best of his/her knowledge, that all unacknowledged work is the student's own.

Practical tasks for performing or for visual arts may not be undertaken by an aide.

The VCAA encourages schools to approve school-based arrangements that are consistent with Special Examination Arrangement guidelines.

Deriving satisfactory completion of outcomes from other assessments or work completed by the student

In some circumstances, where an extension or substitute task is not feasible or reasonable, or where the task is difficult to duplicate, an outcome may be determined as satisfactory based on other work completed by the student. The outcome result may be determined at the time, or later in the period over which the unit is conducted, depending on the availability of work on which to base the determination.

It is important for schools to record how such results are determined. A student needs to have completed sufficient work to enable teachers to make a reliable and fair assessment. The final result given to the student takes account of the student's circumstances and their overall level of achievement relative to other students in the school.

Scored assessment – Coursework

The strategies suggested for program completion can also be used to determine the eligible student's score for a Graded Assessment. In addition, a school could use the following strategy:

Deriving scores from other assessments or work completed by the student

In some circumstances, where an extension or substitute task is not feasible or reasonable, or where the task is difficult to duplicate, a score may be derived from other assessments undertaken, or work completed by, the student. The score may be determined at the time, or later in the period over which the Graded Assessment is conducted, depending on the availability or range of assessments on which to base the determination.

It is important for schools to record how derived scores are determined. A student needs to have completed sufficient work to enable teachers to make a reliable and fair assessment. The final score given to the student takes account of the student's circumstances and their overall level of achievement relative to other students in the school.

Scored assessment – School-assessed Task

For many students, the completion of the folio or production item (School-assessed Task) in some Arts and Technology studies is critical for interview purposes and course selection later in the year. Students who may be injured, ill or in adverse personal circumstances during the period of time designated by the school for the School-assessed Task should be allowed and encouraged to complete the task.

The school could consider a range of options for the student. For example:

- Allow an extension of time to complete the task, but within the timeframe for the school to lodge the score by the submission date for the School Initial Assessment Return (SIAR). If the student is given an extension, but the work is still not complete by the due date, then it should be assessed by the teacher as it is and that score sent to the VCAA.
- Contact the VCAA (by letter from the principal) for permission to allow the student an extension of time to complete the task that will enable a score to be submitted after the SIAR date (this may result in the work of the student or school being reviewed); in such cases a Score Amendment Sheet will need to be lodged when the score becomes available.
- Have the student complete the task on an agreed extended timeline for satisfactory completion purposes only, that is, where the student receives an **S** result.
- Derive a score for the task based on work completed and/or other assessments.

The decision made by the school needs to reflect the best interest of the student and should be based on the available medical or other professional advice.

Students who are granted an extension of time are required to undertake the task in the same way as all other students.

11 SECTION

11.4 EXAMINATIONS – SPECIAL EXAMINATION ARRANGEMENTS

Special Examination Arrangements may be approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access the examination.

Special Examination Arrangements application forms for 2009 will be sent to schools late in 2008.

The VCAA recognises that some students with an illness or disability (as defined in the *Acts Interpretation Act 1901* (Cwlth)) may require Special Examination Arrangements to enable them to access the examination questions and communicate their responses in a timed examination.

In designing and approving Special Examination Arrangements, the VCAA is mindful of the need to balance the competing demands of providing students with the opportunity to perform at their optimum with the need to preserve the academic integrity of the assessment process.

All Special Examination Arrangements for a student must be approved by the VCAA upon application from the school. The VCAA does not accept applications made directly by students, parents/guardians or independent professionals.

The VCAA considers a large number of applications for Special Examination Arrangements every year. As it is the student's school that makes the application on the student's behalf, and will ultimately administer the student's examinations, the VCAA's consultation with the student and/or his or her associate will take place through the student's school.

Schools must not permit any student to receive Special Examination Arrangements without the prior approval from the VCAA. Failure to comply with these instructions will place the school in breach of the rules governing the conduct of VCE examinations. Breaches of examination rules are reported to the Manager, Corporate Governance, VCAA.

The VCAA considers each application for Special Examination Arrangements on the basis of the independent medical and/or educational assessments and recommendations provided with the application and on the VCAA's own assessment. The fact that a student has a disability/illness does not automatically entitle that student to Special Examination Arrangements. The prime consideration is the impact of that disability/illness on the student's capacity to undertake the examination/s and, if necessary, what accommodations can reasonably be made to enable the student to complete the examination/s on the same basis as students who do not have a disability/illness.

The medical and educational assessments provide evidence as to the nature and extent of the disability/illness but are neither regarded as conclusive by the VCAA nor binding on the VCAA, and the VCAA will consider the weight to be given to them from case to case. The VCAA then makes a decision based on the material provided.

The VCAA does not automatically adopt a medical/psychological provider's advice, or replicate the special arrangements that the school may have put in place for school-based assessment. The reasons for this are as follows:

- Medical/psychological providers vary in their recommendations as to the special arrangements required for a given disability/illness. It would be unfair to other students with a similar disability/illness for the VCAA to simply follow each student's medical/psychological provider's recommendation. The VCAA considers each student's disability/illness and its effects on their ability to undertake an examination under the same conditions as students without that disability/illness.
- Medical/psychological providers are often not aware of the VCAA's Special Provision policies and/or what Special Examination Arrangements are available.
- Each school applies its own policies to the provision of special arrangements for school-based assessments. These policies vary from school to school. It would be unfair if the arrangements provided at school level were automatically provided for external examination/s, because there would be inconsistency in the special arrangements approved to students with similar disabilities/illnesses from different schools. The VCAA examines all the evidence presented by each school in respect of each student. In some cases this will mean that the student is provided with different Special Examination Arrangements from the arrangements that the school was providing for school-based assessments.

11.4.1 Eligibility for Special Examination Arrangements

Students are eligible for Special Examination Arrangements if it can be demonstrated that their capacity to access the examination is impaired due to:

- severe health impairment
- significant physical disability
- hearing impairment
- vision impairment
- learning disability
- severe language disorder.

Applications for Special Examination Arrangements for each student must only be made by principals and must be accompanied by recent supporting medical or other specialist reports. Details of the evidential requirements for each of the above categories are listed in the current application form. The VCAA will only accept an application from a school on the specific current Special Examination Arrangements application form. The VCAA will not accept direct applications from students, their families and/or independent professionals.

If the student has a learning disability, severe language disorder, hearing impairment, vision impairment or significant physical disability, schools may apply for Special Examination Arrangements early in the year that the student enrolls in their first VCE Units 3 and 4 sequence.

Students who are approved for Special Examination Arrangements because of a learning disability, severe language disorder, hearing impairment, vision impairment or significant physical disability, can generally expect that these arrangements will be replicated for any additional VCE Units 3 and 4 sequence undertaken in later years.

However, students should check that the previously submitted literacy and/or language tests were administered no more than three years prior to the date of the 2009 examinations. The VCAA reserves the right to request additional/updated evidence when it is deemed necessary by VCAA staff or the Special Examination Arrangements Advisory Panel. Students with a severe health impairment will be required to resubmit current medical evidence pertinent to each examination period.

The VCAA will not process an application until all the relevant evidence has been supplied to enable an informed professional judgment. If necessary, the VCAA will contact schools requesting additional information to be submitted and may return applications that are incomplete.

In processing Special Examination Arrangement applications, the VCAA will establish an expert Special Examination Arrangements Advisory Panel comprised of educational psychologists, senior examination assessors and medical practitioners to assist VCAA staff with decisions. The VCAA reserves the right to seek additional information from any of the independent professionals, named in the application.

In the case of declined applications, schools cannot submit new IQ, literacy or other educational assessments for the same student for the same impairment/disability within 24 months of a previous application.

The VCAA recommends that schools seek to approve special arrangements at school level consistent with those provided by the VCAA for examinations. It should be emphasised that special arrangements approved by the school for students in Year 7 to VCE Units 3 and 4 may not necessarily meet the eligibility criteria established by the VCAA for Special Examination Arrangements. That a school has approved special arrangements for a student's coursework will not, of itself, be sufficient grounds for seeking such arrangements for examinations without the appropriate supporting evidence outlined in this handbook.

