VCE and VCAL Administrative Handbook 2022: Summary of changes

**Note:** Minor changes have not been included, such as minor editorial changes ensuring consistency of terminology, updates of dates and document names, explanations of acronyms, clarification of ambiguous text, improvement of expression and/or grammar, sequencing of information within sub-sections and improvement of content flow, addition of web links and minor formatting and style changes.

Introduction

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| **Introduction** | The *VCE and VCAL Administrative Handbook 2022* is a comprehensive guide providing detailed information for principals, teachers and administrators about the implementation of the Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL). It outlines the rules, regulations and policies governing the delivery of the VCE and VCAL that need to be followed in order to ensure the integrity of the certificates and equity of access to fair and valid results for all students.  *Goal 1: The Australian education system promotes excellence and equity*  *Goal 2: All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community.*  The Alice Springs (Mparntwe) Education Declaration (December 2019)  The VCE is an internationally recognised senior secondary certificate that is available to be awarded to Victorian students on the satisfactory completion of their secondary education. The VCE offers students a high quality and contemporary curriculum that develops the knowledge and skills necessary to meet their diverse needs and aspirations in a rapidly changing world. It also provides a range of different pathways into tertiary education, training and/or employment.  The VCE studies are challenging and rigorous and they reflect internationally accepted best practice, providing opportunities for students to develop and achieve their best. Regular reviews of the VCE study designs ensure that their rigour is maintained through local, regional and global benchmarking. This ensures that the studies are relevant to a changing world that impacts on young people and their futures. All VCE studies express and reflect the enduring and dynamic aspects of a field or discipline and draw on valued knowledge domains to assist students to develop contemporary understandings and skills. This enables students to participate in society and be active citizens, engage in meaningful work and develop personally and professionally.  The VCE is part of a continuum of learning that begins at birth and goes on beyond the school gate. Schools need to ensure that each of the VCE study designs are implemented as prescribed and in accordance with the policies and procedures of the *VCE and VCAL Administrative Handbook*. This ensures equity for all students and that students develop as independent learners, equipped with skills and knowledge to engage in a chosen pathway, be that into tertiary education, training and/or employment.  Schools and teachers will use the accredited Victorian Curriculum and Assessment Authority (VCAA) curriculum and assessment documents (including the prescribed VCE study designs) as the source of content to develop their teaching and learning programs for students. The teaching and learning programs developed by the school will provide rich and authentic learning experiences and assessment opportunities for students to genuinely develop and consolidate their learning of the key knowledge and key skills outlined in each area of study for the achievement of the specified outcomes. The teaching and learning programs will provide students with the opportunity for higher order thinking, critical perspectives and analysis, to engage them confidently in the study. Students will be able to authentically demonstrate their achievement of each outcome through classroom and assessment activities that are valid and reasonable, equitable, balanced and efficient, without undue assistance from others. Assessments, whether school-based or external, are an integral part of the VCE experience. They ensure that students are managing the acquisition of skills and knowledge, including managing the challenges of new material and skills and learning how to continue to improve. |

1Qualifications: Victorian Certificate of Education

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| **3.2 English requirement** | English Units 3 and 4 and English as an Additional Language Units 3 and 4 are equivalent sequences, so only one sequence may be counted towards the award of the VCE.  Further units from the English group may contribute to the requirement for other sequences of Unit 3–4 studies. In calculating whether students meet the minimum requirements for the award of the VCE, the VCAA first calculates a student’s English units. Once a student has met the English requirement, and satisfied an English sequence, any additional sequences from the English group will be credited towards the requirement for at least three other sequences of Unit 3–4 studies.  Adult students, students with credit from interstate study and students with credit from overseas study can use their previous studies to satisfy the English requirement.  The following table provides examples of how the English requirement will apply in 2022 for students who are not adults and have no credit from interstate or overseas study and have not previously attained their Intermediate or Senior VCAL.  **Possible unit combinations from the English group**   | **Combination** | **English group Units 1 and 2 satisfactorily completed** | **English group Units 3 and 4 satisfactorily completed** | **Is the English requirement met?** | **Unit 3–4 sequences contributing to the requirement for at least three other sequences** | **Units contributing to minimum 16-unit count** | **Notes** | | --- | --- | --- | --- | --- | --- | --- | | 1 | English Units 1 and 2 | English Units 3 and 4 | Yes | 0 | 4 |  | | 2 | English Units 1 and 2 | Literature Units 3 and 4 | Yes | 0 | 4 |  | | 3 | English Units 1 and 2 | Literature Unit 3 | No | 0 | 3 | Students need a Unit 3–4 sequence from the English group to meet the English minimum requirement. | | 4 | Literature Units 1 and 2 | Literature Units 3 and 4 | Yes | 0 | 4 |  | | 5 | English Language Units 1 and 2 | English Language Units 3 and 4 | Yes | 0 | 4 |  | | 6 | English Units 1 and 2 | English Language Units 3 and 4 | Yes | 0 | 4 |  | | 7 | English Units 1 and 2 | English Units 3 and 4; English Language Units 3 and 4 | Yes | 1 | 6 | The study scores for both Unit 3–4 sequences can be included in the primary four for the ATAR.\* | | 8 | Foundation English Units 1 and 2 | EAL Unit 3 | No | 0 | 3 | Students need a Unit 3–4 sequence from the English group to meet the English minimum requirement. | | 9 |  | English Units 3 and 4; English Language Units 3 and 4 | Yes | 1 | 4 | The study scores for both Unit 3–4 sequences can be included in the primary four for the ATAR.\* | | 10 |  | English Units 3 and 4; Literature Units 3 and 4 | Yes | 1 | 4 | The study scores for both Unit 3–4 sequences can be included in the primary four for the ATAR.\* | | 11 | Literature Units 1 and 2; English Units 1 and 2 |  | No | 0 | 4 | Only one of these units counts towards the English requirement. Students need a Unit 3–4 sequence from the English group of studies. | | 12 |  | English Units 3 and 4; English Language Units 3 and 4; Literature Units 3 and 4 | Yes | 2 | 6 | Only two Unit 3–4 results from the English group studies can be included in the primary four for the ATAR.\* The third study score can contribute as an increment. | | 13 | English Units 1 and 2 | English Unit 3; English Language Units 3 and 4 | Yes | 0 | 5 |  | | 14 | Bridging EAL Units 1 and 2; English Units 1 and 2 | EAL Units 3 and 4 | Yes | 0 | 6 | Only one unit from Unit 1 and 2 level counts towards the English requirement. |   \* VTAC advises that satisfactory completion of a scored English Unit 3–4 sequence is required for the calculation of a student’s ATAR. |
| **3.5 Recognition of Higher Education Studies in the VCE** | Higher Education studies (HES) are offered by Higher Education institutions and are designed for independent, high-achieving, interested and able VCE students.  Satisfactory completion of an approved HES within the VCE will contribute towards a student’s:   * satisfactory completion of the VCE, as an unscored Unit 3–4 sequence * ATAR calculation * progression to the second year of that study at the Higher Education institution.   The VCAA publishes the list of approved HES annually on the VCAA website.  It is the school’s responsibility to:   * advise a student that only one HES can be undertaken as part of their VCE program * ensure the student has met the prerequisite or co-requisite requirements for their selected HES.   Students must be approved by their school principal for participation in the program. The school principal will certify that the selected student meets the guidelines provided by the Higher Education institution, which may include specific tests. Where a school principal determines that there is a need to further extend a student, they should contact the VCAA to discuss the possibility of additional HES enrolments.  If students have completed the VCE prerequisite of the HES in a previous year, they are required to have an active enrolment and satisfactorily complete at least one Unit 3–4 sequence towards the VCE in the same year in which they enrol in the HES. Usually, for enrolment in HES, students will have demonstrated high achievement across all studies and have a VCE study score of 40 or more in the prerequisite study, if applicable.  Two types of study, Extension and Advanced Standing, are offered through the HES program.  An Extension study is:   * equivalent in content and assessment in every respect to one or more current first-year university studies and constitutes at least 20 to 25 per cent of a full-time first-year university course * of a level for a high-achieving student and comparable in workload with an additional VCE study * of a level that will normally allow the student, on successful completion, to proceed to second-year study in that discipline at the Higher Education institution.   An Advanced Standing study:   * is a clear advance on an existing VCE Unit 3–4 sequence * comprises curriculum not available in any current VCE Unit 3–4 sequence.   **ATAR increment**  If a student successfully completes a Higher Education study, and if applicable co-requisite or prerequisite conditions were met, the study can contribute to the student’s ATAR as a fifth or sixth study, subject to the restricted combinations outlined in the [Victorian Tertiary Entrance Requirements](https://www.vtac.edu.au/before/entry-req.html), which are set by VTAC.  If a student withdraws from, or fails to satisfactorily complete, the VCE prerequisite or co-requisite study that is a requirement of the Higher Education study, they will not be eligible for a HES increment in their ATAR calculation, regardless of their performance in the HES. |
| **3.7 Repeating VCE units** | There are no restrictions on students repeating units, but they may obtain credit only once for each unit. Students who repeat a unit are required to repeat the full unit, including all assessments for the outcomes specified for the unit, in the current study design for the year of repetition. Students wishing to receive a study score when repeating VCE units will need to satisfactorily complete the Unit 3 and 4 sequence in the year of repetition. |
| **4.3 Student transfer and credit from interstate studies** | Students must apply to the VCAA through the Victorian school at which they are enrolled using the **Application for credit towards the VCE/VCAL** form. All applications for credit must be accompanied by copies (certified by the principal) of statements of results or certificates. Original documents must not be submitted. Credit will be granted only if students have completed the equivalent of a unit or a full year of study in one or more subjects. Partially completed subjects will not be considered for credit. Credit granted will appear on the student’s Statement of Results as a statement of granted credit; it will specify the number and level of units but will not state the titles of studies or subjects, unless the study is English. The VCAA is able to grant a maximum of 12 units of credit at Unit 1 and 2 level and Unit 3 and 4 level to each student. |
| **4.4 Student transfer and credit from overseas studies** | Credit from overseas studies is available at Unit 1 and 2 level only; credit is not granted at Unit 3 and 4 level for studies undertaken overseas.  The requirements for satisfactory completion for students from overseas who have been granted credit for equivalent study undertaken at Unit 1 and 2 level will be the same as for continuing students.  Students must apply to the VCAA through the Victorian school at which they are enrolled, using the **Application for credit towards the VCE/VCAL** form. All applications for credit must be accompanied by copies (certified by the principal) of statements of results or certificates. Original documents must not be submitted. All accompanying documentation must be in English or have been translated into English by a recognised translation authority. Credit will be granted only if students have completed the equivalent of a unit or a full year of study in one or more subjects. Partially completed subjects will not be considered for credit. |

