Internal and External Assessment: Policy into Practice

A Guide for Staff, Students and Parents

“May your journey always be filled with blessings and may the life of Saint Mary MacKillop ignite in you the flames of faith and service”
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Internal and External Assessment: Policy into Practice

MacKillop Catholic College recognises that teaching, learning and assessment of that learning are fundamentally interdependent. Learning outcomes, which include knowledge and understanding of a subject as well as cognitive, personal and academic skills, should be explicitly stated, and these should be the pivot around which the whole course is developed.

Internal and external assessment is a feature of SACE which is the education system of the Northern Territory and South Australia. Internal assessment is undertaken by all Secondary School teachers while external assessment involves teachers and/or coordinators sending student work to examiners for assessment.

INTERNAL ASSESSMENT

SACE Requirements: Stage 1 School Assessment and Moderation

School-based assessment
SACE subjects are 100% school assessed at Stage 1. School assessments are 'assessments that are set by the school, in accordance with subject outlines, and carried out by the school'. At Stage 1 assessments are internally graded; however, compulsory subjects have confirming moderation processes.

Moderation
At Stage 1, English and mathematics subjects, and the Personal Learning Plan (PLP) are moderated. During moderation, samples of student work are reviewed to make sure the assessment decisions (grades) are consistent with the performance standards for a subject. Stage 1 moderation confirms that students have met the compulsory Stage 1 requirements of the SACE. For most schools, only the C and D grades are moderated as the C grade represents the minimum essential grade required in these subjects. The compulsory requirements are important at Stage 1; their focus is on student literacy and numeracy, and on helping students to plan for their SACE studies and future. Stage 1 moderation takes place towards the end of the teaching and learning program. After moderation, schools receive feedback either confirming the grades or recommending changes. Teachers apply the moderation feedback in any subsequent assessment tasks and to students' final results that are submitted to the SACE Board. This ensures that final results are consistent and fair.
SACE Requirements: Stage 2 School Assessment and Moderation

School-based assessment
SACE subjects are 70% school assessed at Stage 2. School assessments are ‘assessments that are set by the school, in accordance with subject outlines, and carried out by the school’. At Stage 2, the SACE Board supports teachers in their assessment role. Part of that support is the moderation of the school assessment component of all Stage 2 subjects.

Moderation
During moderation, samples of student work are reviewed to make sure that the grades are consistent with the performance standards for the subject. Stage 2 moderation confirms a school's interpretation of the performance standards before students receive their final subject grades. In each Stage 2 subject, samples of student work are selected from the grade levels A+ to E-. Moderation occurs at the end of Semester 2 for all subjects. There is a mid-year moderation for Stage 2 Research Project A and B if students have completed the 10-credit subject in Semester 1.

After results are released, the SACE Board provides quantitative and qualitative data on the moderation outcome to all schools. Schools incorporate the feedback from moderation into their improving and planning processes for the following year.

This information is taken from the SACE website and can be found at: https://www.sace.sa.edu.au/students/assessments-and-results/assessment#title#section4

School Based Assessment

Submission of Student Work

1. All summative assessment must be notified as a ‘task’ on the calendar.
2. Students should be informed in writing.
3. Notification should include the following features:
   a. Indication of task content and conceptual understandings
   b. Form of the task, e.g. an essay, report, presentation, podcast, oral, performance, etc
   c. The criteria to be assessed, with generic descriptors and task-specific clarifications
   d. Task’s due date
   e. Ideally, at the beginning of each teaching unit the final summative assessment should be posted as a “task” on the calendar. At a minimum, the summative task should be on the calendar at least 14 days before the submission date.
f. Notification of all formative tasks should include information about the teacher’s expectations (a-d above) and students should record due dates in their student diary.

**Time, Procedure, Penalties**

1. All work is expected to be submitted on the due date at the time specified either on the notification assessment sheet or on the calendar.
2. All work should go through a rigorous self-editing process which includes checking spelling and grammar, word length, task requirements and criteria for the task.
3. All students are expected to submit a completed draft to the teacher for editing and advice. Students are expected to take action on the editing prior to submission of the task.
4. Work must be handed to the relevant teacher or submitted on line when requested.
5. It is the responsibility of the student to ensure that work has been received by their teacher.
6. There will be consequences for late submission or non-submission of work. This be determined by the professional judgment of classroom teachers and may take into consideration the following factors:
   a. the age of the student
   b. previous occurrences
   c. the student’s academic history (e.g. whether the student has specific learning needs)
   d. other personal circumstances
   e. Teachers are encouraged to liaise with Heads of Department and/or Year Level Coordinator if they have concerns over late/non-submission of student work.
   f. Parents will be notified in writing when assessment is not submitted on the due date. Teachers are expected to raise an **Academic Concern: Late Submission Letter** (page 15) regarding the student which specifies the nature of the concern and the consequences of the assessment breach. In serious instances/re-occurrences, the Year Level Coordinator will meet with students and parents.
   g. Work not submitted on time (without adequate explanation or being unreasonably late) will be marked so long as the student is not in breach of SACE set deadlines and expectations.
   h. This task will also be recorded as a late submission and will impact on comments within the subject’s report.
   i. If a student is absent on the day work is due, he/she must submit the assessment item the following school day to the teacher. The task is still to be completed in order to demonstrate an ability to meet the criteria for the task and to meet the requirements of the course.
   j. Extensions must be sought at least 24 hours prior to the assessment deadline. Extensions must be sought in writing either via email or the schools **Extension Application Form** (page 16). Student may be awarded up to 5 school days so long as the SACE deadlines are still able to be met.
k. If a task deadline cannot be met due to illness or other medical reason then a medical certificate is expected to be provided prior to the granting of an extension.

