1. **INTRODUCTION**

The SACE Board of South Australia is committed to providing all students with opportunities for success in completing the South Australian Certificate of Education (SACE).

The Board recognises that individual students, under circumstances outlined in this policy, may need special provisions to meet the specified learning and assessment requirements in subject outlines.

2. **POLICY PRINCIPLES**

The principles that underpin this policy are:

1. That students whose capacity to participate in an assessment is adversely affected in a significant way by illness, impairment, or personal circumstances are eligible to access the most appropriate, fair, and reasonable alternative arrangements (*eligibility, reasonable arrangements*).

2. That all SACE students undertake assessments under comparable conditions (*comparable conditions*).

3. That special provisions are granted within the context of accredited subject outlines (*accredited subject outlines*).

4. That the same knowledge and skill requirements and standards are applied to all students whether or not they are granted special provisions (*identical standards*).

5. That the responsibility for making an application for special provisions rests with the student (*student responsibility*).

6. That decisions about a student’s eligibility to be granted special provisions will be evidence based (*evidence based*).

7. That applications for, and processing of, special provisions are conducted ethically with integrity and accountability (*ethical basis*).

8. That special provisions do not give an advantage to any student over other students (*fairness*).

9. That the evidence required in applications for special provisions can be provided by all students (*equitable access to required evidence*).
10. That the SACE Board of South Australia and schools have a responsibility to bring to the attention of students the Special Provisions in Curriculum and Assessment Policy and Procedures (responsibility for dissemination of information).

3. RELEVANT LEGISLATION

The Board operates under the authority of the SACE Board of South Australia Act 1983. Section 15(1) of the Act sets out the functions of the Board. The functions that relate more particularly to this policy are:

(f) to assess, in such manner and to such extent as the Board thinks fit, achievements in or satisfactory completion of subjects, courses or other requirements determined by the Board for the purposes of the SACE;

(h) to assure the quality and suitability of processes and standards used to assess the achievements of students for the purposes of the SACE;

(j) to certify the successful completion by a student of any studies or other activities that contribute to qualifying for the SACE and, if or when the SACE has been achieved, to award the SACE;

(k) to prepare and publish—
   (iv) information on the assessment processes established under paragraph (f).


4. POLICY STATEMENT

Special provisions identify alternative arrangements for assessment for eligible students at Stage 1 and Stage 2 of the SACE.

The Board undertakes to provide students whose capacity to participate in an assessment is adversely affected in a significant way by illness, impairment, or personal circumstances, with appropriate, fair, and reasonable alternative arrangements to demonstrate their learning.

There are specific grounds on which special provisions can be granted.

Eligibility for special provisions is based on evidence. The responsibility for providing evidence rests with the student. The evidence required to establish the grounds for special provisions varies but must always include information from the student and the school. Independent evidence may be required from professionals or community members. In all cases the school is required to provide evidence regarding the impact of the illness, impairment, or personal circumstances, on the student’s capacity to participate in an assessment.

Special provisions are available to eligible students for both school assessment (Stage 1 and Stage 2) and external assessment (Stage 2) of the SACE. Schools are
responsible for identifying and implementing appropriate, fair, and reasonable alternative arrangements for school assessments based on the principles and procedures set out in this policy. Schools are required to keep records of student applications and records of any special provisions granted to students for school assessments at Stage 1 and Stage 2.

A panel appointed by the Board is responsible for considering and, where appropriate, approving requests for alternative arrangements for external assessments.

Special provisions cannot be used to compensate for learning that has not occurred. A student cannot be granted exemption from the learning requirements or the knowledge and skill requirements of a subject outline, or be granted exemption from any of the SACE requirements, through the application of special provisions.

A student may appeal against a decision for granting special provisions for school assessment and/or an external assessment by writing to the Chief Executive of the SACE Board of South Australia. The Board undertakes to inform students that they can appeal a decision. The Chief Executive’s determination on such appeals is final.

Special provisions cannot be granted retrospectively. For example, a student cannot apply for special provisions after the release of the results for a school year. Approval for special provisions can be granted only for the current calendar year; a new application is required each year. Approval granted in one year should not be taken to mean that approval would be granted in subsequent years.