English as a Second Language (ESL) and special arrangements for examinations and coursework

Students who have been granted ESL status on the basis of unfamiliarity with the English language are not eligible for Special Examination Arrangements on this basis alone, unless they qualify for ESL status because of a hearing impairment.

11.4.2 Managing Special Examination Arrangements

What the student must do

Submit a timely request to the school's VCE coordinator.

Provide appropriate documentation and evidence.

What the school must do

Determine whether the student's request for Special Examination Arrangements is appropriate and consistent with the eligibility requirements.

Administer tests/essays where required.

Complete the application form for Special Examination Arrangements and submit it to the VCAA by the specified closing date.

Ensure that all the information provided on the application form is accurate, with no alterations made to evidence supplied with the application form.

Advise the student and the Chief Supervisor of any VCAA-approved arrangements. These decisions should be printed by the Victorian Assessment Software System (VASS) coordinator and distributed to both the student, Chief Supervisor and VCE coordinator.

11 SECTION***What the VCAA will do***

Make a decision for each of the examination/s on the application.

Advise the school via VASS of all approved arrangements.

The VCAA regards as extremely serious any attempt by a student to falsely claim to an examination supervisor to have special examination arrangements when these have not been approved by the VCAA. This may constitute a breach of examination rules, and must be reported to the Manager, Corporate Governance, VCAA, by examination supervisors. It is essential that schools accurately communicate the outcome of any application for special examination arrangements to students.

11.4.3 Types of Special Examination Arrangements

Special Examination Arrangements may take the form of:

- a. Extra reading time. This will not exceed 10 minutes per hour. Extra reading time is to be used in addition to the 'writing time' of the examination.
- b. Extra writing time. This will not exceed 10 minutes per hour other than in exceptional circumstances such as for a student with a significant physical disability or a severe vision impairment.
- c. Rest breaks. These will not exceed 10 minutes per hour other than in exceptional circumstances such as bathroom procedures for physically disabled students. If a student requires a rest break to stand and stretch or leave the room under supervision, these must be specifically requested in the school's application. Rest breaks are in addition to reading and writing time.
- d. Alternative format examination papers such as enlarged print, coloured paper, Braille and/or recorded examination papers. (Vision impaired students are eligible to apply for exemption from the General Achievement Test (GAT) because Braille and recorded GAT papers are not available.)
- e. Permission to use special technological aids such as a computer or microphone for a hearing impaired student.
- f. A reader and/or a scribe. Any person who has a close association with the student is not permitted to act as a reader or a scribe in an examination.
- g. A clarifier (only approved for a student with a serious hearing impairment or severe language disorder). Any person who has a close association with the student is not permitted to act as a clarifier in an examination.
- h. Alternative examination venue, such as separate room, home or hospital.

Applications for all of the above Special Examination Arrangements must meet the VCAA eligibility criteria.

Where approval has been granted for any of the provisions d. to g. above, students are normally required to sit for their examination/s in a separate room. In such cases, the principal of the 'home' school is responsible for appointing **both** a suitable independent person to act as a supervisor **and** a suitable independent person to act as a reader/scribe/clarifier. The school should refer to the 'Supervisor Statutory Declaration' for details.

The school should ensure that a student approved for Special Examinations Arrangements has a copy of the VASS confirmation of Special Examination Arrangements when attending their VCE examination/s, either at their home school or at another examination centre.

In situations where a school has combined with another school for an examination/s and where a student has been approved for Special Examination Arrangements, the host school must be advised in advance of the approved Special Examination Arrangements.

If a school has combined with another school for examination/s and a student is approved for Special Examination Arrangements that will involve supervision in a separate room, it is not advisable to transfer the student to the other centre/s for their examination/s. These Special Examination Arrangements should be discussed in advance with VCAA Special Provision staff.

11.4.4 Supervision of Special Examination Arrangements

These instructions should be followed by persons acting as Special Examination Arrangements supervisors, and scribes, readers and clarifiers.

It is the student's home school's responsibility to appoint appropriate staff to the roles of Special Examination Arrangements supervisors, readers, scribes and clarifiers. Where separate supervision is required and the examination is being conducted off-site, it is advisable for the home school to organise the separate supervision to enable the student to sit the examination at the home school base.

These instructions should be read in conjunction with the current VCE Examination Manual.

The information contained in these instructions **MUST** be conveyed to the student prior to the examination period and repeated immediately before the commencement of each examination.

If, for any reason, the supervisor, reader, scribe or clarifier is concerned about any aspect of the general conduct of the examination (such as a disruption to the room environment, or the condition of the student in cases of illness), then a report should be made in writing to the Manager, Assessment Operations, VCAA.

All additional supervisors, readers, scribes and clarifiers are required to complete the Supervisor Statutory Declaration found in the **VCE Examination Document Register**. This form must be retained at the school.

If there are any queries, please telephone the VCAA Special Provision staff on (03) 9225 2219 or 1800 205 455.

1. Total duration of examination

Reading time is the scheduled reading time. (If extra reading time is approved by the VCAA it will be in addition to the examination writing time to enable the student to more effectively utilise the extra reading time.)

Writing time is the scheduled writing time of the examination plus any extra writing time approved by the VCAA. Any extra reading time approved by the VCAA will be incorporated into the examination writing time.

Rest breaks are additional to all reading or writing time. Students are not permitted to leave their desk or leave the examination room during rest breaks, except under special circumstances as approved by the VCAA. Students are not permitted to read or write or access the examination questions or their responses during a rest break. Papers should be turned over during a rest break. Students may individually use their rest break to relax, rehearse previously learned coping strategies, focus their thoughts or think about their responses.

2. Separate room

A separate room **must** be made available with an appropriate supervisor, where a student has been approved the use of a scribe, reader, clarifier, computer or where a student is completing an examination on audiotape/CD. It is preferable that a student's home school takes responsibility for the organisation of examinations requiring separate rooms.

3. Separate supervision

A supervisor **must** be present where:

- a student has been approved the use of a separate room
- a student has been approved the use of a scribe, reader or clarifier.

It is the student's home school's responsibility to appoint appropriate staff to fill the above roles. Where separate supervision is required and the examination is being conducted off-site, it is advisable for the home school to organise the separate supervision at the home school.

4. Reader

The function of a reader is to read the examination paper and/or the student's responses as often as requested by the student. Persons appointed as a reader should have a facility for English, familiarity with the subject being examined, patience and sensitivity to the student's special needs, and an understanding of the need to maintain confidentiality.

The reader must not, in any way, improperly assist the student. Discussion about answers, or prompting, must not occur. A supervisor in addition to the reader must be appointed in the examination room. The supervisor should monitor all interactions between the reader and the student.

Any person who has worked with the student on previous occasions, other than during VCE examinations, or who has been closely associated with the student as a teacher, integration aide or visiting teacher during their VCE studies **WILL NOT** be permitted to act as a reader. The examination reader may work with the student in any practice examinations.

Reader can (✓)	Reader cannot (✗)
<ul style="list-style-type: none"> ✓ Read the examination questions and any incorporated stimulus or resource material as many times as the student asks them to. ✓ Read the student's answers back to them. ✓ Operate a calculator at the student's direction. 	<ul style="list-style-type: none"> ✗ Interpret the question/s for the student. ✗ Advise the student in any way.

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5. Scribe

The function of a scribe is to record, on the appropriate stationery, the verbal responses and directions made by the student in the process of answering the question/s. Persons appointed as a scribe should have a facility for English, familiarity with the subject being examined, clear and legible handwriting, patience and sensitivity to the student's special needs, and an understanding of the need to maintain confidentiality. **A supervisor in addition to the scribe must be appointed in the examination room. The supervisor should monitor all interactions between the scribe and the student.**

Any person who has worked with the student on previous occasions, other than during VCE examinations, or who has been closely associated with the student as a teacher, integration aide or visiting teacher during their VCE studies **WILL NOT** be permitted to act as a scribe. The examination scribe may work with the student in any practice examinations.

The scribe must not, in any way, improperly assist the student with the content of the student's answers. Discussion about answers, or prompting, must not occur.

The scribe, on behalf of the student:

- shall be required to complete **ALL** written details associated with the examination on the response materials/script book/s supplied. That is, completion of Student Number in words and figures, title of the Study, the numbers of all questions/tasks answered and the number of script books used.
- shall record the student's responses, as dictated by the student.

This is to be done within the total approved writing time.