l. If a student is in breach of SACE guidelines then a recorded mark of “I” (no result) may be given. In extreme circumstances students who cannot complete the entire course assessment may be eligible to “pend” their work until the next marking cycle. Deputy Principal: Pastoral Care and Deputy Principal: Academic Studies under consultation with the Principal will determine if a student may “pend,” receive no result “I,” or if a mark is awarded. Further information is provided in the Penalties for breach of Rules (page 12).

School Based Trail Examinations

In recognition of the need to prepare for examinations in the Senior Years, students need to be exposed to examination assessment. As a mode of assessment, a formal examination provides useful information for teachers to help inform their professional judgment on student achievement against published objectives. The school believes, however, that summative student achievement levels should be based on a range of balanced strategies and not solely on examination performance.

Test-Wise Skills

In order for students to perform well in all areas of study there are certain study skill requirements which students should follow. These Test-Wise Skills will assist students to study and prepare for their examinations both trials and final examinations.

Study and finding your rhythm
The key to making the most out of senior schooling it is essential to strike the right balance early. A structured routine will ensure students make the best of the time they have for learning. It is important to balance time between studies, social life, family, sleep, work, and sporting commitments.

Test Skills
Taking tests and examinations are specific assessment types which require the student to answer questions in a pressurised and stressful environment within a specific time requirements. This can be a great challenge for students and is a skill which is acquired over time and with practice. Each subject area will require a separate set of skills in order to undertake the test. The subject teacher will specify the requirements which are specific to the subject and each test type should be practised throughout the 2 year course to ensure success in the final examinations.

Find the right environment
The fewer distractions students have around them, the easier it will be to focus on their studies. Think about where students study best, whether it’s in the school library, bedroom, or elsewhere. Switch off phones and avoid social media to help minimise disruption while studying.
Plan
Make a list of priorities; it will help to manage time more effectively. As students work out study schedules, remember to make time for catching up with friends, playing sport, or just watching TV and relaxing.

Look after yourself
Exercise and a healthy diet can help improve concentration, reduce stress levels, and improve general well-being. Getting a good night’s sleep is also important in helping to concentrate and feel alert when studying.

Ask for help
Help is always available if students are feeling overwhelmed or particularly stressed. Family members and friends can help test knowledge, and teachers can advise which areas of study students need to concentrate on. Family and friends can also provide support and advice if feeling anxious or concerned.

Trial Examination Times
At certain times of the school year, students in Years 11-12 will sit for formal written examinations. The results of these examinations should be recorded as follows:

1. Year 12 (Stage 2) trial examinations occur in Term 2 and Term 3, and these will include questions on material completed over the entire course of study. Individual results are NOT recorded as a part of a student’s semester grade. Instead, examination results are reported separately. Year 12 students will be removed from subjects during the week of the trial examinations. Students will be given direct supervision in a range of focused study sessions during the trial examination period.

2. Year 11 (Stage 1) end-of-semester examinations will include questions on material completed over the entire course of study. When material is drawn from work undertaken during the semester, these scores may be a component of a student’s semester grade. Students in Year 11 will be expected to attend normal classes around their examinations during the week of trial examinations.

Please note:
- Teachers should give students clear guidelines concerning the material to be included in any summative examination and provide a clear explanation of the relationship between the examination and the semester grade.
- On each report students will receive a separate comment and result specific to how the student performed in the examination for each subject. Eg: <name> completed the <subject: Title of assessment> trial examination and received <percentage>.

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Specific Guidelines

1. When instructed to enter the examination room, students must do so in a quiet and orderly manner.
2. No form of refreshment, except water carried in a re-sealable container, may be taken into the examination room.
3. Students may take to their desk/table only the following items:
   a. General stationery (for example, pens, pencils, coloured pencils, an eraser, geometry instruments and a ruler).
   b. Pencil cases must be clear (transparent).
   c. Other materials specified by the school as required for a particular examination (for example, an electronic calculator).
4. The examination supervisor will decide where each student will sit during an examination.
5. Students must remain seated until permission is given to leave the examination room.
6. The instructions of the examination supervisor must be obeyed.
7. The examination supervisor has the right to expel from the examination room any student whose behaviour is interfering with the proper conduct of the examinations.

Late arrival

No additional time will be allowed for students arriving late for the examination.

Temporary absence

During a temporary absence, a student must not take any material out of the examination room, have access to material during the absence, or return with any material.

Malpractice

During the examination, and at other times specified by the examination supervisor, a student must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in no grade being awarded for the examination. If a student finds that he or she has accidentally taken unauthorized material (papers, books, notes of any kind) into an examination, this material must be given to the examination supervisor immediately. Failure to do so may lead to no grade being awarded for the examination. Further information is provided in Penalties for Breach of Rules (page 12).