The Board does not report the granting of special provisions in a particular subject or against a SACE requirement on the Statement of Results, the Record of Achievement, or the Certificate.
5. POLICY PROCEDURES

5.1 Grounds for Special Provisions

When illness, impairment, or personal circumstances impact in an adverse and significant way on a student’s capacity to participate in an assessment, the grounds for which special provisions can be granted are:

- physical disability (e.g. multiple sclerosis, paraplegia, muscular dystrophy, cerebral palsy);
- vision impairment (e.g. cataracts, glaucoma, abnormal colour vision, double vision);
- hearing impairment (e.g. deafness);
- medical condition (e.g. illness, chronic fatigue syndrome, glandular fever, diabetes, Crohn’s disease, epilepsy, wrist injury);
- psychological illness (e.g. depression, anxiety disorder, Asperger’s syndrome, attention deficit disorder, attention deficit and hyperactivity disorder, obsessive compulsive disorder, schizophrenia, bipolar disorder, anorexia nervosa);
- learning disability (‘a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction’1). Students with a learning disability have developmental and academic skills significantly below expectation for their grade level. The disabilities are presumed to be intrinsic to the individual and long term, but they are not considered to be the direct result of intellectual disability, physical and sensory impairments, or emotional difficulties; neither do they appear to derive directly from inadequate environmental experiences or lack of appropriate educational experiences. As a result of the learning disability, the student has reading or writing skills that are substantially below that expected of a student studying Stage 1 or Stage 2);
- misadventure (an incident beyond the student’s control, such as a death in the family, a car accident, artwork that is stolen or damaged before final moderation, or a fire alarm during an examination);
- personal circumstances (e.g. interrupted schooling because of family responsibilities or cultural obligations).

The following are not acceptable grounds for granting special provisions:

- Unfamiliarity with the English language2;
- Teacher absence or other teacher-related difficulties;
- Matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations);
- Matters of the student’s own choosing (e.g. family holidays);

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1 Disability Standards for Education 2005, Attorney-General’s Department p. 7

2 Throughout this policy 'Standard Australian English' is intended whenever the term 'language' or 'English language' is used. The Board provides the subjects English as a Second Language and English as Second Language Studies as a special measure to eligible students.
• Matters that the school could have avoided (e.g. incorrect enrolment in a subject).

It is expected that students will enrol in a SACE subject with a reasonable expectation of being able to achieve the learning requirements by undertaking the assessments described in the relevant subject outline. The subject selection and counselling processes that schools undertake should reflect this expectation.

5.2 Variations to School Assessment at Stage 1 and Stage 2

Schools are responsible for establishing eligibility, and for identifying and implementing appropriate, fair, and reasonable special provisions for school assessments at Stage 1 and Stage 2, based on the principles and procedures set out in this policy. Where the Board makes decisions for a student about access to special provisions for external assessments (see 5.3), such provisions should apply to similar school assessments undertaken by the student.

Special provisions for school assessments may require a variation to the learning and assessment plan. These variations must be within the context of the subject outline.

The same knowledge and skill requirements and standards must be applied to all students, whether or not they are granted special provisions.

There are several ways in which schools can assist eligible students to be assessed fairly against the learning requirements of the subject outline. These include:
• delaying the presentation of an assessment;
• reducing the number of assessments while ensuring that the assessment is still valid (i.e. that the student has opportunities to demonstrate all learning requirements through the set of assessments);
• replacing one assessment with another of a different kind (e.g. replacing a written assessment with an oral assessment);
• using another assessment to assess more learning requirements than originally intended;
• using alternative arrangements to help the student to complete an assessment (e.g. a word processor, a spelling checker);
• allowing the student additional working time (reading or writing time) for timed tasks;
• allowing the student rest periods during timed tasks;
• providing a reader, a scribe, or assistive technology.

Schools are required to keep records of student applications and records of any special provisions granted to students for school assessments at Stage 1 and Stage 2.

If the work of a student who has been granted special provisions by the school, is requested by the SACE Board for moderation, it may be necessary to provide details or documentation of what variations were approved.
Assistance to teachers and schools in applying the variations to school assessments is available from the staff of the Office of the SACE Board through the special provisions hotline.

The SACE Board will monitor and review the decision-making and recording processes of special provisions in the school assessments annually in a sample of schools.

5.2.1 Evidence to Establish Eligibility and to Determine the Most Appropriate Alternative Arrangements for School Assessment

For special provisions to be approved for school assessments, evidence is required that:
• establishes eligibility on the basis of specific grounds outlined in this document;
• determines the most appropriate variations.

The evidence required will vary but will always include:
• information from the student;
• information from the school on the impact of the illness, impairment, or personal circumstances on the student’s capacity to participate in an assessment.

Other forms of evidence (see 5.3.1 and 5.3.2) will help schools to establish eligibility and to determine the most appropriate variations.

The school may also seek evidence from independent professionals or community members.

The fact that a student has a diagnosis for a particular condition (i.e. illness, disability, or impairment) does not automatically entitle the student to special provisions. The prime consideration is the impact of the condition on the student’s capacity to participate in an assessment.

5.2.2 Summary of Responsibilities for Special Provisions in School Assessment

Student Responsibilities
The responsibility for making application for special provisions rests with the student. A student’s application for special provisions must be made through the school.