4 Administrative information: Schools and providers

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| **3.3 VASS** | VASS is a database through which schools maintain student details, assessment information and school details. It is imperative that the accuracy, privacy and security of VASS data are maintained at all times.  All VCE and VCAL providers are required to have access to VASS. The VCAA is notified by the registering authorities of schools eligible to offer VCE and VCAL. Schools can apply for a user ID and password by contacting VASS Operations, which will issue one upon approval.  The term ‘school’ refers to both VCE and VCAL providers, and schools registering Year 10 students without programs as part of DET’s [On Track survey](https://www.education.vic.gov.au/about/research/pages/ontrack.aspx?Redirect=1).  The VCAA and schools have joint responsibility for the privacy protection of student personal information held in VASS. School-based authorised users of VASS are responsible for the use and disclosure of student personal information when it is extracted from VASS either in printed or electronic form. Schools should take reasonable steps to protect personal information from misuse, loss or unauthorised access. Student personal information should not be provided to staff, students or any other person who does not have a legitimate reason to access that information.  Schools are responsible for respecting and protecting the confidentiality of students’ personal and academic details. VASS system security is designed so schools can view the details of students only if the school is their ‘home school’, or if they are being assessed in at least one unit by the school.  RTOs that are not senior secondary qualification providers need to apply for read-only access to VASS and are limited to viewing only the details of students to whom they offer training. RTOs should contact VASS Operations to initiate access.  **VASS users**  There are a number of school-based VASS-user types that allow each school to control and maintain the security of their student data. The VASS administrator has system control for their school and is responsible for setting up and managing other school-based users.  VASS administrators use their high-level access to administer the VCE, VCE VET and VCAL for the school, including setting up the school’s program, enrolling students, entering results and producing reports. Schools may have one or more VASS administrators, appointed at the discretion of the principal, but the VCAA recommends that each school have no more than four VASS administrators. Schools may have many VASS users; for example, every VCE and VCAL teacher could be given VASS teacher (restricted) status to enter their own results. |
| **3.6 Accuracy of personal and enrolment data** | **Reporting the death of a student**  Schools must communicate the death of a student to the VCAA by sending a letter signed by the principal to the Manager, Student Records and Results Unit. The student’s record will be amended on the VCAA database accordingly. If the VCAA is not informed of the death of a student, the student’s data will be included in VCAA senior secondary data collections, which may result in the student’s family experiencing further distress. |
| **4.2 Checking the accuracy of student data** | **Students’ personal details**  Students must submit a **VCE and VCAL Student Personal Details** form that includes their intended program for the year. The information on this form should be entered on VASS.  Each student’s personal details (particularly their date of birth), consent permissions and subject enrolment details must be entered on VASS. It is a school responsibility to ensure that eligibility reports for the VCE and VCAL are run periodically, and checked and signed by the students and their teachers, using the **Student Full Details Report** from VASS. Failure to run this report could severely affect students’ eligibility for satisfactory completion of their VCE or VCAL certificate. Students should be provided with a new **Student Full Details Report** to sign at the end of each enrolment cycle to ensure any requested changes have been made. Students should also be advised that the postal address on their **Student Full Details Report** is the one their Year 12 results will be mailed to at the end of the academic year.  Students must be enrolled on VASS using their legally registered name as per the Registry of Births, Deaths and Marriages Victoria, or the relevant state or national agency. When signing their personal details form under the General Declaration, students attest that they are enrolling using their legally registered name.  **Gender diverse students**  A student who does not identify as male or female may elect to have ‘self-described’ as their nominated gender identity. The self-described gender category refers to any person who does not identify as either exclusively male or female, including people of non-binary gender.  **Transgender students**  Schools that have students who are in the process of gender affirmation/transition should contact the Student Records and Results Unit for further advice in relation to recording student details on VASS and the reporting of their results.  From 1 May 2020, a student who has legally changed the sex that is recorded on their birth certificate, through the Births, Deaths and Marriages registry process, may present this birth certificate to their school (if under 18 years of age and currently in school) or to the VCAA (if over 18 and no longer in school) so that their record can be updated. |

5 Administrative information: Victorian Curriculum and Assessment Authority

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| **2.3 Quality assurance: Audit of VCE examination centres and observations of VCE external assessments** | Each school authorised to host VCE external assessments is visited periodically by the VCAA. Audits occurring before VCE external assessment periods are for the purpose of checking processes that schools have in place for conducting and administering VCE external assessments and to ensure VCAA security requirements are being met. In addition, the VCAA may visit a school during a VCE external assessment period to observe the conduct and administration of a VCE external assessment (observation). |
| **3.1 Collection of student enrolment data** | The VCAA collects personal information from students for the purpose of managing their enrolment in the VCE, VCAL and VET. Personal information is collected from the student through the school or provider and entered on the Victorian Assessment Software System (VASS), which retains information for all students enrolled in Victoria. A student record includes the student’s address and contact details, assessment details and any other information concerning their VCE or VCAL status, for example, special provision.  The VCAA is a Victorian public sector agency and required to comply with the *Privacy and Data Protection Act 2014* (Vic).  The VCAA keeps all information collected secure and confidential. The information is accessed only by relevant VCAA staff members, who deal with the specific processes for which the information was collected. Students’ personal information is not disclosed to other persons or organisations without students’ knowledge and, where relevant, consent, unless required or permitted by law. |
| **3.3 Access to personal information under the Privacy and Data Protection Act** | Under the *Privacy and Data Protection Act*, students have the right to request access to personal information held about them by the VCAA. Individuals seeking access to personal information held about them by the VCAA should email the VCAA Privacy Officer at [vcaa.privacy@education.vic.gov.au](mailto:vcaa.privacy@education.vic.gov.au). In some circumstances, an application under the *Freedom of Information Act 1982* (Vic) may be necessary. |
| **3.4 Victorian Student Number** | The Secretary to DET established the Victorian Student Register (VSR) under Part 5.3A of the *Education and Training Reform Act 2006* (Vic). The VCAA maintains the VSR and carries out various functions on behalf of the Secretary.  The VSR records Victorian Student Numbers (VSNs) and related information about all students under 25 years of age in government and non-government schools, or who are undertaking VET with a technical and further education (TAFE) institute, a registered training organisation (RTO) or an adult and community education (ACE) provider (referred to collectively as VET providers). |
| **4.4 Senior Secondary Certificate Reform Committee** | The Senior Secondary Certificate Reform Committee comprises VCAA Board members and external members.  The committee advises the VCAA Board and makes recommendations on the implementation of the senior secondary reforms recommended in the Review into Vocational and Applied Learning Pathways in Senior Secondary Schooling: Final Report, including:  policy, strategy and risk matters related to the reform of the senior secondary certificate  the development, evaluation and approval of a vocational pathway within the VCE  the design of an integrated senior secondary certificate  the development of new senior secondary curriculum and assessment relating to the vocational pathway  arrangements for enrolled students in 2023 and 2025  any other matters relating to implementing the recommendations of the review. |