Early departures

Students will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour 15 minutes, students will not be allowed to leave during the examination. If a student leaves the examination before the scheduled finishing time, the student will not be allowed to return.
End of the examination

No examination materials – examination papers, answer papers, rough working – may be taken out of the examination. Students must leave the examination room in a quiet and orderly manner.

EXTERNAL ASSESSMENT

SACE Requirements

At Stage 2, the SACE Board marks the 30% external assessment component of all subjects. Depending on the subject, external assessment can take a range of forms, including:

- investigations
- oral examinations
- performances
- written examinations.

Assessment Groups

School assessment results, predicted results for external assessment, and quality assurance processes are organised by assessment group. The term ‘assessment group’ is used in addition to ‘class’ on SACE enrolment and results information. An assessment group is created when an examinable subjects student numbers fall below 3 students.

Online results sheets for school assessment and for predicted examination results (external assessment) are displayed by assessment group. The results sheets are available, via Schools Online, to the teaching school and the assessment school. Each class involved in an assessment group is listed sequentially on the online results sheet for that assessment group.

Online results sheets for external assessment investigations are displayed by class.

For final moderation (on site) of Physical Education, results sheets are printed by the SACE Board and sent to the assessment school. The results sheets list students by assessment group. Each class involved in an assessment group is listed sequentially on the results sheet for that assessment group.

For predicted performance results for external assessment of Dance, Drama, Ensemble Performance, Performance Special Study, and Solo Performance, teachers prepare a results sheet (using a form provided on the relevant subject minisite) that lists students by assessment group.
The assessment group process has the advantage of providing professional development for teachers in the given subject area, and will require additional time and organisation. As such, it is paramount that the teachers involved in the assessment group:

- Come with a positive attitude and be prepared to share the responsibilities of linking equitably
- Are open to achieving a mutually acceptable agreement and to discussing the process and resolving any difficulties appropriately.

Some Subject Outlines allow teachers to choose option topics. It is not a requirement for assessment groups to use identical learning and assessment plans.

It is the teachers’ responsibility to arrange an appropriate link, however Senior Years Curriculum staff can provide information and support during the process. Please contact the relevant NTCET Consultant for further advice. The Assessment Group Form can be found on page 19).

**Special Provisions**

**Record-keeping**

- Schools need to keep records of special provisions used by students in school assessment/s.
- Use of *Special Provisions for School Assessment – For School Use Only* is an option for record-keeping – this form does not need to be submitted to the SACE Board (page 22).
- It is advisable to use this (or similar) as it brings together all the aspects of the policy that need to be considered in making decisions re special provisions, e.g. grounds, evidence, assessment conditions etc. and it helps to ensure consistency for all students and across subjects.

**Moderation and students with special provisions**

- If a student has approved special provisions in school assessment that changes the presentation/format of their work (e.g. reduced number of tasks), and their work is selected in the sample for moderation – complete the *Variations – Moderation Materials Form* (page 24) and submit with the moderation materials.

**Flexibilities**

- Teachers should utilise the flexibilities in assessment if this supports a student with a difficulty e.g. oral instead of written presentation i.e. special provisions may not be necessary.
Performance Standards/Assessment Types

• In making decisions to reduce or vary tasks, teachers need to ensure that the student will still have the opportunity to be assessed against the full range of the Performance Standards and cover all Assessment Types.
• Provide the opportunity of extensions to deadlines, alternative tasks and/or reduce tasks in other assessment types to support this.

Evidence

• In making decisions for special provisions for school-based tasks, schools should always review a range of evidence e.g. samples of the student’s work in similar conditions and teacher’s observations, rather than rely exclusively on the recommendations provided by medical or other community professionals who have not seen the impact of the student’s diagnosed condition in assessment conditions.
• Approve the most appropriate provision – *External Assessment Adjustment Form* (page 28).
• Review the need for ongoing special provisions regularly as student’s approach Stage 2.

Special Provisions in External Assessment

**Due date for applications for students with long-term/pre-existing conditions**

• Applications for students with long-term and/or pre-existing conditions should be submitted as early as possible – they can be submitted in Term 4 of the previous year or by the end of Term 1.
• Schools should ensure all required evidence is submitted (*External Assessment Adjustment Form* Page 28).

**For extensions to the submission date for external assessment**

• Use *External Assessment Adjustment Form* (page 28) to apply for a student to be considered for an extension to the SACE Board submission date for Research Project/investigation/other externally assessed work, on the grounds of special provisions.
• This provision is for individual students who have experienced a short term illness or misadventure just before the submission date.
• The form should be submitted to the SACE Board before the documented submission date.
• Extensions can be granted for 1 to 2 weeks, depending on the flexibility of the marking schedule.

**Use of moderated predicted examination or external performance result**

• Students, who are ill or experience a misadventure on the day of, or just before an externally assessed examination or performance, should submit an application form *Misadventure (External Assessment)* (page 34) or *Use of the Moderated Predicted Result* (page 36) with supporting evidence, within 3 days of their last examination or performance.
• Students should always be encouraged to sit an examination or perform, because if eligible, they will be awarded the higher of their actual or moderated predicted result.
• Use *Use of the Moderated Predicted Result* (page 36) for illness or *Misadventure (External Assessment)* (page 34) for misadventure (e.g. funeral or late arrival to an examination due to unforeseen situation).