At, or just prior to, the commencement of the examination, the student should inform the scribe about the manner in which the student proposes to answer the examination. The student should indicate to the scribe if and when to re-read the script so that the student may edit (amend or alter) his or her response.

Fifteen minutes prior to the end of the examination the supervisor should make an announcement to both the student and the scribe informing them of the time remaining. At the conclusion of the examination the supervisor must inform both the student and the scribe to cease writing.

Scribe can (✓)	Scribe cannot (✗)
<ul style="list-style-type: none"> ✓ Ask the student to repeat a word or sentence. ✓ Ask the student to spell difficult or obscure words. ✓ Punctuate and use capital letters without the specific direction of the student. ✓ Operate a calculator at the student's direction. ✓ Re-read the last two sentences that have been written, to enable the student to regain their place in their work. ✓ Plot/draw graphs with the specific direction of the student. 	<ul style="list-style-type: none"> ✗ Interpret the question/s for the student. ✗ Advise the student in any way. ✗ Make comments on the student's work. ✗ Alter the student's work or write words that the student has not dictated. ✗ Re-write a student's written work (i.e. a student cannot write out their examination answers and then have the scribe re-write them). ✗ Type for the student (unless specific VCAA approval has been granted). ✗ Draw (if the student cannot draw, please contact Special Provision).
Student can (✓)	Student cannot (✗)
<ul style="list-style-type: none"> ✓ Dictate his or her answers exactly as he or she wishes them to be written down. ✓ Advise the scribe when to start a new paragraph, when to put something in parentheses or inverted commas, and when to underline something. ✓ Regularly read over what the scribe has written. 	<ul style="list-style-type: none"> ✗ Ask to have the questions interpreted.

6. Clarifier

Strict conditions apply to the use of a clarifier in any external VCE examination. Where a student is approved permission by the VCAA to use a clarifier, the school must ensure that a copy of the Clarification Document located on VASS (Downloads) is given to the examination supervisor and the clarifier. It is the supervisor's responsibility to ensure that the clarification instructions are followed. **A supervisor in addition to the clarifier must be appointed in the examination room. The supervisor should monitor all interactions between the clarifier and the student.**

Any person who has clarified for the student on previous occasions, other than during VCE examinations, or who has been closely associated with the student as a teacher, integration aide or visiting teacher during their VCE studies **WILL NOT** be permitted to act as a clarifier. The examination clarifier may work with the student during any practice examinations.

7. Use of computer

If a student has VCAA approval to use a computer, the school should supply the following:

- a standalone computer that only has access to a word processing package.
- one blank, formatted floppy disk or CD per study, labelled with study and Student Number. The disk/s or CD should be:
 - of the required size and density
 - formatted on the day of the examination, prior to the commencement of the examination, with the school able to ensure that no other information is contained on the disk or CD.

The computer and any other equipment used should be checked by school personnel **prior** to the commencement of the examination to ensure proper functioning.

The spell-checker facility may be used by the student.

The student should only have access to the word processing program on the computer and must **not access** any other programs, files or data. Any use of other programs, files or data constitutes a breach of Examination Rules 5 and 6 and will be subject to appropriate disciplinary procedures.

The student and supervisor must sign a VCAA 'Examination Computer Declaration' certifying compliance with procedures for the use of a computer in VCE examinations for each relevant examination period. (A copy of this declaration will be supplied with the VCE Examination Document Register materials.) The completed declaration should be stored in the school's Examination Document Register.

The supervisor must watch the computer screen at all times.

At the commencement of the examination, the supervisor should remind the student to 'save' their work at regular intervals.

Printing of the final version of the student's response/s may take place at the conclusion of writing time. Any printing which occurs during the examination time for the student to check their response must be undertaken within the total approved writing time of the examination.

At the conclusion of writing time, the **final version** of the student's response/s **MUST BE printed and stapled** to the relevant section of the response material/script book supplied by the VCAA and, if necessary, the supervisor should complete all written details on the stationery. The student must include his or her Student Number and the number of each question/task answered at the start of every page. The student must ensure that the question/task number correlates with the examination question/task book.

Only the printed student response will be assessed by the VCE assessors. **(The VCAA will not print student work from the computer disk/CD.)**

The disk/CD used and the response material/script book/s must be collected, labelled and packaged according to the instructions set out in the VCE Examination Manual.

Note: The disk/CD MUST BE clearly labelled and returned to the VCAA for security purposes.

Should there be any problem with the computer or other equipment, the supervisor may stop the examination, seek appropriate assistance, and then resume the examination, ensuring no time loss to the student. A written report about the circumstances should be made to the Manager, Assessment Operations.

8. Payment of Special Examination Arrangement supervisors, readers, scribes and clarifiers.

'Special Examination Arrangements Claim Forms' are available in the **VCE Examination Document Register**. These forms should be completed and returned to the Chief Supervisor, who will forward them to the school office for payment.

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11.4.5 Learning Disability

Where a student may be disadvantaged by a learning disability, the VCAA has adopted the following operational definition of a Learning Disability for the purposes of granting Special Examination Arrangements:

Students must be of an average or above IQ, whose developmental and academic skills are significantly below expectation for their present grade level. The disabilities are presumed to be intrinsic to the individual and long term, but they are not considered to be the direct result of intellectual disability, physical disability, sensory impairments, or emotional difficulties. Neither do they appear to derive directly from inadequate environmental experiences, or lack of appropriate educational experiences.

Evidence required to support a Learning Disability application

The VCAA has assessed and approved the tests listed below to be appropriate for VCE students.

1. IQ tests

An IQ assessment administered by a registered psychologist during the student's secondary school years is required. The VCAA will accept the following IQ tests:

- Wechsler Intelligence Scale for Children (WISC) III or above
- Wechsler Adult Intelligence Scale (WAIS) III or above
- Stanford Binet IV or V.

The scores provided should include subtest scaled scores, verbal and performance scale scores, full scale IQ scores and appropriate index scores. The Special Examination Arrangements Application form contains a standard format for the reporting of IQ assessment details.

2. Literacy assessments*Reading*

The VCAA has adopted the following criteria to determine the suitability of tests to measure reading ability. The test should be:

- a silent reading comprehension test (this reflects the silent reading conditions of an examination)
- a timed test
- published with Australian norms.

The VCAA must be able to access the test and the normative data for the test.

The purpose for using such reading tests is to establish whether a student's reading level is significantly below that expected of an average Year 12 student. The following tests meet the above criteria and provide normative data that are suitable for determining whether a student's reading ability is at such a level.

The current prescribed reading test is Progressive Achievement Test in Reading (PAT-R) Comprehension Test Form 4.

Evidence of a student's reading comprehension skills must be based on a test administered within three years prior to the VCE examination period/s for which the student is applying for Special Examination Arrangements.

A student with a reading disability may be approved extra reading time (up to a maximum 15 minutes). Extra reading time approved by the VCAA will be incorporated into the examination writing time so that the student is able to utilise the extra time more effectively. A student with a severe reading disability may be approved the use of a reader.

Written expression

Assessment of a student's level of written expression involves an assessment of several variables, including the following:

- thought and content
- structure and organisation
- expression/language
- handwriting
- productivity
- spelling
- punctuation.

The following evidence is required in support of applications for Special Examination Arrangements for a disorder of written expression.

a. Two handwritten essays (if the application is for extra writing time and/or scribe and/or computer) administered at the school under test/examination conditions.

- The topic for **essay one** will be supplied by the VCAA. Strictly 5 minutes reading time and 30 minutes writing time are to be provided. No Special Examination Arrangements are to be used for essay one.
- **Essay two** should be a copy of a handwritten essay from an assessment that the student has recently completed (within approximately the previous three months) at school for School-assessed Coursework or school examination. The essay must have been marked with teacher comments and the grading indicated. The essay topic, the time taken for this essay, the date of the assessment, and details of any approved Special Examination Arrangements used by the student should be recorded on the essay. The essay must not be a short-answer response or have been written in another language. If the student is completing a Units 3 and 4 study which does not involve extended responses or essays, the VCAA will accept an English examination or similar assessment from Term 4 of the previous year.

b. One typed essay (if the application is for the use of a computer) **or one scribed essay** (if the application is for the use of a scribe) administered at the school under test/examination conditions.