6 Administrative information: Student enrolment

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| **2.1 Students seeking English as an Additional Language status** | The satisfactory completion of at least three units from the English group, including a Unit 3–4 sequence, is a compulsory requirement for achieving the VCE, and students who are unfamiliar with the English language because they are from non-English-speaking backgrounds or who are deaf or hard of hearing may have access to English as an Additional Language (EAL) status. Students applying for EAL status should indicate this on their VCE and VCAL Student Personal Details form. Identifying a student as having EAL status does not automatically enrol the student in EAL.  Students who complete Bridging English as an Additional Language, which is available only as Units 1 and 2, are not automatically considered eligible for EAL status for Units 3 and 4 of English as an Additional Language.  **Students from a non-English-speaking background**  To apply for EAL status, each student is required to submit an Application for Enrolment in English as an Additional Language Units 3 and 4 form to the school. This is designed to assist schools in evaluating a student’s EAL status. Schools should maintain a record of all completed applications. Schools should not enrol a student in EAL unless they have received all documentation verifying that the student meets the EAL eligibility criteria. Schools are encouraged to commence the process to determine EAL eligibility prior to the student commencing their VCE program to allow time to collect and assess the supporting documentation.  Students who are applying to seek EAL status must meet one of the three criteria outlined below.   |  |  | | --- | --- | | **Criteria no.** | **Criteria for EAL status** | | 1 | A student:   * will **not** have resided in Australia or another predominantly English-speaking country for a total period of more than seven years prior to 1 January in the year the student will be undertaking Units 3 and 4 EAL\* **and** * has been enrolled in schools where English has been the student’s major language of instruction for a total period of seven years or less over the period of their education^ | | 2 | A student is an Aboriginal or Torres Strait Islander person whose first language is not English | | 3 | A student is deaf or hard of hearing and meets the eligibility requirements |   \* The period of seven years is to be calculated cumulatively over the student’s whole life. The calculation of time spent in Australia is made from the date of last arrival plus any previous periods of time spent in Australia or any predominantly English-speaking country. Time spent out of Australia during school holidays should be included in the accumulation towards the seven years because there would have been no disruption to education during these periods.  ^ Schools must sight the student’s overseas school reports to confirm that the language of instruction was not English during this period.  **Special circumstances for EAL status**  There are special circumstances that may be considered by the VCAA in determining a student’s eligibility for EAL status, including:   * minimal or no primary school education * material interruptions to schooling during primary years, particularly if there were changes to the language of instruction * material interruptions to schooling after arrival in Australia.   **Circumstances not considered for EAL status**  The following are not grounds for a special application for EAL status:   * the language spoken in the student’s home * the standard of the student’s spoken and written English * the failure of the student’s school to provide EAL assistance to the student.   **Determinations about EAL status**  If a student clearly meets the criteria, the principal has the authority to grant this provision. Such applications should not be sent to the VCAA; they should be retained on the school file. The VCAA may request copies of applications to confirm eligibility as part of an audit process.  If a decision is not clear, the principal may apply to the VCAA for a determination using the Application for Enrolment in English as an Additional Language Units 3 and 4 form. If a determination is sought from the VCAA, the completed application form, together with all supporting documentation, should be forwarded to the Student Records and Results Unit as soon as possible (which should be in the year prior to undertaking Units 3 and 4 English as an Additional Language).  **Students who have resided and studied in Singapore or India**  VASS disables EAL approval for students whose country of origin is Singapore or India, even though the student may have resided in Australia for less than seven years. A message on VASS will appear, stating ‘EAL eligibility for this country of origin can only be approved by the VCAA’. The school must forward the application to the VCAA for a thorough assessment. These applications need to include supporting school documentation and passport stamp and/or international movement records, to determine whether the student is eligible for EAL status. If the application is reviewed by the VCAA, and the approval granted, it will be entered on VASS and the school will be able to enrol the student in English as an Additional Language. This application and supporting documentation should be forwarded to the Student Records and Results Unit as soon as possible (which should be in the year prior to undertaking Units 3 and 4 English as an Additional Language).  **Students who are deaf or hard of hearing**  Students seeking EAL status on the grounds of being deaf or hard of hearing must:   * produce evidence of a hearing test administered by the Australian Government Hearing Services Program, or an equivalent body, not more than two calendar years before the year of enrolment in a Unit 3–4 sequence. The audiogram and accompanying report submitted must show that the student has a hearing loss of 60 decibels or greater in their better ear. Other aspects of hearing loss, such as issues relating to sound frequencies, should be noted in the report. The report should be written in an accessible language, with the implications of the audiogram results clearly explained * have been ascertained by the Visiting Teacher Service as being eligible for assistance on the basis of being deaf or hard of hearing, or be enrolled in a school for the deaf or hard of hearing or a recognised unit or facility for the deaf or hard of hearing attached to a regular school.   Schools can make decisions about the eligibility of a deaf or hard of hearing student for EAL status on the basis of these criteria. If necessary, advice may be sought from the Student Records and Results Unit.  If the principal has approved the student’s application, their status can be entered on VASS. If the principal is uncertain about a student’s eligibility, they should apply to the VCAA using the Application for Enrolment in English as an Additional Language Units 3 and 4 form. All evidence as described in the eligibility criteria must be supplied with the application.  To satisfy the requirements of English or English as an Additional Language, students who are deaf or hard of hearing may undertake an alternative assessment task to the one specified in the English or English as an Additional Language study design. For those students who are deaf or hard of hearing and who have a limited capacity for oral communication, an alternative may be a data presentation (for example, using Microsoft PowerPoint) or a presentation using Auslan, which is translated into speech by an interpreter. |
| **7.5 Students arriving from overseas** | **Students arriving from overseas during Year 11**  The procedures outlined for interstate transfers during Year 11, as described in ‘7.3 Students transferring from interstate during Year 11’, also apply to overseas transfers. How schools deal with students transferring from overseas will depend on the time of year the student arrives.  **Students arriving from overseas during Year 12**  Overseas students may complete the VCE in one year if the VCAA awards them credit at Unit 1 and 2 level. For overseas students transferring during Year 12 in the period before the last day for enrolment in Unit 3–4 sequences, schools should follow the same steps as those described in Case 1 in ‘7.4 Students transferring from interstate during Year 12’. Students transferring from overseas after the last day for enrolment in Unit 3–4 sequences will not be permitted to enrol in Units 3 and 4. |

7 Assessment: Satisfactory completion of units

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| **1.5 Lost, stolen or damaged work** | If a teacher or student has lost work or had work stolen or damaged, they must make a written statement explaining the circumstances. The statement must be signed, dated and filed at the school. Schools must keep a record, but they are not required to report the loss, theft or damage to the VCAA. The principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student. |

8 Scored assessment: School-based assessment

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| **1.2 School-assessed Coursework** | **Drafting**  Teachers are not required to formally sight drafts or record students’ completion of drafts unless it is a requirement of the VCE study design and/or for authentication purposes. Drafting can remain a part of a teaching and learning strategy, and students may do preliminary drafting for School-assessed Coursework; however, students and teachers must ensure they follow the VCAA authentication rules regarding acceptable levels of assistance in relation to providing feedback on the draft, in order to maintain the integrity of the School-assessed Coursework and ensure the authenticity of the student work. |
| **1.3 School-assessed Tasks** | Teachers must ensure that there is a sufficient range of topics within their class to distinguish each student’s work and, therefore, to assist in the authentication process.  Teachers are required to follow the authentication advice in the relevant *Administrative Information for School-based Assessment* for their VCE study, available on the VCAA website, to ensure no undue assistance is provided to students during the development of a SAT that might lead to uncertainty about the student’s authorship or ownership of the work.  Teachers must monitor and record each student’s development of work, from planning and drafting through to completion, in the study-specific **School-assessed Task Authentication Record** form, also available on the VCAA website. 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. |
| **5 VCE School-assessed Tasks** | The information provided here applies to the School-assessed Tasks for the following Units 3–4 studies:   * Algorithmics (AL03) * Art (AR03) * Applied Computing * Data Analytics (IT02) * Software Development (IT03) * Media (ME03) * Product Design and Technology (DT03) * Studio Arts (SA03) * Systems Engineering (SE03) * Visual Communication Design (VC03).   School-assessed Tasks (SATs) are an assessment of a student’s learning of specific sets of practical skills and knowledge and are used to measure a student’s level of achievement in Units 3 and 4 outcomes as specified in the relevant study design. The VCE study designs outline the task requirements for assessment purposes. *Administrative Information for School-based Assessment* is published annually for each VCE study with a SAT and includes the scope, nature and criteria for School-assessed Tasks, along with the authentication information, Authentication Record Form and assessment sheet. Teachers must ensure they use the correct *Administrative Information for School-based Assessment* (available on the VCE study page) for the current academic year. |
| **7 VCE VET School-assessed Coursework audits** | The VCAA will audit scored coursework assessment tasks in a number of schools or assessing groups each year. The audit will be undertaken at the end of the current school year and include sampling of the coursework tasks to determine whether the VCAA requirements, outlined in the *VCE VET Scored Assessment Guide*, have been followed. The audit outcomes will be provided to the home school at the start of the following school year. |