• Students are informed via letter, if their application for the use of the moderated predicted result is not approved or partially approved. They then have the opportunity to appeal.

• Notification letters for applications that have been approved for this provision for final examinations are sent to students at the time of results release.

**Examinations**

**General rules for examinations**

1. You will receive an examination attendance slip, which shows the exam rules and lists your examinations. Bring this slip with you to your examinations.
2. There will be 10 minutes of reading time for external examinations.
3. You are not allowed to write in, mark, or highlight in any way, your script book or question booklets, or use a calculator during reading time. You may write on the coloured scribbling paper provided.
4. You will be given the full period of time scheduled for the examination after this reading time.
5. The following general rules also apply:
   a. The doors of the examination room will be opened 10 minutes before the examination start time.
   b. You will not be allowed to enter the examination room more than 40 minutes after the starting time.
   c. You will not be allowed to leave the examination room until 40 minutes after the starting time.
   d. You must hand your answer books to the examination supervisor before you leave the room.
   e. Some examinations have a separate script book or question booklet for particular sections (or questions). If you do not attempt such a section (or question), you must write 'BLANK' on the cover of the script book or question booklet before handing it in.

**Conduct at examinations**

During any examination the following conduct is required. You must not:

1. submit work that is not your own
2. have in your possession any book or notes (apart from the materials permitted for that test, assignment, or examination) or any other means that would improperly help you in your work
3. have in your possession any electronic device (including mobile phones and electronic dictionaries) apart from approved calculators (where permitted)
4. directly or indirectly help any other student
5. permit any other student to copy from or otherwise use your papers
6. directly or indirectly accept help from any other student
7. use any papers of any other student
8. by any other improper means whatever, obtain or try to obtain, directly or indirectly, help in your work or help or try to help, directly or indirectly, any other student
9. collude with another student to take your place in an assessment (e.g. an examination)
10. be guilty of any breach of good order or propriety.

**Use of notes in an examination**

Notes of any kind are generally not permitted in external examinations. The following subject exemptions apply:

- For Mathematical Applications, you may bring one unfolded A4 sheet (two sides) of handwritten notes.
- For Mathematical Methods, Mathematical Studies, and Specialist Mathematics, you may bring two unfolded A4 sheets (four sides) of handwritten notes.
- For Information Technology, you may bring one unfolded A4 sheet (two sides) of handwritten notes to the examination.
- For Musical Styles, you may bring to the examination, and refer to, unmarked scores, transcriptions, or charts.

**Notes**

- Calculator manuals are not permitted in examinations; however difficult key sequences may be included in the handwritten notes.
- Handwritten notes, unmarked scores, transcriptions, and charts should not be laminated or placed in plastic sleeves.

**Declaration at an examination**

If one or more of your external assessments is an examination, you will be required to sign the examination attendance roll. This is a formal declaration stating that you will comply with the rules printed on the examination attendance slip, including the conditions for the use of calculators.

Students who do not comply with the rules and conditions printed on the examination attendance slip will:

- be in breach of the rules
- have their marks for the examination cancelled or amended
be liable to further penalty. This may involve exclusion from future examinations or otherwise, as determined by the SACE Board.

Use of calculators and dictionaries in examinations
For written examinations in language subjects, you may use any bilingual or monolingual printed dictionary. Electronic dictionaries are not permitted in examinations. Specific guidelines can be found at: https://www.sace.sa.edu.au/students/assessment-and-results/examination-information#title#section6. These documents also outline the conditions of use.

PENALTIES FOR BREACH OF RULES

SACE Recommendations

Inability to Verify Work
If a teacher is unable to verify that work submitted is the student’s own, a penalty maybe appropriate. The student should be given the opportunity to provide evidence that the work presented is his or her own. If there has been no discussion with the student, and the teacher has not seen the work during the drafting process, the student is in breach of the rules and the assessment is liable to receive a result of ‘I’ (no result), equivalent to a value of zero.

If the teacher is able to verify part of the work, a result can be awarded based on the proportion of the work that the teacher is able to verify. Where the teacher believes that the work is not the student’s own or that the student has received undue assistance from another person, the student should be interviewed to determine his or her knowledge of the content of the work submitted.

Plagiarism
If plagiarism is detected in a draft submitted by the student, teachers should, wherever possible, give no feedback other than to advise the student that one or more parts of the work have been identified as being plagiarised. The student then has the opportunity to revise the draft, including removal of any plagiarised material, and submit a draft for comment before the due date.

A penalty for plagiarism should be determined by both the teacher and Deputy Principal: Academic Studies in accordance with the performance standards.

If plagiarism is detected in the work submitted for marking, teachers should allocate a grade based on the work that has been done by the student. As a guide, where the proportion of the work that has been plagiarised is more than 80% of the content, the student is likely to receive a result of ‘I’ (no result), equivalent to a value of zero. A piece of work should not automatically be given a result of ‘I’.

Teachers should refer to Research Advice on the SACE website for more information about plagiarism.
Collusion between Students

When work completed by two or more students under indirect supervision is too similar, it may be appropriate to impose no penalty on the student whose work is used by another student. The teacher should ascertain whether the work of one student has been appropriated without that student's knowledge or approval, or under duress. If after investigation it is concluded that the work is a combined effort, the teacher should determine an appropriate penalty and result for the work of each student, depending on the contribution of each.