- The topic for the **typed essay** will be supplied by the VCAA. Strictly 5 minutes reading time and 30 minutes writing (typing) time are to be provided. Apart from the computer, no additional Special Examination Arrangements (for example, extra time) should be used for the typed essay.
- The topic for the **scribed essay** will be supplied by the VCAA. Strictly 5 minutes reading time and 35 minutes writing (scribing) time are to be provided. Student and scribe should be supervised according to VCE examination rules.

The relevant section of the Special Examination Arrangement application form has further details of the specific requirements for essay completion and must be completed by the school.

Please note that essays should be completed at school and be supervised by school staff. The supervising teacher must remain with the student for the duration of the writing to observe the student's performance and ensure that the time restrictions are observed. All essays are to be completed under examination conditions (no assistance or prompting from the supervising teacher). The supervising teacher should complete all relevant information on the essay cover sheet.

The results of a spelling test (the South Australian Spelling Test is the prescribed spelling test) may be submitted by the school if it considers it to be useful. The results of the spelling test alone will not be a determinant for Special Examination Arrangements. The key evidence required is the effect of poor spelling on a student's handwriting speed or written expression. This will be determined from an evaluation of the student's essays.

Requests for Special Examination Arrangements for students experiencing major handwriting difficulties (which arise from long-term developmental, fine motor coordination problems and **NOT** from a severe health impairment or significant physical disability or injury) must be supported by an IQ assessment conducted during the student's secondary school years and the appropriate essay evidence.

11.4.6 Severe Language Disorder

The following evidence is required to support an application for Special Examination Arrangements for a student with a Severe Language Disorder:

- Full IQ assessment, with at least the non-verbal/performance scale IQ within the average range or above.
- A Clinical Evaluation of Language Fundamentals (CELF) Editions 3 or 4 assessment administered within three years of the VCE examination being undertaken by the student, with results two standard deviations below the mean on either the expressive or receptive language score.

If a student satisfies the above eligibility requirements for a Severe Language Disorder, the VCAA may approve the use of a clarifier. Requests for a clarifier require the specific information requested on the application form.

11.4.7 Severe Health Impairment or Significant Physical Disability

An application for Special Examination Arrangements based on either a Severe Health Impairment or a Significant Physical Disability needs to be substantiated with evidence from an independent professional, as detailed below. The professional must have treated the student for the condition or circumstances and must not be related to the student. Evidence from school-based professionals should be supported by external independent professional evidence.

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Professional evidence must be completed in the year pertinent to the examination period, be signed and dated by the treating professional and contain the following details:

- diagnosis
- date of diagnosis
- brief history
- comments on the how the illness/condition would affect the student's day-to-day functioning in the classroom
- comments on the likely effect of the illness/condition on the student's capacity to complete a VCE examination/s.

The VCAA reserves the right to request additional/updated evidence where it is deemed necessary by VCAA officers.

A history of the special arrangements approved by the school over the period of the condition will also be required.

Please note that requests for Special Examination Arrangements for students experiencing major handwriting difficulties (which arise from long-term developmental, fine motor coordination problems and **NOT** from a severe health impairment or significant physical disability or injury) must be supported by an IQ assessment conducted during the student's secondary school years and the appropriate essay evidence.

Please refer to the following table for details of the possible examination arrangements available for a range of health issues. Applications for extra writing time and/or scribe and/or computer will also require the handwritten/typed essays as evidence.

Documentation requirements

Possible difficulty/Impairment in examination		Possible arrangements available*	Minimum documentation required
Anxiety Disorders	Concentration difficulties, anxiety preventing performance in group situations	Rest breaks, permission to take medication, separate room	<ul style="list-style-type: none"> • Current psychological history/report • Teacher comments
Attention-Deficit and Disruptive Behaviour Disorders	Concentration and impulse control/difficulty	Rest breaks, permission to take medication, separate room	<ul style="list-style-type: none"> • Current medical history/report • Teacher comments
Autism Spectrum Disorder <ul style="list-style-type: none"> • High functioning Autism • Asperger Syndrome 	Concentration difficulties, anxiety	Rest breaks, separate room, permission to leave examination room under supervision	<ul style="list-style-type: none"> • Current psychological history/report • Teacher comments • Learning Disability evidence (if applicable)
Back injury/Chronic pain	Pain/discomfort due to injury, problems with prolonged sitting	Rest breaks, permission to take medication, permission to stand and stretch	<ul style="list-style-type: none"> • Current medical history/report • Teacher comments
Crohn's Disease	Pain/discomfort	Rest breaks, permission to leave room under supervision	<ul style="list-style-type: none"> • Current medical history/report • Teacher comments
Chronic Fatigue Syndrome	Tiredness/inability to concentrate due to illness (for example, chronic fatigue syndrome, post-viral syndrome, myalgic encephalomyelitis, glandular fever)	Rest breaks, permission to take medication, extra writing time*, home supervision	<ul style="list-style-type: none"> • Current medical specialist history/report • Teacher comments
Diabetes	Need to check blood sugar levels	Permission to take food/drink into the examination, permission to take medication, permission to leave examination room under supervision	<ul style="list-style-type: none"> • Current medical history/report
Epilepsy	May suffer from epileptic seizure during examinations	Permission to take medication, separate room	<ul style="list-style-type: none"> • Current medical history/report • Teacher comments

*If the application is for extra writing time, a scribe or the use of a computer, students will be required to submit the required essays.

Possible difficulty/Impairment in examination		Possible arrangements available*	Minimum documentation required
Hand/Wrist/Arm/Shoulder injury	Difficulty writing due to pain or discomfort in hand/arm, excessive fatigue in hand	Rest breaks, extra writing time*, computer*, scribe*	<ul style="list-style-type: none"> • Current medical and/or physiotherapist/occupational therapist history/report • Teacher comments*
(Severe) Head injuries	Mental processing difficulty or slowness due to head injury	Rest breaks, permission to take medication	<ul style="list-style-type: none"> • Current specialist medical history/report • Psychological assessment • Learning Disability evidence (if applicable) • Teacher comments*
Obsessive Compulsive Disorder, Depression, Schizophrenia, Bipolar Disorders	Concentration difficulties, impulse control	Rest breaks, separate room, extra writing time*, permission for medication	<ul style="list-style-type: none"> • Current psychological history/report • Teacher comments
Pregnancy/Early Infant Care	In hospital for birth, breastfeeding	Rest breaks/feeding breaks, separate room, home/hospital supervision	<ul style="list-style-type: none"> • Current medical report, including anticipated delivery date, if applicable
Significant Physical Disability	Paraplegia, Muscular Dystrophy, Cerebral Palsy etc.	Permission to stand/stretch, permission to take medication, separate room, extra reading time, extra writing time*, computer, alternative examination paper	<ul style="list-style-type: none"> • Current specialist medical history/report • Teacher comments

11.4.8 Hearing impairment

The VCAA requires the following evidence to support an application for Special Examination Arrangements for a Hearing Impaired student:

- an unaided audiogram and report from a qualified practitioner (for example, Ear, Nose and Throat (ENT) specialist, audiologist) indicating a bilateral sensori-neural hearing loss that is moderate/severe/profound.
- a support statement with comments and recommendations from a specialist teacher, along with confirmation of the student's enrolment in either the Visiting Teacher Service or a hearing impaired facility/school.

Students with a hearing impairment **may** be eligible for a clarifier to assist in their examination/s. Requests for a clarifier require the specific information requested on the application form. A request for a clarifier for a hearing impaired student is unlikely to be approved if the student is not enrolled with the Visiting Teacher Service or a hearing impaired facility/school.

It is the school's responsibility to plan appropriate seating arrangements in an examination so that a hearing impaired student can clearly see the Chief Supervisor to follow any communications/messages during an examination. If specific technological devices, such as individual microphones, are required then these should be requested on the application form.

11.4.9 Vision impairment

The VCAA requires the following evidence to support an application for Special Examination Arrangements for a Vision Impaired student:

- evidence that the student has attended the Educational Vision Assessment Clinic and been found to have a vision impairment (that is, best corrected vision worse than 6/18 and/or field reduction is less than 20 degrees)
- or
- professional Vision Assessment Reports from an ophthalmologist
- support statement with comments and recommendations from a specialist teacher.