9 Scored assessment: External assessment

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| **1.1 Integrity of VCE written examinations and VCE examination administration** | At the start of the academic year, schools must ensure students are made aware of the VCAA examination rules, to ensure the integrity of VCE external assessments. Students will declare that they will abide by and observe the rules and instructions relating to VCE external assessments when they complete and sign the annual **Student Declaration and VCE and VCAL Personal Details** form.  To uphold the integrity of VCE external assessments, students are expected to provide responses that are authentic and relevant to the questions asked rather than rely on pre-prepared responses that are not their own.  VCE providers with students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequences must meet the VCAA requirements for the conduct and administration of VCE examinations, as outlined in the Agreement to Conduct and Administer VCE External Assessments emailed to them.  Principals are required to complete and sign this agreement annually, certifying they will comply with all VCAA requirements for conducting and administering VCE external assessments. Principals must ensure school personnel associated with the administration of VCE external assessments are aware of VCAA requirements. |
| **1.2 VCAA examination rules** | Students are required to observe the VCAA rules for the conduct of VCE external assessments that are conducted by or on behalf of the VCAA, as well as the day-to-day rules of the institution hosting the external assessment. VCAA rules shall apply with appropriate and reasonable modifications for students who have disabilities or other impairments. The rules are available on the VCAA website. |

10 Scored assessment: VCE and VET assessment summary

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| Section | Change details |
| **1 VCE studies and revised assessment in 2022** | | **Study** | **Graded assessment** | **Type of assessment** | **Contribution to study score (%)** | | --- | --- | --- | --- | | Accounting AC03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Agricultural and Horticultural Studies AH03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (1½ hours) | 30  30  40 | | Algorithmics (HESS) AL03 | 1  2  3 | Unit 3 School-assessed Task  Unit 4 School-assessed Task  Written examination (2 hours) | 20  20  60 | | Applied Computing  Data Analytics IT02  Software Development IT03 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Units 3 and 4 School-assessed Task  Written examination (2 hours) | 20  30  50 | | Art AR03 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Units 3 and 4 School-assessed Task  Written examination (1½ hours) | 20  50  30 | | Biology BI03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2½ hours) | 20  30  50 | | Business Management BM03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Chemistry CH03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2½ hours) | 16  24  60 | | Classical Studies CS03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Dance DA03 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Performance examination (2½–5 minutes)1  Written examination (1½ hours) | 25  50  25 | | Drama DR03 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Solo performance examination  (7 minutes maximum)  Written examination (1½ hours) | 40  35  25 | | Economics EC03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | English:  English EN01  English as an Additional Language EN09 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (3 hours) | 25  25  50 | | English Language EL01 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Environmental Science EV03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 20  30  50 | | Extended Investigation XI03 | 1  2  3 | Unit 3 School-assessed Coursework  Critical Thinking Test (70 minutes)  Externally-assessed Task | 30  10  60 | | Food Studies FY03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (1½ hours) | 30  30  40 | | Geography GE03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Health and Human Development HH03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | History:  Australian History HI08  Ancient History HI17  Revolutions HI13 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Industry and Enterprise IE03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Languages:  Arabic LO02  Chinese Second Language LO39  Chinese Second Language Advanced LO48  French LO09  German LO10  Greek LO22  Indonesian Second Language LO40  Italian LO14  Japanese Second Language LO46  Korean Second Language LO47  Spanish LO27  Vietnamese Second Language LO31 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Examination: oral component  (approximately 15 minutes)  Examination: written component (2 hours)4 | 25  25  12.5  37.5 | | Languages (CCAFL)5:  Armenian LO44  Bengali LO35  Bosnian LO50  Chin Hakha LO53  Croatian LO05  Dutch LO07  Filipino LO45  Hebrew LO11  Hindi LO36  Hungarian LO12  Karen LO55  Khmer LO16  Macedonian LO20  Persian LO32  Polish LO23  Portuguese LO33  Punjabi LO49  Romanian LO42  Russian LO24  Serbian LO25  Sinhala LO34  Swedish LO28  Tamil LO43  Turkish LO29  Yiddish LO52 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Examination: oral component  (approximately 15 minutes)  Examination: written component (2½ hours)4 | 25  25  12.5  37.5 | | Languages (CCAFL):  Auslan LO03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Interactive sign examination  (approximately 15 minutes)  Sign comprehension and sign production examination (2 hours)6 | 25  25  15  35 | | Languages:  Chinese First Language LO04  Indonesian First Language LO13  Japanese First Language LO15  Korean First Language LO37  Vietnamese First Language LO54 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Examination: oral component  (approximately 10 minutes)  Examination: written component (2 hours)4 | 25  25  10  40 | | Languages:  Chinese Language, Culture and Society LO57 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Examination: oral component  (approximately 15 minutes)  Examination: written component (2 hours) | 25  25  15  35 | | Languages:  Classical Greek LO01  Classical Hebrew LO51 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (3 hours) | 25  25  50 | | Languages:  Indigenous Languages of Victoria: Revival and Reclamation LO38 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 30  30  40 | | Languages:  Latin LO17 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Legal Studies LS03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Literature LI01 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Mathematics:  Further Mathematics MA07 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Written examination 1 (1½ hours)  Written examination 2 (1½ hours) | 34  33  33 | | Mathematics:  Mathematical Methods MA11  Specialist Mathematics MA09 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Written examination 1 (1 hour)  Written examination 2 (2 hours) | 34  22  44 | | Media ME03 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Units 3 and 4 School-assessed Task  Written examination (2 hours) | 20  40  40 | | Music Investigation MC05 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Performance examination (25–40 minutes)2 | 30  20  50 | | Music Performance MC04 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Performance examination (25–40 minutes)3  Aural and written examination (1½ hours) | 30  50  20 | | Music Style and Composition MS03 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Externally-assessed Task  Aural and written examination (2 hours) | 30  30  40 | | Outdoor and Environmental Studies OS03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Philosophy PL03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Physical Education PE03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Physics PH03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2½ hours) | 21  19  60 | | Politics:  Australian Politics PS03  Global Politics PS05 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Product Design and Technology DT03 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Units 3 and 4 School-assessed Task  Written examination (1½ hours) | 20  50  30 | | Psychology PY03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2½ hours) | 16  24  60 | | Religion and Society RE03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Sociology SO03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Studio Arts SA03 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Units 3 and 4 School-assessed Task  Written examination (1½ hours) | 10  60  30 | | Systems Engineering SE03 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Units 3 and 4 School-assessed Task  Written examination (1½ hours) | 20  50  30 | | Texts and Traditions TT03 | 1  2  3 | Unit 3 School-assessed Coursework  Unit 4 School-assessed Coursework  Written examination (2 hours) | 25  25  50 | | Theatre Studies TS03 | 1  2  3 | Units 3 and 4 School-assessed Coursework  Monologue examination (8 minutes maximum)  Written examination (1½ hours) | 45  25  30 | | Visual Communication Design VC03 | 1  2  3 | Unit 3 School-assessed Coursework  Units 3 and 4 School-assessed Task  Written examination (1½ hours) | 25  40  35 |   1 Each dance  2 Music Investigation: groups of one assessed performer – maximum 25 minutes; groups of two or three assessed performers – maximum 30 minutes; groups of four assessed performers – maximum 35 minutes; groups of five or six assessed performers – maximum 40 minutes; solo performers – maximum 25 minutes  3 Music Performance: groups of one assessed performer – maximum 25 minutes; groups of two or three assessed performers – maximum 30 minutes; groups of four assessed performers – maximum 35 minutes; groups of five or six assessed performers – maximum 40 minutes; solo performers – maximum 25 minutes  4 A single grade is awarded for examinations with separate oral and written components.  5 Collaborative Curriculum and Assessment Framework for Languages  6 A single grade is awarded for the Auslan examinations. |
| **2 VCE VET programs with scored assessment in 2022** | | **Program** | **Graded assessment** | **Type of assessment** | **Weighting of study score (%)** | | --- | --- | --- | --- | | Business (BU23) BSB30120 | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 | | Community Services (CT41) CHC32015 | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 | | Creative and Digital Media (MU07) CUA31020 | 1  2 | Units 3 and 4 School-assessed Coursework  Computer-based examination (2 hours) | 66  34 | | Dance (DN06) CUA30120 | 1  2 | Units 3 and 4 School-assessed Coursework  Performance examination (two performances of 2–5 minutes each) | 50  50 | | Engineering Studies (EG18) 22470VIC | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 | | Equine Studies (EQ05) 22513VIC | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 | | Furnishing (FN20) MSF20516 | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 | | Health (CT37) HLT33015 | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 | | Hospitality (HS31) SIT20316 | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 | | Hospitality (Kitchen Operations) (HS32) SIT20416 | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 | | Information, Digital Media and Technology (IN60) ICT30120 | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 | | Integrated Technologies (ET16) 22527VIC | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 | | Laboratory Skills (LB21) MSL30118 | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 | | Music Industry (Performance)7 (MI19) CUA30920 | 1  2 | Units 3 and 4 School-assessed Coursework  Performance examination (25–45 minutes)7 | 50  50 | | Music Industry (Sound Production) (MI30) CUA30920 | 1  2 | Units 3 and 4 School-assessed Coursework  Aural and written examination (1½ hours) | 66  34 | | Sport and Recreation (SR41) SIS30115 | 1  2 | Units 3 and 4 School-assessed Coursework  Written examination (1½ hours) | 66  34 |   7 VCE VET Music Industry: solo performers – maximum 25 minutes; two or three performers – maximum 30 minutes; four or five performers – maximum 35 minutes; six or more performers – maximum 45 minutes. |