If students collude during an assessment under direct supervision, the students involved are liable to receive a result of 'I' (no result), equivalent to a value of zero, for that assessment. The teacher in consultation with the Head of Faculty would need to ascertain the extent of knowledge of the collusion among all students involved. It is a breach of rules for a student to knowingly permit any other student to copy or use his or her work.

Possession of Unapproved Materials or Devices

If a student is discovered with unapproved materials or using electronic devices such as mobile phones, electronic dictionaries, unapproved calculators, or other equipment that may provide undue assistance to that student in a school assessment, a penalty should be applied. The student should be interviewed and the unapproved material examined to determine the extent of any undue assistance. If it cannot be determined whether or not the student has received information that might assist him or her in responding to either completed or yet-to-be-completed parts of the assessment, the student may be liable to receive a result of 'I' (no result), equivalent to a value of zero, for that assessment.

Deputy Principal: Academic Studies must submit a Breach of Rules Form (page 42) if a student is discovered in possession of unapproved materials or devices while completing an external examination. Schools must contact the SACE Board for advice if a student is discovered in possession of unapproved materials or devices while completing any other external assessment.

Breach of Good Order or Propriety

If a student’s conduct is inappropriate during the period of time the assessment is underway, the student may need to be removed and given a result of 'I' (no result), equivalent to a value of zero, for that assessment. If the circumstances need further investigation, the student may be permitted to complete the assessment unless it would in any way prejudice the other students’ chances of completing the assessment under the required conditions. In such a case, the student may be permitted to complete the assessment under supervision in a separate room.

Schools should contact the SACE Board for advice on any potential breaches of good order or propriety in materials that students submit for assessment.

Misrepresentation

Students conducting research that contributes to their SACE have a responsibility to submit only genuine findings or results of their research. If a student submits work that fabricates, falsifies, or misrepresents evidence, a penalty may be appropriate.

If the teacher is able to verify the accuracy of part of the work, a result can be awarded based on the proportion of the work that is genuine and correct.
APPEAL PROCESS

A student is able to appeal a decision made by the school when he or she believes that the decisions or other actions taken by the school have not been carried out in accordance with the SACE Board’s Supervision and Verification of Students’ Work policy and procedures, or the SACE Assuring Assessment Integrity policy.

For school assessments, appeals are directed in the first instance to the principal of the school. In such cases, schools are advised to follow the resolution procedures outlined in the SACE Assessment Responsibility Policy Circular No. 10 (January 2015).

Students may appeal the decision of the principal or school by writing to the Chief Executive of the SACE Board, stating details of the decision or action being appealed against and the redress sought.

Within 7 days of receiving a complaint, the Chief Executive will initiate an investigation into the decision or delegate responsibility for this investigation. A letter is sent to the student stating:

- that the complaint has been received
- the name of the person who is 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 resolve the matter wherever possible, the action or decision complained about may be confirmed, varied, overturned, or sent back for consideration. Any determination by the Chief Executive as a result of the investigation is binding on all parties.

This information is taken from the SACE website ‘Breach of Rules’ Information Sheet 3/15.
<date, month, year>

Dear Caregiver

As part of our procedure for informing parents about their child’s academic progress at the College, we regularly update parents on their child’s progress when concerns arise.

<FirstName> has been identified as being late in the submission of an assessment task. <First Name> has not yet submitted <title of assessment> for <subject> which is worth <percentage of the assessment> and is part of their <summative/formative> assessment for the subject. <FirstName> is required to submit this task on <day, date, time> to <teacher> at <place>.

In order to assist <FirstName>, we are writing to request your support as we work with <him/her> to improve upon <his/her> results. As a College we believe that all of our students are at an essential stage in their education as final assessments and examinations are fast approaching. As such our students need to spend their time at school concentrating on their assessments, completing set tasks and studying in order to reach their potential in their chosen field of study.

In order to prevent a continuation of the difficulties <FirstName> is experiencing, we would appreciate your support in assisting <FirstName> to use his study time effectively, complete all assessment and class tasks and move forward with positive strategies to improve his academic future.

If you would like to discuss this further, please do not hesitate to contact <teacher’s name> on <relevant number>.

Yours Sincerely

<Teacher’s Name> Mr Christopher Trevillion
<Position title> Deputy Principal: Academic Studies
Application for Assessment Extension

In order to receive approval for an Assessment Extension (i.e., approval to complete an assessment task or submit an assignment at a later date) your application must satisfactorily demonstrate to the teacher that there are exceptional circumstances outside of your control that prevent you from completing the assessment task in the prescribed timeframe.

Circumstances that may warrant are those listed in the table below.

All applications must be accompanied by relevant documentation appropriate to the circumstances and included as an attachment to this document.