If an alternative format examination paper is required (for example, enlarged print, Braille, recorded examination), a specific request with details of font type, font sizes, format and any other recommendations from specialists should be clearly outlined for each examination in the application.

*If the application is for extra writing time, a scribe or the use of a computer, students will be required to submit the required essays.

11 SECTION**11.4.10 Sitting at home**

Only in exceptional circumstances will the VCAA approve a student to sit an examination at home. Such circumstances would include cases of infectious disease or serious physical/psychological incapacity. All applications to sit an examination at home must be supported with an emphatic medical recommendation. It is recommended that schools contact VCAA Special Provision staff for advice prior to seeking this arrangement.

11.4.11 Emergency Special Examination Arrangements

Schools should submit an emergency application for Special Examination Arrangements for a student experiencing a sudden illness or accident around the examination period.

Medical evidence for emergency applications must contain:

- diagnosis
- date of diagnosis
- date of onset
- outline of symptoms and treatment
- likely effect of the illness on the student's capability to complete the examination/s
- medical recommendations for particular Special Examination Arrangements.

The VCAA will endeavour to process genuine emergency applications in a timely manner. As with all other Special Examination Arrangement decisions, the VCAA will apply consistent criteria in assessing these emergency applications.

Should a student be ill on the day of, or during, an examination, the school should contact VCAA Special Provision staff to request and seek approval for immediate Emergency Special Examination Arrangements. Follow-up medical documentation must still be provided.

Schools that implement but do not apply for approval of Emergency Special Examination Arrangements are in breach of the rules governing the conduct of VCE examinations. Such instances will be reported to the Manager Corporate Governance, VCAA.

11.5 EXAMINATIONS – DERIVED EXAMINATION SCORE (DES)

The DES is intended for the student who is ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study. The DES is calculated by the VCAA and may be used as the student's examination result where the student's application has been approved by the VCAA.

Students must have completed the course of study leading to the examination to be eligible for a DES.

The purpose of a DES is to ensure that a student's final result on an examination reflects as accurately as possible the level of achievement that would be expected based on the learning and achievement he/she has demonstrated in his/her study over the year/semester.

The DES is not intended to compensate for learning or achievement that has not been possible because of long-term illness or other ongoing conditions that have been present over the year. If an illness or personal circumstance has been so severe that a student has not been coping with the demands of the VCE, then Compassionate Late Withdrawal or Interrupted Studies status should be considered.

Students who experience the onset of an illness or the occurrence of an injury or personal trauma around the examination period should discuss, with their VCE coordinator, a school application for Emergency Special Examination Arrangements which may assist them to sit their examinations.

A DES is not available for the GAT.

11.5.1 Eligibility for a DES

Students are only eligible for a DES for a VCE examination if they meet all of the following three criteria:

1. They have completed the course of study leading to the examination and have a result for at least one other Graded Assessment in the same study.

2. (i) They experience the onset of an illness or the occurrence of an injury or personal trauma immediately before or during a performance, oral or October Language/s Other Than English (LOTE) written examination, or the first written examination in the June or October/November examination period.
(ii) They experience a serious intervening event in the period two days before or on the day of an examination.
3. They provide independent professional written evidence that demonstrates that the illness, injury, personal trauma or serious intervening event has affected their performance in the examination or has prevented them from attending the examination.

A **'personal trauma'** may include but is not limited to the death or serious illness or an accident involving a family member or family break-up.

A **'serious intervening event'** may include but is not limited to an accident on the way to or at an examination, attendance at a funeral of a family member or other person of close relationship, or the required attendance at a court proceeding.

Students cannot submit a DES application on the basis of:

- absence from school or study for prolonged periods
- unfamiliarity with the English language
- long-term loss of examination preparation time
- teacher absence or other teacher-related difficulties
- long-term or chronic conditions (unless there is an acute exacerbation of a managed/chronic condition/illness)
- matters that could have been avoided by the student, for example misreading the examination timetable or instructions, or matters related to school discipline
- matters of the student's own choosing such as involvement in social events, sporting or training activities, school events, volunteer work
- the same grounds for which Special Examination Arrangements have been approved.

11.5.2 Evidence required for application

The student must provide evidence that demonstrates he/she:

- was unable to perform on the examination at a level that accurately reflects his/her expected level of real achievement in the study
or
 - was prevented from sitting the examination at all.
1. DES applications on the grounds of illness or injury must be substantiated with evidence from an independent **health** professional (who must be either a medical doctor, psychologist or physiotherapist).
 2. DES applications on the grounds of personal trauma must be substantiated with evidence from:
 - an independent health professional (who must be either a medical doctor or psychologist)
 or
 - an independent social worker or member of the clergy.
 3. DES applications on the grounds of a serious intervening event must be substantiated with independent evidence from:
 - a registered independent health professional (being a medical doctor, a psychologist or physiotherapist)
 or
 - an independent social worker or member of the clergy
 or
 - an independent police officer, or solicitor or funeral parlour operator.

In all circumstances, the person/s providing the evidence must have specific knowledge of the illness, injury, personal trauma or serious intervening event; must not be related to or have a close personal relationship with the student; and must have been professionally associated with the student's situation.

Evidence from school-based personnel must be supported by external independent professional evidence.

For each examination for which a student applies for a DES:

- **If the student attended the examination**, the person providing the independent evidence must have examined or treated the student or have been consulted by the student in the period from **two days before the examination to one day after** the examination.

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- If the student did not attend the examination, the person providing the independent evidence must have examined or treated the student or have been consulted by the student **on the day before the examination or on the same day** as the examination. In the case of illness or injury, there must be a specific written recommendation from a registered independent health professional recommending non-attendance at the examination. In the case of a personal trauma or serious intervening event, there must be written evidence from an independent professional confirming the reason why the student was unable to attend an examination.

11.5.3 Applying for a DES

Students who believe that they are eligible for a DES should first seek advice from their school. The primary responsibility for submitting an application that meets all eligibility criteria rests with the student. Final approval rests with the VCAA, which will determine the student's eligibility for a DES from the supporting evidence supplied by the student.

What the student must do

The application form and the collection of supporting evidence is the responsibility of the student. The student must ensure that:

- he/she submits an application for each of the examinations for which they are seeking a DES
- all sections of the application required to be completed by the student are completed
- statements from the person/s providing the independent evidence are completed personally by the registered professional
- statements from other sources as applicable are completed
- the application is forwarded to the VCAA within seven days of the student's last examination in the relevant examination period
- all the information provided in Section A is true
- they (or others known to them) have not completed or altered any information in Section B, C1 or C2 and D of the form
- their correct home address is registered with the school.

Where the student does not wish to divulge their specific circumstances to the school, he/she may submit a private application directly to the VCAA.

What the Chief Supervisor must do

The Chief Supervisor must complete Section B of the Individual Application Form.

What the independent health professional must do

The independent health professional must be a medical doctor, psychologist or physiotherapist.

Independent health professionals must complete Section C1 of the Individual Application Form.

The evidence given by the independent health professional is of paramount importance.

The evidence must be current and applicable to each examination for which an application is being made. Refer to **Section 11.5.2** for timeliness of consultations.

If a student does not attend an examination, there must be a definitive statement from an independent health professional recommending non-attendance at that examination. Refer to **Section 11.5.2** for timeliness of consultations for non-attendance.

The independent health professional must provide contact details so that the VCAA is able to seek additional information/evidence on the effect of the event or condition upon the student's ability to perform, where such contact is considered to be necessary by the VCAA.

What the other independent professional must do (if applicable)

Other independent professionals include social workers, clergy, police officers, solicitors or funeral parlour operators.

Other independent professionals must complete Section C2 of the Individual Application Form.

Other independent health professionals must provide contact details so that the VCAA is able to seek additional information/evidence on the effect of the event or condition on the students' ability to perform, where such contact is considered to be necessary by the VCAA.

What the principal or his/her delegate must do

- Determine whether the application has merit
- Determine that it was the student's intention to undertake the examination.
- Provide any additional advice.
- Record the application on VASS.
- Complete Section D of the Individual Application Form.
- Ensure that the student does not tamper with the application form, or change material details.

Submitting the application

Students should submit their application to their home school principal. The principal will consider the application and make a recommendation to the VCAA. If circumstances are of an exceptionally private and sensitive nature, students may apply directly to the VCAA. Students will still be required to provide evidence that meets the eligibility requirements.