11 Score assessment: General Achievement Test

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| Section | Change details |
| **Introduction** | The VCAA will advise any changes to the 2022 General Achievement Test (GAT) in a *VCAA Bulletin*, through the handbook webpages on the VCAA website and through a broader communication strategy to schools and providers. |
| **1.1 Exemption from the GAT** | **Eligibility for exemption from the GAT**  A student may be deemed eligible for an exemption from the GAT if they:   * have a vision or other impairment for which reasonable adjustments cannot be made, given the format of the GAT (Special Examination Arrangements for the GAT can be provided for students who are deaf or hard of hearing) * are prevented from sitting the GAT by injury, illness, personal trauma or a serious intervening event * are employed and cannot be absent from work (evidence from their employer is required).   A personal trauma may include, but is not limited to, the death or serious illness of, or an accident involving, a family member.  A serious intervening event may include:   * an accident before or on the day of the GAT * attendance at a funeral of a family member or other person of close relationship * attendance at a legal proceeding.   Applications on the basis of an injury, an illness, a personal trauma or a serious intervening event require an appropriate independent professional to complete Section B or C of the relevant application form.  Note: An application for an exemption from the GAT cannot be submitted solely on the basis of:   * a student requiring Special Examination Arrangements * a student not completing any graded assessment * Interrupted Studies status or Compassionate Late Withdrawal * a student being interstate or overseas at the time of the GAT. |

12 Reporting results: score aggregation

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| Section | Change details |
| **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 academic years, provided they have achieved two or more graded assessments in the study and received an 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 following table demonstrates how these requirements are applied.  **Example of interrupted studies study score calculation**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **First academic year** | | **Second academic year** | | **Sequence requirement met** | **Second academic year study score** | | Unit 3 | Unit 4 | Unit 3 | Unit 4 | | Interrupted Study | S | Overseas study/illness | Overseas study/illness | S | Yes | Yes | |
| **2 Statistical moderation** | The VCAA acknowledges that teachers are best placed to measure students’ academic achievement. However, measurements are comparable only when they are expressed on the same scale. Statistical moderation does not change the relative performance of students within the statistical moderation group. For each VCE and VCE VET program, the VCAA uses statistical moderation to express the achievements of students from all schools on the same scale. This provides fairness for students across the state. To ensure comparability of assessment of School-based Assessment from different schools, the VCAA applies statistical procedures to each moderation group, study by study. |
| **2.3 Transferring students** | For each transferring student, the VCAA will make a specific decision on how the student’s School-based Assessment is moderated for each study. The decisions will be based on the following conditions. |