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<th>Circumstance</th>
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<td>a. Student illness, injury or medical condition of such significance that completion of the assessment task by the original date/time or due date/time is not possible</td>
<td>A medical certificate or signed statement from a medical practitioner. AND/OR A letter from a parent or guardian detailing the illness or family issue.</td>
</tr>
<tr>
<td>b. Family issues (for example family injury, illness or bereavement etc) of such significance that completion of the assessment task by the original date/time or due date/time is not possible</td>
<td>Documentation to support the student’s claim including dates and times of the absence (i.e., parent letter, letter of acceptance into the activity or sport etc).</td>
</tr>
<tr>
<td>c. Commitments to participate in sport or other activities that warrant consideration</td>
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<tr>
<td>d. Unavoidable and unexpected work / family commitments (for example relocation, family concerns, work requirements for parents or students etc)</td>
<td>A letter from the parent or employer clearly supporting the student’s claim.</td>
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</tbody>
</table>

An application for Assessment Extension must be lodged with your teacher before the due date of the assessment task.

In exceptional circumstances a request may be accepted up to 24 hours after the date or due date of the assessment task. Such requests will only be accepted where the student is able to provide a satisfactory explanation of why he or she was not able to submit the application for Assessment Extension by the date or due date of the assessment task.

YOU MUST COMPLETE ONE OF THESE FORMS FOR EACH ASSESSMENT

The completed form may be submitted via email to the teacher/s.
Student Details

Student Name: ________________________________  Year: ____________
Subject: ____________________________________
Email: ______________________________________
Contact number: ______________________________

Subject Details

Subject Name: ________________________________  Year Level: _________
Subject Teacher: ______________________________

<table>
<thead>
<tr>
<th>Assessment Task Name</th>
<th>Due Date</th>
<th>Requested Due Date</th>
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Grounds for Application (if more space is required please use an attachment)

Date you submitted this form: _____ / _____ / _____
RESPONSE TO REQUEST FOR ASSESSMENT EXTENSION

The Teacher or Subject Coordinator shall notify the student of the outcome of their application for Assessment Extension within 24 hours of the application.

Note: If the request includes an application for extension for an End of Semester Examination the Subject Coordinator should follow the procedures outlined by the Internal and External Assessment Policy, this may include forwarding the application to the Deputy Principal: Academic Studies or other designated person.

The Teacher or Subject Coordinator has determined that your request for an Assessment Extension is:

<table>
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<tr>
<th>Subject/s</th>
<th>Assessment Task Name</th>
<th>Original Due Date</th>
<th>Not Granted</th>
<th>Granted</th>
<th>Extension Due Date</th>
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If your Assessment Extension has been granted you are advised not to commit to any other arrangements that will prevent you from completing the assessment task(s) for which an Assessment Extension has been granted.

A student who commits to other arrangements and fails to complete a delayed assessment at the specified time will forfeit the right to a further extension, unless the failure was due to exceptional circumstances beyond their control. Only if a student can demonstrate ongoing or further exceptional circumstances can an additional delay be granted. If further exceptional circumstances are other than those described in the original application for Assessment Extension, the student must complete a new application form.

Reason for NOT GRANTING application for Assessment Extension

A student who is denied an Assessment Extension may appeal to the Deputy Principal: Academic Studies.

Teacher/s or Subject Coordinator Name: __________________________ Signature: __________________________
Teacher/s or Subject Coordinator Name: __________________________ Signature: __________________________
Teacher/s or Subject Coordinator Name: __________________________ Signature: __________________________

VERIFICATION: Deputy Principal Signature: _________________________ Date: __/__/____

A copy of the completed and signed form MUST be sent to the relevant Subject Coordinators and Deputy Principal.
Assessment Groups – Stage 2

This information sheet explains the purpose of and process for forming assessment groups for school assessment and external assessment results and quality assurance purposes.

This form outlines the minimum requirements that the Senior Years Curriculum team requests to ensure that the assessment groups are conducted appropriately. You may like to expand on these requirements to suit your needs.

School assessment results, predicted results for external assessment, and quality assurance processes are organised by assessment group. The term ‘assessment group’ is used in addition to ‘class’ on SACE enrolment and results information.

Online results sheets for school assessment and for predicted examination results (external assessment) are displayed by assessment group. The results sheets are available, via Schools Online, to the teaching school and the assessment school. Each class involved in an assessment group is listed sequentially on the online results sheet for that assessment group.

Online results sheets for external assessment investigations are displayed by class. For final moderation (on site) of Physical Education, results sheets are printed by the SACE Board and sent to the assessment school. The results sheets list students by assessment group. Each class involved in an assessment group is listed sequentially on the results sheet for that assessment group.

For predicted performance results for external assessment of Dance, Drama, Ensemble Performance, Performance Special Study, and Solo Performance, teachers prepare a results sheet (using a form provided on the relevant subject minisite) that lists students by assessment group.

The assessment group process has the advantage of providing professional development for teachers in the given subject area, and will require additional time and organisation. As such, it is paramount that the teachers involved in the assessment group:

- Come with a positive attitude and be prepared to share the responsibilities of linking equitably
- Are open to achieving a mutually acceptable agreement and to discussing the process and resolving any difficulties appropriately.

Some Subject Outlines allow teachers to choose option topics. It is not a requirement for assessment groups to use identical learning and assessment plans.

It is the teachers’ responsibility to arrange an appropriate link, however Senior Years Curriculum staff can provide information and support during the process. Please contact the relevant NTCET Consultant for further advice.

If a teacher or teachers cannot meet the requirements of this agreement, then the teachers can decide to break the assessment group. In this case, if the number of students in a class is less than three (or could drop below this level at some stage) forming a new assessment group will be recommended. As such, it is vitally important to resolve any difficulties early in the year. Please ensure you contact Senior Years Curriculum should you have any concerns with any aspect of the assessment group process.