The VCAA reserves the right to contact the school when statements involving the school need to be verified.

Closing date for applications

The VCAA must receive an application **no later than seven days after the student's last examination** in the relevant examination period. Note that in October/November there are different closing dates for oral, performance, October LOTE written, and October/November written examinations. Students should refer to their individual Student Assessment Timetable, which gives their final dates for lodgment of DES applications.

Only in the most exceptional circumstances will late applications be considered. No applications will be considered by the VCAA after the final examination results have been released.

11.5.4 Attendance at examination

Students are advised to attend every examination, if at all possible. Students should not miss an examination merely because they do not feel able to do their best. The DES is designed for students who have completed the course leading to the examination but perform below expectations on the examination due to adverse circumstances. The VCAA does not expect a student to attend an examination against specific written medical advice.

If a student is ill but able to attend the examination, they should inform the Chief Supervisor of their condition as soon as possible before or during the examination. The Chief Supervisor is responsible for completing Section B of the Individual Application Form.

Non-attendance at examinations

If a student cannot attend an examination it is imperative that he/she notifies his/her principal immediately.

A student who does not attend an examination and whose DES application is not approved will receive **NA** for the examination.

What the VCAA will do

All applications will be assessed by a panel, based on the evidence presented and any additional information obtained by the VCAA. Students will be notified of the outcome of their application in writing, and their school will receive an email outlining the outcome of the student's application, which is also recorded on VASS.

For each **approved** application for a specific examination, the VCAA will:

- calculate a range of possible DES scores, which will be calculated statistically from the student's other assessments, including:
 - moderated coursework scores
 - School-assessed Task scores
 - GAT scores
 - other examination scores if applicable
 - indicative results provided by the school
- record the DES as the final score if the DES is greater than the achieved examination score
- use this final score to determine the grade for the examination
- use this final score to calculate the study score
- report the calculated study score on the student's Statement of Results
- report this study score to Victorian Tertiary Admissions Centre (VTAC) for the calculation of the Equivalent National Tertiary Entrance Rank (ENTER).

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For each application for a specific examination that is **not approved**, the VCAA will provide reasons why the application was not successful.

The VCAA will allow the student the opportunity to submit a second application if:

- the student provides additional independent evidence of the student's condition or circumstances on the day of the examination that materially adds to the evidence submitted with the original application
- this evidence is received at the VCAA no later than seven days from the date of the VCAA decision letter.

11.5.5 Group applications

The principal of the home school may apply for a DES for a group of students for a particular examination or all examinations for the student population. This group may be all students enrolled in a particular study at the school, or a class group, or any group of students where each of the members of the group has been affected by a particular event.

Generally the grounds for application relate to where an event has had a substantial effect on a student group (for example, the death of a fellow student or a teacher). If the event has affected a particular examination then the effect will be considered as restricted to that examination. The events occurring around one examination cannot necessarily be considered to have an effect on a student, or students, for another examination.

A group application does not preclude students from applying for a DES for the specified examination as an individual.

Where group applications are made, the principal must identify the level of effect on each student, that is, how the incident affected the group and/or specific individuals within the group.

It is strongly recommended that a principal contacts the VCAA Project Manager, Special Provision, prior to submitting a group DES application.

11.6 EXAMINATIONS – IRREGULARITIES THAT OCCUR DURING EXAMINATION

Examination Irregularities are events which materially interrupt and adversely impact a student's performance at an examination and which are outside the student's control. Examples of events which can occur are:

- power failures, emergency evacuations and other disruptive events
- misprints or mistakes in examination question booklets
- excessive noise/interference
- incorrect interpretation of examination conditions or rules by supervisors
- material mistakes in the conduct of oral and performance examinations.

Where reasonably possible and practical, minor disruptions will be rectified and remedied at the time of the examination by the supervisor of the examination, for example by replacing faulty booklets.

In the event of major disruptions to the conduct or administration of an examination, the supervisor should consult by telephone with the VCAA to seek advice on the appropriate action to be taken. In addition, the supervisor must use a VCAA Incident Report form to report the disruptive event and any decision made by them to the school principal and to the VCAA as soon as practicable.

Where a disruptive event has occurred and a principal (or principal's delegate such as the VCE coordinator) considers that, despite any remedial action taken by the supervisor, a student's performance may have been materially adversely affected, this constitutes an Examination Irregularity. The principal (or principal's delegate) may report the irregularity to the VCAA and request that special consideration be given to the student (or group of students) affected.

If a student believes that an event constitutes an Examination Irregularity (has materially adversely affected the student's performance in the examination), the student must advise the principal (or principal's delegate) in writing within three days of the end of the examination. The student has no further role or input in determining whether an application for special consideration will be made to the VCAA by the principal (or principal's delegate).

The VCAA will only consider applications made by the principal (or principal's delegate). Applications should be made without delay. Applications received at the VCAA directly from students or their parents will **not** be considered in the Examination Irregularity process. Students or parents who contact the VCAA will be advised to notify the principal of their home school.

Once an Examination Irregularity is reported, a panel of senior management at the VCAA will then determine whether the circumstances warrant an adjustment to the student's examination result and, if so, the adjustment which should be made. The VCAA may make its own independent enquiries before making any determination. This process is an administrative process only and is based on information provided by the principal or their delegate. The VCAA's decision is final and not subject to review.


In the event that it is found that an Examination Irregularity has occurred sufficient to warrant an adjustment, the VCAA may, without limiting its discretion, make an estimate of a fair score by:

- applying the calculation for DES
- or
- applying the performance of the student on those parts of the examination not affected by the event
- or
- applying any other appropriate statistical method.

Should the score originally obtained by the student be lower than this estimate, it will be replaced by the estimate. A student's examination results cannot be lowered by the Examination Irregularity process.

At the conclusion of this process the school will be advised in writing as to the outcome. The results issued to students will be the final results, inclusive of any special consideration which may have been granted through the Examination Irregularity process.

The VCAA must receive an application **no later than seven days after the student's last examination** in the relevant examination period. Note that in October/November there are different closing dates for oral, performance, October LOTE written, and October/November written examinations. Students should refer to their individual Student Assessment Timetable, which gives the final dates for lodgement of Examination Irregularity applications.

Only in the most exceptional circumstances will late applications be considered. No applications will be considered by the VCAA after the final examination results have been released  .

11.7 EXEMPTION FROM THE GAT

It is important that all students attempt the GAT. The VCAA will use a student's GAT scores to:

- contribute to statistical moderation of School-assessed Coursework
- review school assessments of School-assessed Tasks
- calculate a DES
- check the accuracy of examination marking.

A student is eligible for exemption from the GAT if he/she is:

- vision impaired, or has an impairment for which arrangements cannot reasonably be made, given the format of the GAT (Special Examination Arrangements for the GAT can be provided for hearing impaired students)
- prevented by accident, illness or other serious cause related to personal environment from sitting the GAT
- representing their state or country overseas in an official event (a student will not be granted an exemption if they participate in activities of personal interest only)
- employed and cannot be absent from work. Evidence from the employer is required.

Where the student's circumstances are deemed to meet the eligibility requirements for an exemption from the GAT, the school may apply to the VCAA.

Students who will not be completing any Graded Assessments will not be granted an exemption on those grounds. An 'unauthorised absence' will be reported on their Statement of Results.

Students who use an aide or who have an intellectual disability are not eligible for exemption from the GAT on these grounds alone.

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Students who are to undertake examinations scheduled in June with Special Examination Arrangements should also undertake the GAT with those arrangements. Requesting an exemption from the GAT on the grounds of requiring Special Examination Arrangements will be refused, unless the arrangements required exceed those which would normally be offered for the GAT. Students who are to undertake the GAT as their only examination in June, and who are eligible for Special Examination Arrangements, should apply for these arrangements. An exemption requested on the grounds of eligibility for Special Examination Arrangements alone will be refused.

A student who has been given Interrupted Studies status should attempt the GAT in one or both years.

11.8 OTHER RELEVANT INFORMATION**11.8.1 References within this handbook**

Compassionate Late Withdrawal – Section 5.8.1

Interrupted Studies – Section 5.7.4

Forms for Special Provision – Appendix 6

11.8.2 Publications

VCE Examination Manual 2009

Exams Navigator 2009 – Examinations and General Achievement Test Student Information Booklet and Timetable

11.8.3 Website references

12 Score aggregation

12.1 STUDY SCORE

A study score indicates how a student performed in relation to all others who took the study.