School Responsibilities
Schools are responsible for:
• informing students of the availability of special provisions;

• granting special provisions on the basis of evidence in all applications of how the student’s condition impacts on his or her capacity to participate in an assessment;

• ensuring that decisions about special provisions for school assessment are made on the basis of the principles and procedures outlined in this policy;

• implementing approved variations to conditions in school assessments;

• keeping records of students’ applications and of any special provisions granted to students for school assessment at Stage 1 and Stage 2.
**SACE Board Responsibilities**

The SACE Board is responsible for:

- providing students, schools, and the community with information about the policy and procedures;
- providing advice to students, schools, and the community on special provisions in curriculum and assessment;
- providing a process for the appeal of a decision on special provisions in school assessment through the Chief Executive;
- monitoring and reviewing the decision-making and recording processes of special provisions in the school assessments annually in a sample of schools.

### 5.3 Variations to External Assessment at Stage 2

The Board is responsible for establishing eligibility, and for identifying and implementing appropriate, fair, and reasonable special provisions for external assessment. All SACE students undertake external assessment under comparable conditions. The same knowledge and skill requirements and standards are applied to all students, whether or not they are granted special provisions. Eligible students are provided with alternative arrangements to enable them to participate in the relevant external assessment.

The Board approves variations to enable an eligible student to undertake an external assessment. These include:

- written examinations
- oral examinations
- investigations, special studies, issues studies, reports, reflections, analyses, etc.
- performance, practical and product skills, and/or examinations.

Alternative arrangements may include, for example:

- additional working time (reading or writing time)
- use of a word processor
- rest breaks
- use of a reader or assistive technology
- use of a scribe
- access to medication
- separate invigilation
- enlarged examination papers
- extensions to due dates determined by the Board
- use of the moderated predicted examination mark.

Special provisions for some external assessments (e.g. investigations and special studies in some subjects) are granted and administered by the school as these assessments are not undertaken in timed, supervised conditions.

However, special provisions relating to extension beyond the Board's collection dates, alterations to the form of the assessment, or exemptions from the external assessment can be approved only by the Board.

Assistance in applying for special provisions is available to students from the SACE coordinator or principal's delegate in each school. Staff of the Office of the SACE Board also provide support through the special provisions helpline.
Approval for special provisions can be granted only for the current calendar year; a new application is required each year. Approval granted in one year should not be taken to mean that approval would be granted in subsequent years.

It is important that the SACE Board receive applications with all the required evidence by the due dates set out in the SACE Operations Manual, which is published annually. In many cases students will be seeking a variation to the conditions for a final external examination on the grounds of a pre-existing or long-term condition. In such situations the application is due in Term 1 on the date set out in the SACE Operations Manual. However, these students are encouraged to apply for special provisions in Term 4 of Stage 1 (that is, in Term 4 of the previous year). In this way the students will have an opportunity to work during the year under the same conditions as those approved for a final external examination.

5.3.1. Evidence to Establish Eligibility for Granting Special Provisions for External Assessment.

For special provisions to be approved, evidence is required that:
- establishes eligibility on the basis of specific grounds;
- determines the most appropriate variations.

The evidence required will vary but must always include information from the student and the school. Student applications to the Board for special provisions must be made through the school. In all cases the school must provide evidence regarding the impact of the illness, impairment, or personal circumstances on the student’s capacity to participate in an assessment. Independent evidence may be required from professionals or community members. Medical or psychological evidence must be current, and evidence relating to learning disabilities should not be older than 5 years.

To establish eligibility on the basis of the following grounds, the following evidence is required:

5.3.1.a Physical Disability
All applications require documentation from:
- the student — requesting alternative arrangements;
- the school — describing how the student’s condition impacts on his or her capacity to participate in an assessment. Where possible, the documentation should describe special provisions that have been put in place to support the student during previous assessments;
- an independent professional — confirming the physical disability. This should demonstrate the nature and duration of the physical disability;
- the school — where the student has requested extra working time, or use of a scribe or a word processor (see 5.3.2.c).

5.3.1.b Vision Impairment
All applications require documentation from:
- the student — requesting alternative arrangements;
- the school — describing how the student’s condition impacts on his or her capacity to participate in an assessment task. Where possible, the documentation
should describe special provisions that have been put in place to support the student during previous assessments;

- an independent professional — confirming the vision impairment. This should demonstrate the nature and duration of the vision impairment.

5.3.1.c Hearing Impairment
All applications require documentation from:
- the student — requesting alternative arrangements;
- the school — describing how the student’s condition impacts on his or her capacity to participate in an assessment. Where possible, the documentation should describe special provisions that have been put in place to support the student during previous assessments. Where the student has requested extra reading time, or use of a scribe or a word processor (see 5.3.2 a, b, and c).
- an independent professional — confirming the hearing impairment. This should demonstrate the nature and duration of the hearing impairment.