It is a requirement that all schools involved in an assessment group complete and submit this form every year. Do not assume that an assessment group for a previous year will continue.

Please forward this completed form to:

Certification Officers
Senior Years Curriculum
3rd Floor Harbour View Plaza
GPO Box 4281
Darwin, NT, 0801
Fax (08) 8999 4270
<table>
<thead>
<tr>
<th>Subject</th>
<th>Code:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing school</td>
<td>Teacher</td>
</tr>
<tr>
<td>Other school/s</td>
<td>Teacher</td>
</tr>
<tr>
<td>NTCET Coordinator</td>
<td>School</td>
</tr>
</tbody>
</table>

### Assessment Groups

**Early Term 1**  
**Establish processes for the year**

Schools notify the SACE Board of assessment groups for each subject, using *Schools Online.*

When two or more schools combine to form an assessment group, the principal and the NTCET Coordinator in each school must be notified. Teachers and school leaders decide which school will be the ‘assessment’ school.

All students in an assessment group will be included in the school assessment and predicted results sheets.

The ‘contact’ and ‘teaching’ schools for the students should remain unchanged.

See *Information Sheet 33* for details of school categories.

Each school submits a learning and assessment plan to the SACE Board for approval. Schools may share a common plan or submit different plans. All schools using a common learning and assessment plan must be listed in the space provided on the plan pro forma. Each school should keep a copy of the approved plan.

For subjects with on-site marking or moderation, it is expected that classes combined in an assessment group will be marked or moderated on the same site. Schools negotiate the location of this site. If classes combine to form an assessment group after the due date for submission of dates for on-site marking or moderation, the assessment school must notify the SACE Board immediately.

#### Future meeting dates

<table>
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<th>Date</th>
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- Arrange to attend PD together, where possible.
- Processes for dealing with difficulties and concerns. This should be discussed before the process begins. If necessary, identify who can provide assistance and advice during the assessment process (e.g. subject expert, NTCET Consultant) Note: an objective third party can assist during the shared marking process should there be problems reaching agreement in regards to standards.
### During Term 2  **Shared assessment task/s**

Teachers must agree on assessment results for all students in an assessment group made up of combined classes.

Teachers may agree to use one or more common assessment tasks, or tasks that address the same specific features of the assessment design criteria, but are based on different themes or topics.

Teachers may exchange student work with the other teacher(s) in the assessment group:

- before it is assessed, to interpret and apply the performance standards consistently to the same student work, and discuss their assessment decisions
- after it is assessed, to give each other feedback on their interpretation and application of the performance standards.

All schools involved in an assessment group receive copies of the subject enrolment and assessment group confirmation list for the group. Each school submits confirmation of the enrolments of students at that school.

<table>
<thead>
<tr>
<th>Task description</th>
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<tr>
<th>Process for sharing assessment</th>
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</table>

This may include:

- Comparing student work samples
- Conducting shared marking
- Double marking
- Discussing work with a third party

### During Term 3  **Shared assessment task/s**

Identify assessment task/s that you can undertake during Term 3. Ensure that this task reflects the nature of the external assessment. You may decide to conduct this task during Term 4. You may decide to conduct more than one assessment task. All subjects have an external component usually completed during Terms 3 or 4.

<table>
<thead>
<tr>
<th>Task description</th>
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<tr>
<th>Process for sharing assessment</th>
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</table>

This may include:

- Comparing student work samples
- Conducting shared marking
- Double marking
- Discussing work with a third party
During Term 4  

**Finalise the ranking process and result all students.**

**Online Results Sheets**

Schools access online results sheets using *Schools Online.*

Where two or more schools combine to form an assessment group, the teacher at the assessment school liaises with the teacher(s) at the other school(s) to agree on the school assessment and predicted results for all students in the assessment group. Each school submits the results for students at that school.

Each teacher accesses the online results sheet using *Schools Online* to:

- record the results for the students at their school
- submit the online results sheet to the principal’s delegate at the assessment school for authorisation.

The principal’s delegate at the assessment school authorises and submits the completed results sheets to the SACE Board.

The consent of all principals involved is required before any changes to students’ school assessment results are requested from the SACE Board.

**Paper Results Sheets**

The SACE Board sends information requests and paper results sheets to the assessment school for school assessment results for final moderation (on site) of Physical Education.

The teacher at the assessment school:

- liaises with the teacher(s) at the other teaching school(s) to agree on the school assessment and, where relevant, on the predicted results for all students in the assessment group
- records the results on the relevant results sheet
- signs the results sheet
- submits the results sheet to the principal of the assessment school.

The principal at the assessment school, or the principal’s delegate:

- authorises the results sheet
- forwards a signed copy of the results sheet to the principal of each school involved in the assessment group
- ensures that the results sheet is submitted to the SACE Board.

The consent of all principals involved is required before any changes to students’ school assessment or, where relevant, predicted results can be requested because of exceptional circumstances.

**SAMPLE FOR FINAL MODERATION**

All schools involved in an assessment group can access the school assessment sample materials submission form using *Schools Online.* This form identifies those students whose work is to be included in the sample for final moderation. Each school separately submits the materials for final moderation to the SACE Board.