It is calculated using the student's moderated School-assessed Coursework scores, scores for School-assessed Tasks and examination scores for each study.

To receive a study score students must achieve two or more graded assessments in the study and receive S for both Units 3 and 4 in the same year unless they have Interrupted Studies status and have met these requirements over two years. The following table demonstrates how these requirements are met.

	2008		2009		Sequence requirement met	2009 study score
	Unit 3	Unit 4	Unit 3	Unit 4		
Study X	N	S	S	Withdrawn	YES	NO
Study Y	S	N	N or J	S	YES	NO
Study Z	S	N	S	S	YES	YES
Interrupted Studies	S	illness/OS	illness/OS	S	YES	YES

12.1.1 Study score calculation

The final score for each graded assessment is standardised. This is done by subtracting the state mean for a graded assessment from the student's final score for that graded assessment and dividing the result by the state standard deviation for the graded assessment. The formula is:

Standardised score = (final score – state mean)/state standard deviation

The standardised score for each graded assessment is multiplied by its percentage contribution to the study score. In some studies the graded assessments are equally weighted, while in others they are weighted differently. For English the formula is:

(Standardised Unit 3 coursework score x 0.25) +

(Standardised Unit 4 coursework score x 0.25) +

(Standardised November examination score x 0.50).

Students' weighted standardised scores are summed. For the Victorian Certificate of Education (VCE) studies up to three weighted standardised scores are added together.

The weighted totals are ranked in descending order. When students have the same total they are given the highest rank of the group; for example, in a study of 1500 students, if three students have the equal highest total then each will be assigned the rank of 1500. The next highest total will be assigned the rank of 1497.

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The ranks are then normalised using an inverse normal function. The scores resulting from this transformation are distributed normally, with a mean of 0 and a standard deviation of 1.

The normalised scores are then converted to a scale with a mean of 30 and a standard deviation of 7, truncated at 0 and 50, with study scores between 23 and 37.

Further adjustments are made to studies having small numbers of students.

12.1.2 Calculating a VCE Vocational Education and Training (VET) study score

Some VCE VET programs include Scored Assessment. In these programs, students receive a score and a grade for each of two components:

- School-assessed Coursework – a set of tasks students undertake in the Units 3 and 4 sequence of their program
- an examination based on the Units 3 and 4 sequence, set by the Victorian Curriculum and Assessment Authority (VCAA).

The statistically moderated School-assessed Coursework score and the examination score are used to calculate study scores by the same procedures as for other VCE studies.

12.1.3 Study score calculation for students with Interrupted Studies status

Students who have been granted Interrupted Studies status will have their study scores calculated using graded assessments across two distinct years provided they have achieved two or more graded assessments in the study and received S for both Units 3 and 4.

The best results for each graded assessment across the two years of study are used when the study score is calculated. The Student Records and Results Unit can be contacted for clarification of these calculations.

The following table demonstrates how these requirements are applied.

	2008		2009		Sequence requirement met	2009 study score
	Unit 3	Unit 4	Unit 3	Unit 4		
Interrupted Study	S	Overseas study/illness	Overseas study/illness	S	YES	YES

12.1.4 Interstate credit and study scores

A student awarded credit at Units 3 and 4 level for interstate studies will have a study score calculated only if they have credit for Unit 3 and receives an S result for Unit 4 in a similar VCE study and has attempted at least two Graded Assessments in the VCE study.

12.2 STATISTICAL MODERATION

School assessment is an important part of the VCE. It is important that the assessments made by all schools throughout the State are comparable and fair to all students.

Teachers have flexibility in deciding exactly what teaching and learning activities and which of the designated School-assessed Coursework tasks they will use to assess the outcomes specified in each study design. As a result, the School-assessed Coursework assessments from two different schools will sometimes be based on two different sets of assessment activities, although the schools will be assessing the same outcomes.

In some cases, the assessment tasks or topics set by one school may be easier than those set by other schools. As well, the marking by the teachers in one school may be stricter or more generous than the marking in another school.

In a school where assessment tasks are easier and marking is relatively generous, students would get higher marks for the same standards of work than they would in another school where the assessments and marking are harder. If this were not taken into account when using schools' assessments to calculate the students' study scores, some students would be treated unfairly.

To ensure comparability of assessments of School-assessed Coursework from different schools, the VCAA will apply statistical procedures to each moderation group, study by study.

For VCE studies moderation groups are defined as the cohort of students in each school undertaking the study, or the total cohort of students from schools that combine for the purposes of assessment and moderation for a particular study.

For VCE VET programs with Scored Assessment, moderation groups are defined as the cohort of students enrolled with a specific RTO for the VCE VET program.

The statistical moderation adjusts the level and spread of each moderation assessments group's in a particular study, to match the level and spread of the same students' scores on a common external score. Because the external score is based on examinations done by all students across the state, it is a common standard against which schools' assessments can be compared.

Further advice on statistical moderation can be found on the VCAA website at: www.vcaa.vic.edu.au

Internal comparability of assessments

For moderation, the schools' assessments are treated as a single group, not as separate teaching classes. Where more than one class in a given school is doing the study, schools will need policies and procedures to ensure that School-assessed Coursework scores are internally comparable. Procedures that schools can consider include:

- cross-marking of selected tasks or of samples of student work
- a common teaching program
- setting School-assessed Coursework tasks that are common across study classes
- ensuring the timing of School-assessed Coursework tasks do not unfairly advantage students in one class or another.

12.2.1 Small group partnerships

Schools with moderation groups comprising fewer than five students, or schools that might expect such groups to occur as a result of circumstances arising during the year, are required to form partnerships with other schools of their own choosing, as early in the year as possible.

Schools with moderation groups comprising from five to nine students are encouraged to form partnerships as students may withdraw during the year.

Formation of small group partnerships

Schools with small groups must initiate the formation of the partnership and ensure that it operates effectively. If problems are encountered, the Student Records and Results Unit may be contacted for advice.

It is preferable for a small group to combine with as large a group as possible, rather than combining with one or more other small groups.

Partnerships involving more than three schools are not recommended unless this is necessary to achieve more than five students in the moderation group, as they are likely to present inordinate organisational and workload difficulties for teachers and school administrators.

An important aspect of the successful implementation of the small group partnership process **is the level and consistency of interaction between schools**. Schools may utilise any method of interaction which is appropriate. These include telephone, fax, post, email and face-to-face meetings.

12.2.2 Transfer students: assessment and moderation

For each transferring student, the VCAA will make a separate decision on how the student's School-assessed Coursework is moderated for each study. The decisions will be based on the following:

Students who transfer very early in Term 1 and complete all assessment tasks at the receiving school.

- The receiving school is the assessing school and the moderation group.
- The student's School-assessed Coursework score/s and examination score/s are treated normally in the moderation process for the receiving school.

Students who transfer very late in Term 4, having completed all assessment tasks at the original school, but sitting the examination/s at the receiving school.

- The original school remains the assessing school.
- The student's examination score is treated as belonging to the original school.
- The student's School-assessed Coursework score/s and examination score/s are treated normally in the moderation process for the original school.

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Students who complete all the assessment tasks for Unit 3 at their original school and the assessment tasks for Unit 4 at their receiving school.*Example: English*

The student transfers at the end of Semester 1, having completed all assessment tasks for the Unit 3 School-assessed Coursework at the original school. The student completes all tasks for the Unit 4 School-assessed Coursework at the receiving school.

The student's School-assessed Coursework will be handled as follows:

- The original school is the assessing school for Unit 3 coursework.
- The receiving school is the assessing school for Unit 4 coursework.
- Because the student's School-assessed Coursework preparation for the examination has been completed at two different schools, the student's scores are removed from the moderation process for both schools.
- At the completion of the moderation process for both schools, the student's moderated School-assessed Coursework score for Unit 3 will be calculated using the moderation parameters for the original school, and the moderated School-assessed Coursework score for Unit 4 will be calculated using the moderation parameters for the receiving school.