15 Special provision

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| --- | --- |
| Section | Change details |
| **Introduction** | The VCAA will advise any changes to the 2022 Special Provision arrangements in a *VCAA Bulletin*, through the handbook webpages on the VCAA website, and through a broader communication strategy to schools and providers |
| **1 Special provision within the VCE and VCAL** | The Victorian Curriculum and Assessment Authority (VCAA) Special Provision Policy aims to provide students in defined circumstances with the opportunity to participate in and complete their secondary level studies.  The underlying principle of the VCAA Special Provision Policy is to ensure that the most appropriate, fair and reasonable options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by disability, illness, impairment or other circumstances. Special provision should provide equivalent, alternative arrangements for students but not confer an advantage to any student over other students.  Although there is no limit on the period of time allowed for a student to achieve the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL), the provisions available seek to help a student complete the requirements in a timeframe comparable to that of their peers. |
| **1.1 Types of special provision** | Special provision is available to students completing the VCE or VCAL for classroom learning, School-based Assessment and VCE external assessments.  Specific eligibility requirements apply for each type of special provision.  For classroom learning and School-based Assessment, the school is primarily responsible for determining eligibility and the nature of the provisions granted. Schools are encouraged to consult the VCAA if they are unsure about appropriate arrangements. 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.  The VCAA is responsible for determining eligibility and granting provisions for VCE external assessments, which include all VCE examinations, the Extended Investigation Critical Thinking Test and oral presentation, and the General Achievement Test (GAT). Provisions can be Special Examination Arrangements and/or a Derived Examination Score (DES). |
| **1.2 Eligibility for special provision** | Students may be eligible for special provision if they are adversely affected in a significant way by:   * an acute or chronic illness (physical or psychological) * factors relating to personal circumstance * an impairment or disability, including a learning disorder.   These circumstances do not include matters or situations of the student’s choosing, such as involvement in social or sporting activities or school events.  Prolonged absence from school or study is not in itself grounds for special provision. However, provisions are available to students experiencing severe hardship that may result in prolonged absence. |
| **2 Special provision: Classroom learning and School-based Assessment** | Schools may approve special provision for both classroom learning and School-based Assessments to enable students with a disability, impairment or illness to demonstrate what they know and to participate in classroom learning. In some cases, alternative assessment strategies may be needed. Decisions on whether to approve school-based provisions must be made by schools. The VCAA recognises that school personnel, because of their knowledge of individual students and their circumstances, can sensitively vary the school assessment programs to accommodate student circumstances.  Schools should consult the VCAA if they are unsure about evidence and/or appropriate arrangements, and for clarity and certainty about what provisions are appropriate. The VCAA recommends that schools approve arrangements for classroom learning and School-based Assessments that are consistent with the Special Examination Arrangements likely to be approved by the VCAA. |
| **2.1 Eligibility for special provision for classroom learning and School-based Assessment** | Students may be eligible for special provision for classroom learning and School-based Assessment if their ability to demonstrate achievement is adversely affected by:   * an acute or chronic illness * a long-term impairment or disability * personal circumstances.   The decision on whether to approve special provision for classroom learning or School-based Assessment is a school decision, and it must be evidence-based and made using a range of appropriate sources including professional testing and reports, educational assessments and teacher observations.  Schools are encouraged to review a student’s eligibility for special provision for classroom learning and School-based Assessment. This helps to ensure that the provisions are appropriate to meet the needs of the student while upholding the integrity of the process. Schools should maintain records of any changes to a student’s approved provisions for classroom learning and School-based Assessment and the reasons for those changes. |
| **2.2 Strategies** | **Rescheduling classroom activities and/or an assessment task**  Learning or tasks that have been missed through illness or other serious cause may be rescheduled. If a student has been absent for prolonged periods through illness or other serious cause, they should not be overloaded on their return to school with the classroom learning they have missed and/or scheduled or rescheduled tasks. Careful consideration needs to be given to the management of the student’s workload. |
| **2.2 Strategies** | **Allowing the student extra time to complete work or an assessment task**  In some cases the school may decide to allow the student extra time to complete work. 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 work home to complete. If an assessment task is undertaken outside the usual class time, the student must sign the appropriate **VASS Authentication Record** form.  The conditions for which an extension of time may be approved should be consistent for all VCE and VCAL units within the school, and given in writing to students. An extension of time may extend from Semester 1 to Semester 2, but not into the next academic year. Flexibility exists within the VCAL for students who require more time to complete the work. Extensions of time must not exceed the deadlines for the reporting of results to the VCAA.  When granting extra time to students for specific activities associated with classroom activities or an assessment task held under test conditions, it is important to keep in mind whether an application for Special Examination Arrangements has been approved for a student requesting additional time for one or more of their VCE external assessments.  If a school plans to submit an application for Special Examination Arrangements requesting additional time for a student with a long-term condition, it is important for the school to initially trial this arrangement during classroom activities and assessments. Schools should contact the VCAA Special Provision team to discuss the student’s history and the appropriateness of this type of provision before an application is submitted, preferably well before the student begins studies at senior secondary level. |
| **2.2 Strategies** | **Replacing a task with a different type**  Another task can be chosen from the assessment task types specified in a study design. If options are available, the assessment tasks must be of comparable scope and demand. If options are not available, schools may devise a task but it must be of comparable scope and demand (for example, a 1000-word essay may not be replaced with five multiple-choice questions, as this is not comparable). |
| **2.2 Strategies** | **School-assessed Tasks, Music Style and Composition Externally-assessed Task, and Extended Investigation Externally-assessed Task written report**  Some VCE studies require completion of a folio, production item or research report. Students who may be injured, ill or experiencing adverse personal circumstances during the period of time designated by the school for the completion of these types of tasks should be encouraged to complete the task. |
| **3.1 Eligibility for Special Examination Arrangements** | Special Examination Arrangements may be approved for students with disabilities, illnesses or other circumstances that affect their ability to access a VCE external assessment.  Special Examination Arrangements applications are made to the VCAA through the student’s school and must be endorsed by the principal. Such applications will be considered by the VCAA in accordance with its policies.  The VCAA recognises that some students with a disability, as defined in the *Disability Discrimination Act 1992* (Cth), or illness may require Special Examination Arrangements to enable them to access the examination/test questions and communicate their responses in a timed external assessment.  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 and upholding the academic integrity of the assessment process.  The VCAA considers a large number of applications for Special Examination Arrangements every year. As it is the school that makes the application on behalf of students, and will ultimately administer their VCE external assessments, the VCAA’s consultation with a student and/or their representative will usually take place through their school.  Schools must not permit a student to receive Special Examination Arrangements without the VCAA’s approval. Failure to comply with these instructions may constitute a breach of the rules governing the conduct of VCE external assessments.  The VCAA considers each application for Special Examination Arrangements on a case-by-case basis. The VCAA will make a decision based on the school-based evidence and recommendations, academic and educational assessments and independent evidence provided with the application. |
| **3.2 Submitting an application for Special Examination Arrangements** | Schools can apply for Special Examination Arrangements at the start of the year the student first enrols in a VCE or scored VCE VET Unit 3–4 sequence. However, the VCAA strongly encourages schools to engage with the VCAA as early as possible to discuss issues relating to appropriate provisions and evidence requirements. |
| **3.2 Submitting an application for Special Examination Arrangements** | **What schools need to do**  Schools are responsible for identifying who may be eligible for special provision for both School-based Assessments and VCE examinations. Many students will already be known to school staff, having been identified though established and ongoing support programs and discussions with teachers and/or parents/guardians.  Schools must determine the functional impact of a student’s condition on their ability to access and respond to timed assessments. They should consider the individual student’s circumstances, any existing special provision for classroom learning and/or School-based Assessments, teacher observations and professional evidence when determining which Special Examination Arrangements to apply for. |
| **3.2 Submitting an application for Special Examination Arrangements** | **What the VCAA will do**  To enable an informed professional judgment, the VCAA will not process an application until all the relevant evidence has been supplied. If necessary, the VCAA will contact schools to request mandatory evidence that has not been provided.  The VCAA reserves the right to seek additional information from the school or any of the professionals named in an application.  In processing Special Examination Arrangements applications, the VCAA will establish an expert Special Examination Arrangements panel, comprising educational psychologists, medical practitioners, senior examination assessors and other relevant professionals, to assist VCAA staff with decisions.  The VCAA’s decision regarding Special Examination Arrangements approved and/or denied will be communicated to the school via email. |
| **3.3 Appealing a decision** | Schools may appeal a VCAA decision. Appeals must be submitted in the SPO system by the school within 14 days of receiving a decision email. The appeal must state why the VCAA decision is being challenged and reference the evidence supplied in the original application. Appeals should include any supporting new evidence, such as any additional letters of support from professionals, educational and academic tests not previously submitted, and/or school-based evidence and observations.  The VCAA will establish an independent panel to review any new evidence submitted with the original application. The VCAA will process all appeals within 21 days of receipt of the appeal. The outcome will be communicated to schools via email. The school is responsible for communicating an appeal decision to the student.  New evidence may also be submitted to support an application if there is a new diagnosis or deterioration in an existing condition. |
| **3.6 Types of Special Examination Arrangements** | **Separate rooms**  If the use of a scribe (or electronic scribe), reader (or electronic reader) or clarifier has been approved by the VCAA, a student must complete their external assessment in an examination room separate from other students.  Where a student is completing their external assessment in a separate room, a supervisor must be present.  Where a school has two or more students with the same or similar approved special provision in an examination session, they can be seated in the same room. A request for small group room approval is not required. Schools should appoint one supervisor for every four students in the room. |