5.3.1.d Medical Condition
All applications require documentation from:
- the student — requesting alternative arrangements;
- the school — describing how the student’s condition impacts on his or her capacity to participate in an assessment. Where possible, the documentation should describe special provisions that have been put in place to support the student during previous assessments;
- an independent professional — who is currently treating the student for the medical condition. This should demonstrate the nature and duration of the medical condition. Where the student has requested the use of the moderated predicted examination mark (see 5.3.2.e) the student will need documentation from an independent medical doctor;
- the school — where the student has requested extra working time, or use of a scribe or a word processor (see 5.3.2.c).

5.3.1.e Psychological Illness
All applications require documentation from:
- the student — requesting alternative arrangements;
- the school — describing how the student’s condition impacts on his or her capacity to participate in an assessment. Where possible, the documentation should describe special provisions that have been put in place to support the student during previous assessments;
- an independent professional — who is currently treating the student for the psychological illness. This should demonstrate the nature and duration of the psychological illness;
- the school — where the student has requested extra working time, or use of a scribe or a word processor (see 5.3.2.c).

5.3.1.f Learning Disability
All applications require documentation from:
• the student — requesting alternative arrangements;
• the school — describing how the student’s condition impacts on his or her capacity to participate in an assessment. Where possible, the documentation should describe special provisions that have been put in place to support the student during previous assessments;

• the school — where the student has requested extra working time, or use of a scribe or a word processor (see 5.4.2.c).

5.3.1.g Misadventure
Applications can be made by individual students, a whole class, or examination groups.

All applications require a statement that the circumstances leading to the situation were beyond the control of the student(s). Applications should provide as much evidence as possible of assessment activities (if applicable) that took place before the misadventure. Such evidence can include, for example, working drafts of assignments, documentation of the interaction between teacher and student at different stages in the preparation of a research study, or photographic evidence. A statutory declaration citing the circumstances may be required.

Applications from individual students require supporting documentation from a teacher, the SACE coordinator, and/or the principal. A statutory declaration citing the circumstances may be required.

Applications from a whole class or examination groups require supporting documentation from teachers, the SACE coordinator, and/or the principal.

5.3.1.h Personal Circumstances
All applications require documentation from:
• the student — requesting alternative arrangements;
• the school — describing how the student’s personal circumstances impact on his or her capacity to participate in an assessment task. The application must demonstrate the lack of choice by the student;
• an independent professional or community member — confirming the nature and duration of the personal circumstances. The evidence to establish the grounds for consideration should be provided by a person who is not a member of the family.

In cases of personal circumstances, eligible students may be directed to provisions for the recognition of community learning in Stage 1 and/or Stage 2.

5.3.2 Evidence to Determine the Most Appropriate Alternative Arrangements

Evidence is required to determine, for eligible students, the most appropriate, fair, and reasonable alternative arrangements. For some alternative arrangements, evidence will be required using specified tests or processes. These are listed below.

5.3.2.a Request for Additional Reading Time or a Reader
Applications must include the results of the comprehension test and vocabulary test from Progressive Achievement Tests in Reading (PAT-R). These tests must be conducted in the current calendar year or in Term 4 of the previous year.
5.3.2.b  Request for Additional Writing Time
Applications must include two handwritten timed tasks undertaken in Term 4 of the previous year or in the current calendar year (see Appendix A).

5.3.2.c  Request for Use of a Scribe or a Word Processor in an Examination
Applications must include two handwritten timed tasks and one word-processed or scribed essay undertaken in Term 4 of the previous year or in the current calendar year (see Appendix A).

5.3.2.d  Request to Use the Moderated Predicted Examination Mark
This special provision is available, for eligible students, on grounds of either:
• serious illness; or
• misadventure.

In applications on the grounds of serious illness, this special provision is available if the student:
• was unable to attend an examination because of illness; or
• sat an examination while suffering from an illness; or
• suffered an illness of three or more days’ duration immediately before an examination.

Part 1 of the three-part application form requires the student to make an application, authorising the release of a medical report to the SACE Board and the school.

Part 2 requires the school to provide detailed information and make a recommendation to the Board. In cases where the student attempts an examination, the school is required to provide information and observations about the student’s behaviour during the examination.

Part 3, a medical report, seeks detailed information relating to the medical condition of the student on the day of the examination and the capacity of the student to undertake the examination.

Students should be encouraged to attempt the examination as the above procedure enables the higher result to be used — from either the actual examination mark or the moderated predicted examination mark.

Applications requesting the use of the moderated predicted examination mark must be received by the SACE Board within 3 days of the student’s last examination. If a student is applying for this provision for the semester 1 Mathematical Applications examination, the application must be received by the SACE Board within 3 days of the semester one examination date.