Students who complete some assessment tasks for the School-assessed Coursework at their original school and the remainder of the tasks at the receiving school.*Example (i): Mathematics*

- The student transfers at the end of Semester 1 having completed the Unit 3 tasks of the Units 3 and 4 School-assessed Coursework at the original school.
- The student completes the Unit 4 tasks of the School-assessed Coursework at the receiving school.

or

Example (ii): English

- The student transfers early in Term 2 having completed two of the three assessment tasks for the Unit 3 School-assessed Coursework at the original school.
- The student completes the remaining task for Unit 3 School-assessed Coursework at the receiving school.

In both examples, the student's School-assessed Coursework will be handled as follows:

- The original school will enter the scores for the tasks assessed at that school on the Victorian Assessment Software System (VASS) prior to transferring the student to the receiving school.
- The receiving school will enter the scores for the tasks assessed at that school on VASS.
- The student's School-assessed Coursework and examination scores will be removed from the moderation process for both schools.
- At the completion of the moderation process for both schools, the VCAA will calculate a moderated 'partial' score for the School-assessed Coursework, completed at the original school, using the moderation parameters for the original school, and will also calculate a moderated 'partial' score for the School-assessed Coursework completed at the receiving school, using the moderation parameters for the receiving school.
- The moderated partial scores from each school will then be added to produce the moderated total score for the student.

In the case where a student arrives at the receiving school having completed only some of the assessment tasks for the School-assessed Coursework, and those tasks have been done in a different sequence to that of the receiving school, then the receiving school should provide support for the student to complete the missing task/s. This support should include the necessary teaching and preparation for the tasks, and scheduling of the tasks for the student.

Schools should seek advice from the Manager, Student Records and Results Unit, if they are unsure of appropriate measures to take in any of these situations.

12.3 FINAL GRADES

All VCE studies have three Graded Assessments for each Units 3 and 4 sequence. Scored VCE VET studies have two Graded Assessments for each Units 3 and 4 sequence. Victorian Certificate of Applied Learning (VCAL) units do not have Graded Assessments.

Levels of performance in Graded Assessments are reported as A+ to E. UG (Ungraded) and NA (Not Assessed). UG indicates that the score achieved was too low to assign a grade. NA indicates that the School-assessed Coursework or School-assessed Task was not submitted or the examination not undertaken. All VCE studies include at least one examination and all except Studio Arts have School-assessed Coursework for either a combined Units 3 and 4, Unit 3 and Unit 4, or Unit 3 only. Some studies have School-assessed Tasks.

The VCAA publishes on their website the distribution of grade ranges for all assessment components in each study as part of the 'Performance in Senior Secondary Certificate Assessment'.

12.3.1 Final grades for VCE and VCE VET coursework

The minimum score required for each grade for each coursework Graded Assessment in a VCE study and a VCE VET scored program is determined by the VCAA following statistical moderation of schools' initial scores.

12.3.2 Final grades for VCE School-assessed Tasks

Assessment criteria and grade scales for each VCE study are published prior to the start of each year. Following confirmation or review of school's initial scores, the VCAA reports final grades using the published grade scale.

12.3.3 Final grades for VCE examinations

The minimum score for each grade is determined by the VCAA and the Chief Assessor of the examination at the completion of marking of the examination.

12.4 OTHER RELEVANT INFORMATION

12.4.1 References within this handbook

VCE School-assessed Coursework – Managing small group partnerships for the purposes of statistical moderation – Section 4.5.1

12.4.2 Publications

12.4.3 Website references

Statistical moderation – www.vcaa.vic.edu.au

Statistical moderation of VCE School-assessed Coursework – www.vcaa.vic.edu.au

Distribution of grade ranges of VCE School-assessed Coursework performance in Senior Secondary Certificate Assessment – www.vcaa.vic.edu.au

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13 General Achievement Test (GAT)

Students will sit a single session in the June examination period.

The student's Statement of Results will indicate whether the student obtained results in the GAT or had an authorised or unauthorised absence from the GAT.

A statement of GAT results is mailed to each student with all the other Victorian Certificate of Education (VCE) results. This statement will indicate the student's raw score and the student's relative score calculated in the same way as a study score, with descriptive comments about the student's performance on each component. The components are:

- written communication
- mathematics, science and technology
- humanities, the arts and social sciences.

Schools can access their students' GAT results on the Victorian Assessment Software System (VASS) at the end of the year when results are released.

Students cannot apply for a Derived Examination Score (DES) for the GAT.

13.1 ELIGIBILITY

All students enrolled in one or more VCE Unit 3 and 4 sequence or VCE Vocational Education and Training (VET) scored Units 3 and 4 sequence must sit the GAT.

13.2 USES OF THE GAT

The GAT is an essential part of the VCE assessment procedures. Although GAT results do not count directly towards VCE results, they do play an important role in checking that School-assessed Tasks, School-assessed Coursework and examinations have been accurately assessed. GAT results are used in the calculation of the DES.

The VCAA will use GAT scores in:

- the review of school assessments of School-assessed Tasks
- the statistical moderation of School-assessed Coursework
- checking the accuracy of student scores in examinations
- the calculation of DES.

13.2.1 School-assessed Tasks and the GAT

The GAT will be used to check each school's assessments for School-assessed Tasks in Art, Design and Technology, Food and Technology, Media, Studio Arts, Systems Engineering, and Visual Communication and Design. If a school's assessments for a particular School-assessed Task are significantly higher or lower than expected from the students' GAT scores, the VCAA will review the assessment of those School-assessed Tasks by sending reviewers to the school to assess the work.

13.2.2 School-assessed Coursework and the GAT

The VCAA will apply statistical moderation procedures to School-assessed Coursework scores to ensure that they are comparable across the state and are fair to all students. The statistical moderation process compares the level and spread of each school's assessments of its students in each study with the level and spread of the same students' scores in the external examinations, and adjusts the school scores if necessary.

In some studies, statistical moderation will also use students' GAT scores. This will only be done where it provides a better match with schools' School-assessed Coursework assessments throughout the state. The examination scores will always have the major influence in the statistical moderation calculations.

13.2.3 Examinations and the GAT

For most studies, examination papers are marked twice, by two markers from the VCAA. Each marking is done separately and each marker does not know the marks given by the other marker. If there is insufficient agreement between the initial two marks, the paper is assessed by a third marker.

For Accounting, Biology, Chemistry, Mathematics and Physics, examination papers are marked by a single marker. In these examinations, the GAT is used to identify which students will have their papers marked a second time. The student's GAT score is used to calculate a predicted examination score. If the examination score is significantly different from this predicted score, the examination paper will be marked again.

The GAT is also used as part of a final check on examination scores. If the final examination score is significantly different from the score predicted by the GAT, school indicative grades, other examination scores for the study, and scores for School-assessed Tasks, the examination will be assessed again by the Chief Assessor. Scores may go up or stay the same, but will not go down as a result of this final check.

13.2.4 DES and the GAT

The calculation for the DES uses all available scores for the student in the affected study and the Indicative Grade for the examination provided by the school and the GAT component scores. Various combinations of this data provide at least four predictors for the student's performance in the examination:

1. The other two Graded Assessments – coursework scores alone or coursework score and other examination score.
2. The other two Graded Assessments and the indicative grade.
3. The other two Graded Assessments and the GAT component scores.
4. The other two Graded Assessments and the indicative grade and the GAT component scores.

The contribution made by the Graded Assessments, the Indicative Grade and the GAT component scores is determined by analysis of the comparison of this data with the final examination score for all students who have not applied for a DES. For all examinations this analysis indicates that the two Graded Assessment scores provide the greatest contribution to all the predictors.

If a student is eligible for a DES and the highest of the predictors is greater than the achieved examination score then the highest predictor is chosen as the final score for the student in the relevant examination.

13.2.5 VCAL and the GAT

Students whose only enrolment consists of VCAL units are not required to sit the GAT. However, the student can choose to sit the GAT if it is appropriate for his/her pathway into further education, training or employment.

13 SECTION**13.3 OTHER RELEVANT INFORMATION****13.3.1 References within this handbook**

Rules and their observance for the conduct of VCE examinations – Section 9.8

Exemption from the GAT – Section 11.7

13.3.2 Publications

VCE Examination Manual 2009

Exams Navigator 2009 – Examinations and General Achievement Test Student Information Booklet and Timetable

13.3.3 Website references