| **3.6 Types of Special Examination Arrangements** | **Use of computers, tablets and/or assistive technology**  The following table outlines the responsibilities of and actions required by schools, supervisors and students when the use of a computer, tablet (e.g. iPad) and/or assistive technology (that is, specific text-to-voice or voice-to-text software) has been approved.   |  |  | | --- | --- | | **The school must:** | * only allow a student the use of a computer, tablet and/or assistive technology if the VCAA has approved such provision for their external assessment * supply a stand-alone computer or tablet that only has access to a word-processing package and approved software * not allow the student to use word prediction software or functions * not allow the student to access dictionary functions in examinations where a dictionary is not allowed * not allow the student to access the internet during the examination * check that the computer, tablet and any other equipment to be used are functioning properly * supply one blank memory device per external assessment for the student to use to save their responses * clearly label the memory device with the following: * name of the external assessment * VCAA student number * examination centre number. | | **A school with students seated in a group computer room must also ensure that:** | * students are sufficiently spaced within the room to allow adequate supervision while not allowing students to see each other’s screens. This may be achieved by using partitions; however, partitions must not be taller than the height of the computer * one supervisor is appointed for every four students in the room * the supervisor is able to view all screens. | | **The supervisor must:** | * watch the computer or tablet screen at all times to check that the student is not accessing any other programs, documents or functions * remind the student at the commencement of the external assessment that they must save their work at regular intervals * stop the external assessment if problems are experienced with the computer, tablet or other software and equipment, and seek appropriate assistance, then resume the external assessment, ensuring no time loss to the student. An Incident Report about the circumstances should be completed and returned to the VCAA with the student’s response materials * print the final version of the student’s responses at the conclusion of writing time. The student must be present at the time of printing (this must be done when the assessment is completed. The VCAA will not print student work) * place the printed work inside the front cover of the response materials * if necessary, complete all written details on the front cover of the response materials * ensure that the memory device used by the student to save their responses and the response materials are returned inside the gold envelope * check that the memory device is clearly labelled with the VCAA student number, external assessment name and examination centre number. | | **Students:** | * must use a stand-alone computer or tablet that has access to a word-processing package and approved software only * must not access any other programs, files or data. Any use of other programs, files or data constitutes a breach of VCAA rules and will be subject to appropriate disciplinary procedures * may only access the dictionary function in examinations where a dictionary is allowed * may access the spellchecker facility in the word-processing package only. Use of predictive text or word prediction software is not allowed * must not set language to any language other than English in the word-processing package * must save their work regularly during the external assessment * must include their VCAA student number at the beginning of every page * must include the number of each question or task answered at the beginning of every page, ensuring that it correlates with the examination question or task book * must be present to witness the printing of their work from the memory device. This must be done when the assessment is completed. The VCAA will not print student work. | |
| **3.6 Types of Special Examination Arrangements** | **Group computer rooms**  Where a school has two or more students requiring the use of a computer in the same examination session, these students should be seated in the same room, unless the use of a separate (individual) room has been approved.  Students sitting examinations with an audio component cannot be seated in a group computer room. |
| **3.6 Types of Special Examination Arrangements** | **Readers**  The function of a reader is to read the examination paper and/or the student’s responses as often as requested by the student. A person appointed as a reader should have:  a facility for English and familiarity with the VCE study being examined  patience and sensitivity to the student’s requirements  an understanding of the need to maintain confidentiality.  The appointed reader may work with the student in any practice examinations.  A supervisor, in addition to the reader, must be present in the examination room and monitor all interactions between the reader and the student.  This table outlines what readers can and cannot do.   |  |  | | --- | --- | | **Readers can:** | **Readers cannot:** | | * read the examination/test 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. | * assist and/or interpret any question(s) for the student * advise the student in any way, either by prompting or discussing the answers. | |
|  | **Electronic readers**  If a student is approved the use of an electronic reader or reader software, they must be supervised in a separate room.  This table outlines what supervisors and students must do.   |  |  | | --- | --- | | **Supervisors must:** | **Students must:** | | * allow a student the use of a computer or tablet with assistive technology if one is required for the reader software and has been approved by the VCAA * monitor that the student has access to an approved electronic reader or software only * not allow the student to use word prediction software or functions * not allow students to access dictionary functions in examinations where a dictionary is not allowed * not allow the student to access the internet during the examination. | * only use the approved computer or tablet and reader software. Any use of other programs, files or data constitutes a breach of VCAA rules and will be subject to appropriate disciplinary procedures * not access the internet during the external assessment * not use word prediction software or functions during the external assessment * only use the electronic dictionary in examinations where a dictionary is allowed. |   If the use of a reader or electronic reader is approved, extra working time at a rate of 10 minutes per hour of writing time will be approved. |
| **3.6 Types of Special Examination Arrangements** | **Scribes**  The function of a scribe is to record, on the appropriate response material, the verbal responses and directions made by the student in the process of answering the question(s).  A person appointed as a scribe should have:   * a facility for English and familiarity with the VCE study being examined * clear and legible handwriting * patience and sensitivity to the student’s requirements * an understanding of the need to maintain confidentiality.   The appointed scribe may work with the student in any practice examinations.  On behalf of the student the scribe will:   * complete all written details associated with the examination on the response materials, such as the VCAA student number, study title, the numbers of all questions and/or tasks answered and the number of answer books used * record the student’s responses, as dictated by the student * re-read the student responses for editing purposes, if requested by the student.   These tasks are to be completed within the total approved writing time. If the use of a scribe is approved, a separate room will also be approved and extra working time at a rate of 10 minutes per hour of writing time will be approved.  The supervisor, in addition to the scribe, must be present in the examination room and monitor all interactions between the scribe and the student.  Before the commencement of the external assessment, the student should advise the scribe how they propose to answer the examination questions. Fifteen minutes before the end of the examination, the supervisor must announce to both the student and the scribe the time remaining. At the conclusion of the external assessment, the supervisor must inform both the student and the scribe that writing should cease.  This table outlines what scribes and students can and cannot do.   |  |  | | --- | --- | | **Scribes can:** | **Scribes cannot:** | | * 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 a paragraph that has been written, to enable the student to regain their place in their work * plot or draw graphs with the specific direction of the student. | * 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 (that is, 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, contact VCAA Special Provision). | | **Students can:** | **Students cannot:** | | * dictate their answers exactly as they wish them to be written down * advise the scribe when to start a new paragraph, when to put something in brackets or inverted commas, and when to underline something * regularly read over what the scribe has written. | * ask to have a question interpreted. |   If the use of a scribe is approved, extra working time at a rate of 10 minutes per hour of writing time will be approved. |
| **3.6 Types of Special Examination Arrangements** | **Electronic scribes**  If a student is approved the use of scribing software, they must be supervised in a separate room.  This table outlines what supervisors and students must do.   |  |  | | --- | --- | | **Supervisors must:** | **Students must:** | | * allow a student the use of a computer or tablet with assistive technology if the VCAA has approved such provision for their external assessment * monitor that the student has access to the approved scribing software only * not allow the student to use word prediction software or functions * not allow students to access dictionary functions in examinations where a dictionary is not allowed * not allow the student to access the internet during the examination. | * only use the approved computer or tablet and scribing software. Any use of other programs, files or data constitutes a breach of VCAA rules and will be subject to appropriate disciplinary procedures * not access the internet during the external assessment * not use word prediction software or functions during the external assessment * only use the electronic dictionary in examinations where a dictionary is allowed. |   If the use of an electronic scribe is approved, extra working time at a rate of 10 minutes per hour of writing time will be approved. |
| **3.6 Types of Special Examination Arrangements** | **Clarifiers**  The function of a clarifier is to clarify words contained within examination/test questions. The appointed clarifier may work with the student during any practice examinations.  Clarification can occur during reading and writing time.  This table outlines what clarification is restricted to for students with a language disorder and for students who are deaf or hard of hearing.   |  |  | | --- | --- | | **For students with a language disorder, clarification is restricted to:** | **For students who are deaf or hard of hearing, clarification is restricted to:** | | * definition of one or more words in a question. The clarifier must not define any words or terms that are study-specific or subject-related * provision of alternative words to those words in the question. The clarifier must not offer alternatives for study-specific words or terms. | * definition of one or more words in a question. The clarifier must not define any words or terms that are study-specific or subject-related * provision of alternative words to those words in the question. The clarifier must not offer alternatives for study-specific words or terms * breaking complex sentences down into more manageable parts. |   The student and the clarifier are permitted to write the clarification on the examination question or task book.  Discussion about answers, or prompting, must not occur.  Strict conditions apply for the use of a clarifier in any VCE external assessment. If a student is granted permission by the VCAA to use a clarifier, their school must ensure a copy of the clarifier instruction document (available on VASS) relevant to the impairment or disorder is given to the supervisor and the clarifier. It is the supervisor’s responsibility to ensure that the instructions are followed.  The supervisor must be present in the examination room and monitor all interactions between the clarifier and the student.  If the use of a clarifier is approved, extra working time at a rate of 10 minutes per hour of writing time will be approved. |
| **3.6 Types of Special Examination Arrangements** | **Auslan interpreters**  A person appointed as an Auslan interpreter should:   * be fluent in both English and Auslan * be familiar with the subject matter being examined * be patient and sensitive to the student’s requirements * be impartial, objective and respect confidentiality.   The role of the Auslan interpreter is to facilitate communication between the student and the supervisor, or between the supervisor, the student, and the reader, scribe and/or clarifier. The Auslan interpreter must sign everything that is spoken and voice everything that is signed so that the student is able to participate fully and equally in the test/examination.  Auslan interpreters cannot add or omit information or modify the original message. Auslan interpreters cannot assist the student with their work, including advising or prompting for answers. |
| **3.7 Special provision categories, evidence requirements and appropriate provisions** | **Evidence requirements**  An application for Special Examination Arrangements for a mental health condition must be substantiated with:   * school-based evidence, detailing the history of special provision approved by the school * evidence from the primary treating health professional working within a relevant area of mental health who has made a comprehensive assessment of the student, seen the student recently for their condition and is not related to them.   The health professional evidence must be completed in the year of the application or Term 4 of the year prior and be signed and dated by the treating professional. The SPO Health Professional Statement must contain the following details:   * clinical assessments, diagnosis (if available) and date of diagnosis * consultation history, presenting symptoms, description of severity and expected duration * treatment period and plan (if available) * comments on the how the illness or condition would impact on the student’s day-to-day functioning in the classroom and learning * comments on the likely effect of the illness or condition on the student’s capacity to complete VCE external assessments. |
| **3.7 Special provision categories, evidence requirements and appropriate provisions** | **Appropriate provisions**  The overwhelming consensus among professionals who work with students with mental health conditions is that in most circumstances rest breaks are considered the most appropriate provision to manage symptoms that significantly impact on cognitive functioning.  Mental health conditions impact directly on mood, thinking and behaviour and, in an examination environment, may impact on a student’s ability to concentrate.  Rest breaks provide students with an opportunity to use taught techniques to manage their thoughts, emotions and feelings.  An application for the use of a separate room will only be considered where strongly supported by appropriate professional and school-based evidence.   | **Condition** | **Possible difficulties under test conditions** | **Possible arrangements** | | --- | --- | --- | | Anxiety disorders | Concentration difficulties, anxiety preventing performance in group situations | Rest breaks, permission to leave examination room, small group setting\*, separate room | | Attention-deficit and disruptive behaviour disorders | Concentration difficulties and difficulty with impulse control | Rest breaks, permission to take medication, permission to leave examination room, small group setting\*, separate room | | Eating disorder (anorexia nervosa, bulimia nervosa) | Fatigue, concentration difficulties, need to accommodate eating plans | Rest breaks, permission to bring food or drink into examination room, permission to leave examination room, small group setting\*, separate room | | Depression | Concentration difficulties, difficulties remembering and making decisions, fatigue and tiredness | Rest breaks | | Bipolar disorder | Fatigue, restlessness, irritability, disorganised behaviour, difficulty with memory and concentration | Rest breaks, permission to leave examination room, small group setting\*, separate room | | Schizophrenia | Memory loss, mental confusion, slowness in activity, fatigue | Rest breaks, small group setting\*, separate room | | Obsessive compulsive disorder | Recurrent unwanted thoughts and/or repetitive behaviours | Rest breaks, permission to leave examination room, small group setting\*, separate room |   \*Small group settings do not need VCAA approval where students have been approved special provisions (such as rest breaks) and are placed in a room with students approved similar provisions. |