For details of the evidence required for applications for this special provision on the grounds of misadventure, see 5.3.1.g. Students may be required to provide a statutory declaration in these cases.

5.3.3.  Process of Applications for External Assessment
Applications for special provisions for Stage 2 must be made on the appropriate forms. A Special Provisions Panel considers the applications for external assessments.
To give students the opportunity to work during the year under the same conditions as those approved for a final external examination, it is important that the SACE Board receive applications with all the required evidence (as indicated in 5.3.1) by the due dates in the SACE Operations Manual.

In many cases students will be seeking a variation to the conditions for a final external examination on the grounds of a pre-existing or long-term condition. In such situations the application is due in Term 1 on the date set out in the SACE Operations Manual. However, these students are encouraged to apply for special provisions in Term 4 of Stage 1 (that is, in Term 4 of the previous year).

Students whose full applications are received in Term 4 of the previous year will be notified of the outcome of their application by the end of February of the following year. Students whose full applications are received in the current year of study will receive notification of the outcome of their application within 6 to 8 weeks of submitting the application.

5.3.4 Special Provisions Panel and External Assessment

The Chief Executive delegates to the Executive Manager, School Assessment Services the responsibility for decisions on applications for special provisions for Stage 2 external assessments.

This panel, appointed by the Chief Executive, considers and recommends to the Executive Manager, School Assessment Services applications for special provisions. The Special Provisions Panel consists of:

- Executive Manager, School Assessment Services (Chair) or nominee;
- nominated staff of the Office of the SACE Board.

The panel has the authority to co-opt members, or to seek other professional advice as needed. The Executive Manager, School Assessment Services is to nominate a proxy chair if unable to attend a meeting of the panel.

Applications are assessed to determine:

- grounds for eligibility;
- the impact of the illness, impairment, or special circumstances on the capacity of the student to participate in the assessment;
- the most appropriate, fair, and reasonable alternative arrangement to facilitate the student’s participation in the assessment;

The SACE Board advises the student and the school of the outcome of the application.

5.3.5 Summary of Responsibilities for Special Provisions in External Assessment

**Student Responsibilities**

The responsibility for making an application for special provisions rests with the student. A student’s application for special provisions must be forwarded to the SACE Board through the school.

**School Responsibilities**

Schools are responsible for:

- informing students of the availability of special provisions;
• providing evidence in all applications of how the student's condition impacts on his or her capacity to participate in the assessment;

• forwarding students' applications for external assessment variations with all the required evidence to the SACE Board;

• keeping records of students' applications and of any special provisions granted to students for external assessment at Stage 2;

• advising students of the progress of their application;

• advising students of the outcome of their application made to the SACE Board;

• implementing approved variations to conditions in external examinations.

SACE Board Responsibilities

The SACE Board is responsible for:

• providing students, schools, and the community with information about the policy and procedures;

• providing advice to students, schools, and the community about special provisions in curriculum and assessment;

• acknowledging and processing applications and notifying schools of the outcome in a timely manner;

• communicating with the student, via the school, when further evidence is required;

• ensuring that decisions about special provisions are made on the basis of the principles outlined in this policy.

5.4 Appeal Process for Stage 1 and Stage 2

An appeal process is available when a complainant believes that decisions or other actions taken in relation to special provisions in curriculum and assessment, for either school or external assessments, have not been carried out in accordance with the SACE Board’s Special Provisions in Curriculum and Assessment Policy and its procedures.

Any appeal must be made in writing to the Chief Executive of the SACE Board, stating details of the decision or action being appealed and the redress sought.

Within 7 days of receiving a complaint, the Chief Executive initiates an investigation into the decision or delegates responsibility for this investigation. A letter is then sent to the complainant stating:

• that the complaint has been received;

• the name of the person investigating the complaint and preparing a report;

• that confidentiality is assured.

The investigating officer may take such actions as are necessary and may interview any parties involved in the complaint.

Although the aim of the appeal is to conciliate the matter wherever possible, the action or decision complained about may be confirmed, varied, overturned, or sent
back for reconsideration. Any determination by the Chief Executive as a result of the investigation is binding on all parties.

5. **MONITORING**

*Special Provisions Advisory Panel*

A Special Provisions Advisory Panel is appointed by the Executive of the Board to monitor, evaluate, and conduct research into the appropriateness and effectiveness of the Special Provisions in Curriculum and Assessment Policy and its procedures. Membership of the panel is for 2 years, with the option of a third year by mutual agreement. The composition of this panel is as follows:

- Chair, to be nominated by the Board
- three representatives of the schooling sectors
- three principals representing the schooling sectors
- three SACE coordinators representing the schooling sectors
- a nominee from the Commissioner for Equal Opportunity
- a nominee of the Ministerial Advisory Committee for Students with Disabilities
- a nominee of the Disability Advocacy and Complaints Service of South Australia Inc.
- staff of the Office of the SACE Board.