| **3.7 Special provision categories, evidence requirements and appropriate provisions** | **Requests for extra working time**  Requests for extra working time on the basis of a mental health condition must be accompanied by compelling evidence from the treating health professional and the school that demonstrates significant impact on a student’s executive functioning and a decline in academic performance. The evidence may include:   * the results of any psychological testing previously administered, such as Conners 3, Behaviour Rating Inventory of Executive Function (BRIEF – prior to 2018 or BRIEF2) or NEPSY II: A Developmental Neuropsychological Assessment, 2nd edition * a health professional statement outlining the symptoms and why extra writing time is required * school-based evidence that demonstrates a decline in the student’s performance as a result of the condition. This may include the student’s work before and after the onset of the mental health condition * school observations and history of other provisions (namely rest breaks) being trialled unsuccessfully. * Schools are encouraged to contact VCAA Special Provision to discuss specific student cases before applying for extra working time. |
| **3.7 Special provision categories, evidence requirements and appropriate provisions** | **Health impairment or physical disability**  **Evidence requirements**  An application for Special Examination Arrangements based on either a health impairment or a physical disability must be substantiated with:  school-based evidence, detailing the history of special provision approved by the school  evidence from an appropriate health professional who has made a comprehensive assessment of the student, seen the student recently for their condition and is not related to them.  The health professional evidence must be completed in the year of the application or Term 4 of the year prior and be signed and dated by the treating professional. The SPO Health Professional Statement must contain the following details:   * clinical assessments, diagnosis (if available) and date of diagnosis * consultation history, presenting symptoms, description of severity and expected duration * treatment period and plan (if available) * comments on how the illness or condition would impact on the student’s day-to-day functioning in the classroom and learning * comments on the likely effect of the illness or condition on the student’s capacity to complete VCE external assessments.   **Appropriate provisions**  Please note the following:   * An application for the use of a separate room will only be considered where strongly supported by appropriate professional evidence. * If the application is for extra working time, a scribe or the use of a computer or tablet and/or assistive technology, students will be required to complete the essays as outlined in [Impairment in written expression – requests for extra working time, and use of computer, scribe and/or assistive technology](#ImpairmentInWritten) in this section.  | **Condition** | **Possible difficulties under test conditions** | **Possible arrangements** | | --- | --- | --- | | Autism spectrum disorder | Concentration difficulties | Rest breaks, small group setting\*, separate room, permission to leave examination room | | Back injury/chronic pain | Pain and/or discomfort due to injury, problems with prolonged sitting | Rest breaks, permission to take medication, permission to stand and stretch (schools can provide a standing desk), permission to leave examination room | | Chronic fatigue syndrome (for example, post-viral fatigue syndrome), myalgic encephalomyelitis, glandular fever | Tiredness/inability to concentrate due to illness | Rest breaks, permission to take medication, permission to bring food and drink into examination room | | Crohn’s disease | Pain and/or discomfort | Rest breaks, permission to leave examination room under supervision | | Diabetes | Need to check blood sugar levels | Permission to take food and/or drink into the examination, permission to take medication, permission to leave examination room under supervision, rest breaks | | Epilepsy | May suffer from epileptic seizure during examination | Permission to take medication, separate room | | Hand/wrist/arm/shoulder injury | Difficulty writing due to pain or discomfort in the hand and/or arm, excessive fatigue in the hand | Rest breaks, extra working time, a computer or a scribe | | Acquired brain injuries | Mental processing difficulty or slowness | Rest breaks, permission to take medication | | Pregnancy or early infant care | In hospital for birth, breastfeeding | Rest breaks, feeding breaks, separate room, hospital supervision | | Muscular dystrophy, cerebral palsy, etc. | Muscle weakness, restrictive use of limbs, communication difficulties | Permission to stand and/or stretch, permission to take medication, separate room, extra working time, computer, assistive technology, use of an scribe/aide, alternative examination paper |   \*Small group settings do not need VCAA approval where students have been approved special provisions (such as rest breaks) and are placed in a room with students approved similar provisions. |
| **3.7 Special provision categories, evidence requirements and appropriate provisions** | **Impairment in written expression – requests for extra working time, and use of computer, scribe and/or assistive technology**  The VCAA completes an assessment of a student’s level of written expression involving an analysis of several variables, including the following:   * thought and content * structure and organisation * expression and/or language * handwriting * productivity * spelling * punctuation.   Requests for extra working time require Essays One and Two with the completed essay cover sheets as outlined below.  Requests for the use of a computer, assistive technology or a scribe require Essays One, Two and Three with the completed essay cover sheets as outlined below.  **Essay One**  The topic for this essay is supplied by the VCAA and must be completed according to the following conditions:   * strictly five minutes’ reading time and 30 minutes’ writing time are to be provided * no special provisions are to be used for this essay.   **Essay Two**  This essay should be a copy of a handwritten English or Literature extended response assessment that the student has recently completed (within six months) at school. It must have been for either a School-based Assessment or a school examination, completed under examination conditions with at least one hour of writing time, with special provision permitted. Schools are strongly encouraged to retain students’ Year 11 English examinations for this purpose.  Essay Two must have been marked with teacher comments and observations, and the teacher’s grading should be indicated.  The essay topic, the time taken for this essay, the date of the assessment and details of any approved special provision used by the student should be recorded on the Essay Two Cover Sheet. Any associated materials, for example, a newspaper article, must also be provided.  The essay must not be a short-answer response, completed over multiple sittings or have been written in another language.  **Essay Three (typed or using assistive technology or scribed)**  The topic for this essay will be supplied by the VCAA and must be completed according to the following conditions:   * if typed or using assistive technology, strictly five minutes’ reading time and 30 minutes’ typing time should be provided * if scribed, strictly five minutes’ reading time and 35 minutes’ scribing time should be provided * apart from the computer and/or assistive technology or use of a scribe, no additional special provision (for example, extra time) should be used for this essay. |
| **3.7 Special provision categories, evidence requirements and appropriate provisions** | **Mathematics – requests for extra working time, use of computer and/or assistive technology**  The following evidence is required in support of applications for Special Examination Arrangements for an impairment in mathematics or requests for extra writing time for mathematics examinations on the basis of a deficit in written expression:   * examples of mathematics assessments completed at school by the student, with and/or without special provision, detailing any provisions utilised by the student and time taken * study-specific teacher observations of student difficulties during assessments and in class.   **Appropriate provisions**  This table outlines possible provisions for specific learning disorders, based on functional impact.   |  |  |  | | --- | --- | --- | | **Impairment in reading (includes dyslexia)** | **Impairment in written expression** | **Impairment in mathematics (includes dyscalculia)** | | Extra working time  Reader  Use of assistive technology (e.g. text-to-voice software, electronic readers) | Extra working time  Use of a computer  Permission to use a scribe  Use of assistive technology (e.g. voice-to-text software) | Extra working time |   A student may be approved extra working time on the basis of one or more of the following:   * an impairment in reading (10 minutes per hour) * an impairment in written expression (10 minutes per hour) * an impairment in mathematics (10 minutes per hour).   The VCAA will consider requests for additional time in excess of 10 minutes per hour for any of the above impairments where it can be clearly demonstrated, through professional and/or school-based evidence, that there is a compelling need for the additional time.  Extra working time approved by the VCAA is to be used in addition to the ‘scheduled writing time’ of the VCE external assessment. |
| **3.7 Special provision categories, evidence requirements and appropriate provisions** | **Deaf and hard of hearing**  **Evidence requirements**  The VCAA requires the following evidence to support an application for Special Examination Arrangements for a student who is deaf or hard of hearing:   * a recent unaided audiogram and report from a qualified practitioner (for example, an ear, nose and throat specialist or audiologist) indicating a bilateral sensorineural hearing loss and/or conductive hearing loss that is moderate, severe or profound * a supporting 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 deaf facility or school.   If this evidence is not available, the VCAA may contact the student’s school to request other educational and testing information.  **Appropriate provisions**   |  | | --- | | **Deaf and hard of hearing (possible provisions based on functional impact on the student)** | | Extra working time  Use of a clarifier  Assistive hearing technology  Access to an audiovisual stimulus (e.g. for the English as an Additional Language written examination Listening to texts section) |   Students who are deaf or hard of hearing may be eligible for a clarifier to assist with their external assessments. A request for a clarifier for a student who is deaf or hard of hearing is unlikely to be approved if the student:   * does not regularly use a clarifier and/or * is not enrolled with the Visiting Teacher Service or a deaf and hard of hearing facility or school.   It is the school’s responsibility to plan appropriate seating arrangements in an external assessment so a student who is deaf or hard of hearing can clearly see the chief supervisor and follow any communications and messages during an external assessment.  If specific technological devices, such as Microlink assistive technology, are required, these should be requested in the application. |
| **4.3 How to make an application** | **What the student must do**  The application and the collection of supporting evidence is the responsibility of the student. The student must ensure that:   * they submit an application for each of the external assessments for which they are seeking a DES * all required sections of the application are completed by them * statements from the individuals providing the independent evidence are completed personally * statements from other sources are completed as applicable * the application is submitted to the VCAA by the due date specified on their individual student Examination/Assessment Timetable * all the information provided is true and accurate * they (or others known to them) have not completed or altered any information in the application. |
| **4.3 How to make an application** | **What the principal or principal’s delegate must do**  The principal should:   * determine whether the application has merit * determine whether it was the student’s intention to undertake the external assessment * provide any additional information relating to the authenticity of the application (for example, confirm attendance or illness, or relationship to a deceased friend or family member). Schools may include a copy of a student’s attendance record or an indication of the number of days absent * include their endorsement, or otherwise, based on available information for each external assessment for which a DES is being sought * ensure the VCE Coordinator and/or chief supervisor completes Section B of the Derived Examination Score application where necessary * complete and submit Section D of the Derived Examination Score application. |
| **5 How is a DES calculated?** | The calculation for the DES uses GAT component scores, all other available scores for the student in the affected study and the indicative grade for any external assessments provided by the school. For each approved application for a specific external assessment, the VCAA will calculate a range of possible DES scores, which will be calculated statistically from the student’s other assessments, including:   * moderated School-based Assessments * GAT component scores * other external assessment scores if applicable * indicative grades provided by the school.   The contribution made by the GAT component scores, the graded assessments and the indicative grades is determined by analysis of the comparison of this data with the final score for external assessment for all students who have not applied for a DES. For all external assessment 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 external assessment score, the highest predictor is chosen as the final score for the student in the relevant external assessment. |