The Chief Executive liaises with the three schooling sectors to ensure that the panel is balanced with respect to gender, geographic location of schools, and socio-economic profile of schools.

The Special Provisions Advisory Panel has the authority to co-opt or seek independent professional advice as needed.

The Special Provisions Advisory Panel meets biannually and reports to the Board annually.
APPENDIX A: FUNCTIONAL EVIDENCE

One source of evidence of the nature of a student's learning disability is to be gathered in the form of essays undertaken under supervised timed test/examination conditions. Essays must be provided as part of the evidence for some special provisions applications.

Task 1 — Handwritten Timed Essay
The topic for this handwritten essay is provided by the SACE Board. This essay is administered at school under supervised, timed test/examination conditions. Reading time for this task is 5 minutes and writing time is 30 minutes. The essay must be written in continuous prose. No special arrangements for the student are to be allowed.

Task 2 — Handwritten Summative Task
This is a photocopy of a handwritten task that the student has completed under supervised, timed test/examination conditions as part of summative school assessment. Please include any marks or comments made by the teacher. The time allowed for this task must be indicated on the cover sheet. Any extra time allowed to the student must also be indicated. The writing time for this task is a minimum of 30 minutes.

Task 3 — Word-processed or Scribed Essay
The topic for the word-processed or scribed essay is provided by the SACE Board. This essay is administered at school under supervised, timed test/examination conditions. Reading time for this task is 5 minutes and writing (word-processing or scribing) time is 30 minutes. The essay must be written in continuous prose. No special arrangements for the student, other than the use of a word processor or scribe, are to be allowed.
APPENDIX B

HISTORY OF POLICY DEVELOPMENT AND AMENDMENTS

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<th>Version</th>
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<td>Review and internal audit of policy and procedures</td>
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<td>Review of procedures</td>
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<td>4.2</td>
<td>Minor revisions approved by Executive Manager, School Assessment Services</td>
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AMENDMENTS

(Amendments made from version 4.1 (for use in 2011-2012) to version 4.2 (for use in 2013))

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<td>4.2</td>
<td>p1: - change 2011-12 to ‘2013’</td>
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<td>p11: 5.3.2.b – delete ‘essays’, and add ‘timed tasks’ to read: ‘... must include two handwritten timed tasks undertaken in Term 4...’</td>
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<td>p11: 5.3.2.c – delete ‘essays’, and add ‘timed tasks’ to read: ‘... must include two handwritten timed tasks undertaken in Term 4...’</td>
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<td>p11: 5.3.2.c – delete last sentence, beginning ‘Applications based on a spelling disability.’</td>
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<td>p12: 5.3.4 – replace ‘Executive Manager, Curriculum Services’, with ‘Executive Manager, School Assessment Services’.</td>
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<td>p.15: Replace ‘Essay’ with ‘Functional’ in the heading to read ‘Appendix A: Functional Evidence’</td>
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<td>Replace ‘Essay’ with ‘Task’</td>
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<td>Task 2 – Handwritten Summative Task – delete second sentence, beginning, ‘This essay must be written in continuous prose...’ and replace with, ‘Please include any marks or comments made by the teacher.’</td>
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(Amendments made from version 4.0 (for use in 2011) to version 4.1 (for use in 2012))

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<tr>
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<td>p.11 5.3.2.d – add sentence to para 7 to read: ‘... within 3 days of the student’s last examination. If a student is applying for this provision for the semester 1...’</td>
</tr>
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</table>
Mathematical Applications examination, the application must be received by the SACE Board within 3 days of the semester one examination date.'

(Amendments made from version 3.0 (for use in 2010) to version 4.0 (for use in 2011)

<table>
<thead>
<tr>
<th>Version</th>
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<tbody>
<tr>
<td>4.0</td>
<td>p3: add sentence to para 1 – Schools are required to keep records of student applications and records of any special provisions granted to students for school assessments at Stage 1 and Stage 2.</td>
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<td></td>
<td>p11: change ‘...within 7 days...’ to ‘3 days of the student’s last examination.’</td>
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<td>p14: Advisory Panel – change ‘option of a second year’, to ‘...third year’.</td>
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(Amendments made from version 2.1 (for use in 2009) to version 3.0 (for use in 2010)

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<tr>
<td></td>
<td>Delete ‘component’ and replace with ‘task/type/component’ throughout the document (to suit new SACE terminology)</td>
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<td>p. 3: Policy Statement para 2 – include ‘to demonstrate their learning’ at end of paragraph. para 5 – 1st sentence to read: ‘Special provisions are available to eligible students for both school assessment (Stage 1 and Stage 2) and external assessment (Stage 2) of the SACE’. Include sentence: ‘A panel appointed by the Board is responsible for considering, and, where appropriate, approving requests for alternative arrangements for external assessments.’ para 7 – 1st sentence to read: ‘A student may appeal against a decision for granting special provisions for school assessment and/or an external assessment by writing to the Chief Executive . . . ’ para 9 – to read: ‘Approval for special provisions can be granted only for the current calendar year; a new application is required each year. Approval granted in one year should not be taken to infer that approval would be granted in subsequent years’.</td>
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<td>p. 4: Policy Procedures last dot point to read: ‘personal circumstances (e.g. interrupted schooling because of family responsibilities or cultural obligations).’</td>
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<td>p. 5: Variations to School Assessment for Stage 1 and Stage 2 para 1 to read: ‘Schools are responsible for establishing eligibility, and identifying and implementing appropriate, far, and reasonable special provisions for school assessments at Stage 1 and Stage 2 based on the policy principles and procedures set out in this policy. Where the Board makes decisions . . . ’ dot point 2 to include: ‘. . . (i.e. that the student has opportunities to demonstrate all learning requirements through the sets of assessments)’ last paragraph to read ‘The SACE Board will monitor and review the decision-making and recording processes of special provisions in the school assessments on an annual basis . . . ’</td>
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<td>p. 6: Inclusion of section 5.2.1 Evidence to Establish Eligibility and to Determine the Most Appropriate Alternative Arrangements for School Assessment ‘Other forms of evidence . . . will assist schools to establish eligibility and determine the most appropriate variations’. Inclusion of new section 5.2.2 Summary of Responsibilities for Special Provisions in School Assessment)</td>
</tr>
</tbody>
</table>
|         | p. 8: 5.3 Variations to External Assessment at Stage 2 para 1: Inclusion of ‘Coordinator/or principal’s nominee’
para 3: Inclusion of new para, ‘It is important that SACE Board receive applications with all the required evidence by the due dates set out in the SACE Operations Manual. In many cases . . .’

p. 10: 5.3.1.h ‘Interrupted Schooling’ to read ‘Personal Circumstances’

p.11: inclusion of paragraph ‘Applications requesting the use of the moderated predicted examination mark must be received by the SACE Board within 7 days of the student’s last examination’ under 5.3.2.e. Request to Use the Moderated Predicted Examination Mark.

p. 11 & 12: inclusion of 5.3.3 Process of Applications for External Assessment

p. 12 & 13: inclusion of 5.3.5 Summary of Responsibilities for Special Provisions in External Assessment

p. 15: Appendix A ‘Essay 2’ to include
*This essay must be written in continuous prose; however, there may be cases where a timed short-answer test or examination is appropriate) please check with the SACE Board before submitting the application.*

Delete ‘curriculum statement’, and replace with ‘subject outline’ to accommodate both the current and the new SACE.

p. 9: delete last paragraph under 5.4.1.h

AMENDMENTS
(Amendments made from version 2.0 (for use in 2008) to version 2.1 (for use in 2009)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>2.1</td>
<td>p. 2: replace legislation under ‘relevant legislation’</td>
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<td></td>
<td>p. 3 dot point 6 include: ‘learning disability (‘a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction’). Students with a learning disability have developmental and academic skills significantly below expectation for their grade level. The disabilities are presumed to be intrinsic to the individual and long term, but they are not considered to be the direct result of intellectual disability, physical and sensory impairments, or emotional difficulties; neither do they appear to derive directly from inadequate environmental experiences or lack of appropriate educational experiences. As a result of the learning disability, the student has reading or writing skill that is substantially below that expected of a student studying Stage 1 or Stage 2). (As per 2009 Operations Manual).</td>
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<td></td>
<td>p. 4: delete ‘sporting activities’ under dot point 4</td>
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<td>p. 4: 5.2, include ‘that the assessment is still valid’ in dot point 2.</td>
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<td>p. 4: 5.2, include ‘additional time (reading or writing time)’ in dot point 6</td>
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<td>p. 4: 5.2, para 4, include: Schools are reminded of their responsibilities and to note the evidence required. For special provisions to be approved, evidence is required to: • establish eligibility on the basis of specific grounds; • determine the most appropriate variations. The evidence required will vary but will always include: • information from the student; • information from the school on the impact of the illness, impairment, or personal circumstances on the student’s capacity to participate in an assessment component. The school may also seek evidence from independent professionals or community members. The fact that a student has a diagnosis for a particular condition (i.e. illness, disability, or impairment) does not automatically entitle the student to special provisions. The prime consideration is the impact of the condition on the student’s capacity to participate in an assessment component.</td>
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</table>
Student work that has been subject to special provisions (other than delaying the presentation of a task) should not be submitted for moderation unless the work is that of a potential Merit student. (As per 2009 Operations Manual)

p. 5: 5.2 delete dot points:
- providing predicted marks based on other formative or summative assessment;
- identifying equivalent learning against learning outcomes or SACE requirements (if the grounds are interrupted schooling).

p. 4: 5.2, include new dot point 8 ‘providing a reader, scribe, or assistive technology’

p. 6: 5.1, include sentence at top of page, ‘Medical or psychological evidence needs to be current, and evidence relating to learning disabilities must be no older than 5 years’.

5.4.2.a Request for Additional Reading Time or a Reader
p. 8 5.4.2.a replace paragraph with:
Applications must include the results of the comprehension test and vocabulary test from Progressive Achievement Tests in Reading (PAT-R). These tests must be conducted in the current calendar year or in Term 4 of the previous year. Other reading tests can be used, subject to approval by the SACE Board.

Replace ‘SSABSA’ with ‘SACE Board of South Australia’, ‘Office of the SACE Board’, ‘the Board’, (or variation) throughout the document

Replace ‘Manager, Curriculum and Assessment’ throughout the document with ‘Executive Manager, Curriculum Services’.

p. 9: 5.4.2.e, insert: ‘In cases where the student attempts an examination, the school is required to provide information about the student’s behaviour during the examination.’

AMENDMENTS
(Amendments made from version 1.0 (for use in 2007) to version 2.0 (for use from 2008))

<table>
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| 2.0     | p. 3: addition of ‘through the application of special provisions’.
|         | p. 3: addition of ‘SSABSA will inform students that the access to appeal a decision is available. The Chief Executive’s determination of such appeals is final.’
|         | p. 7, 8, 9: inclusion of the word ‘scribe’ wherever ‘word processor’ appears
|         | p. 5: delete footnote
|         | p. 5 5.3: insert ‘Special provisions for some external assessment components (e.g. investigations and studies in some subjects) are granted and administered by the school as these assessment components are not undertaken in timed, supervised conditions. However, special provisions relating to extensions beyond the SSABSA collection dates, alterations to the format of the assessment task, or exemptions from the external task can only be approved by SSABSA.’
|         | p. 8, 5.4.2a: replace ‘in the current year’ with ‘within the last two years’
|         | p. 8, 5.4.2b: include ‘Term 4 of the previous year or in the current calendar year’
|         | p. 8, 5.4.2c: include ‘Term 4 of the previous year or in the current calendar year’
|         | p. 9 5.5.1: include ‘The Chief Executive delegates to the Manager, Curriculum and Assessment, the responsibility for decisions on applications for special provisions.’
|         | p. 9 5.5.1: include ‘to the Manager, Curriculum and Assessment.’
|         | p. 9 5.5.1: delete ‘Manager, Information Services, Team Leader, Schools Liaison and Reporting, and Team Leader, Assessment Development’
|         | p. 9 5.5.1: include ‘Team Leaders, Assessment and School Liaison (two), nominated Assessment Field Officers and Curriculum and Assessment Officers’
|         | p. 9 5.5.1: include ‘The panel has the authority to co-opt members, or to seek other professional advice as needed. The Manager, Curriculum and Assessment is to nominate a proxy chair in the event of the Manager being unavailable for a meeting of the panel.’
|         | p. 9 5.5.2: replace ‘Chief Executive’ with ‘Board Executive’
|         | p. 9 5.5.2: include ‘Membership of the Panel is for a term of one year with the option of a second year being by mutual agreement.’

Special Provisions in Curriculum and Assessment
Ref: A131507, 4.2
Last updated: 13 February 2013
p. 9 5.5.2: delete ‘three Board or Deputy Board members’
pp. 9 and 10 5.5.2: add ‘Chair to be nominated by the Board, a nominee of the Commissioner for Equal Opportunity, a nominee of the Ministerial Advisory Committee for Students with Disabilities, a nominee of the Disability Advocacy and Complaints Service of South Australia Inc.’
p. 10 5.5.2: add ‘This Special Provisions Advisory Panel is chaired by a nominee of the Board.’
p. 10 5.5.2: insert ‘The Chief Executive will liaise with the three schooling sectors to ensure that the panel demonstrates balance with respect to gender, geographic location of schools, and socio-economic profile of schools.’
p. 10 5.5.2: change ‘will access independent’ to ‘has authority to co-opt members or to seek other’
p. 11, Appendix A – Handwritten Essay 2: delete ‘and any special conditions provided’
p. 11, Appendix A – Handwritten Essay 2: insert ‘In cases where the school has allowed the student extra time for this task, this needs to be clearly identified.
p. 11, Appendix A – Word Processed Essay: insert the word ‘scribed’ wherever ‘word processed’ appears.