Please contact your NTCET Coordinator if you require assistance in completing the SACE Board of SA forms.

www.education.nt.gov.au
SPECIAL PROVISIONS FOR SCHOOL ASSESSMENT
FOR SCHOOL USE ONLY

Please refer to Information Sheet 39 for information regarding special provisions for school assessment.

Name of student

(BLOCK LETTERS) FAMILY NAME GIVEN NAMES

SACE registration number Year/class Date of notification

GROUNDS FOR SPECIAL PROVISIONS Please tick the appropriate box (√).

- Hearing impairment
- Learning disability
- Medical condition
- Misadventure
- Personal circumstances
- Physical disability
- Psychological illness
- Vision impairment

Information/description of condition/situation

DURATION OF CONDITION/SITUATION

- Long-term
- Short-term
- If short-term, likely duration:

SUMMARY OF EVIDENCE PROVIDED Please tick the appropriate boxes (✓) and give details of the evidence provided.

As per the Special Provisions in Curriculum and Assessment 2015 policy, a range of evidence should be considered. The school should not automatically adopt a medical/psychological provider’s advice or recommendations. The prime consideration is the impact of the condition/situation on the student’s capacity to participate in, or comply with the requirements or conditions of, the assessment.

- Student
- School
- Independent professional(s)

SPECIAL PROVISIONS REQUESTED

Approved Not approved

Approved Not approved

Approved Not approved

Approved Not approved

Approved Not approved

RATIONALE FOR APPROVAL/REJECTION OF REQUEST
## SUMMARY OF APPROVED SPECIAL PROVISIONS BY SUBJECT

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher</th>
<th>Assessment tasks affected</th>
<th>Special provisions or adjustments approved</th>
<th>Teacher’s initials</th>
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Signature of student.............................................................................................................. Date ...........................................................

Signature of parent/caregiver........................................................................................................ Date ...........................................................

Signature of SACE/NTCET coordinator.......................................................................................... Date ...........................................................

Note that, if a student’s work is part of the sample to be submitted for moderation and his or her folio of work varies from the learning and assessment plan for the assessment group owing to the grounds for special provisions, the teacher(s) must complete a ‘Variations — Moderation Materials’ form, which is available from the subject minisites.
VARIATIONS — MODERATION MATERIALS

At Stage 2 of the SACE 70% of the student learning in all Board-accredited subjects is school assessed and 30% is externally assessed. Quality assurance processes are put in place for both school assessment and external assessment.

The school assessment is quality assured through a process of final moderation.

Final moderation of all 10-credit subjects and 20-credit subjects, except the Research Project, takes place in Semester 2, mainly in Term 4. Final moderation of the Research Project takes place in both Semester 1 and Semester 2.

The SACE Board nominates a sample of students whose evidence of learning is to be submitted for final moderation. The nominated sample is identified on the school assessment sample materials submission forms, which schools access from Schools Online on the dates set out in the subject operational information on the minisites. Advice on submitting materials for final moderation is also given on the minisites.

On occasion, the full set of materials for a student nominated in the sample may not be available for moderation. In such circumstances the ‘Variations — Moderation Materials’ form must be completed to indicate the reason(s) student evidence is missing.

There may be variations in the materials for the sample for final moderation when:

- special provisions have been granted by the school to a student or students
- a breach of rules in an assessment type or types has been identified in the work of any student(s)
- student materials for the nominated sample are missing after they have been assessed by the teacher
- a student has not completed an assessment task or tasks.

These four variations are described below.

1. SPECIAL PROVISIONS (SP)

The work of any student who has been granted special provisions for a task in one or more assessment types in the school assessment component of a subject must be included if the student is nominated in the sample for final moderation. Note that schools may not exempt a student from an entire assessment type.

The SACE Board also requires information about any approved special provisions for school assessment that result in:

- a variation to the assessment described in the learning and assessment plan (e.g. a reduced number of assessment tasks)
- a variation to individual tasks
- the use of supporting evidence to determine the grade for an assessment type when student work is lost or irreparably damaged before the due date for submission to the teacher.

Complete the ‘Variations — Moderation Materials’ form (see pages 3–4) with details of any special provisions that apply to student materials for the nominated sample.

Do not complete the table if the approved special provisions allow:

- extra working time to complete the task
- rest breaks during a timed task
• an extension to a due date
• the use of a word processor, a scribe, voice-activated software, or a reader
• separate invigilation
• a change in format (e.g. enlarged print, Braille, coloured paper).

2. BREACH OF RULES (BoR)

Schools are responsible for investigating, documenting, and determining any penalty to be applied if there is a breach of rules in school assessments.

The penalty applied should be reflected in the result that is recorded on the school assessment online results sheet for submission to the SACE Board. Refer to breach of rules.

The work of all students nominated in the sample for final moderation must be included, even when a breach of rules has been identified in the work of any of the students and a penalty has been applied.

Complete the ‘Variations — Moderation Materials’ form (see pages 3–4) with details of any breaches of rules that apply to student materials for the nominated sample, and the penalty applied.

3. MISSING TASK(S) COMPLETED AND ASSESSED (MT)

The work of all students nominated in the sample for final moderation must be included. Some samples may be incomplete because student materials that have been assessed by the teacher are missing.

If any student materials for the nominated sample for final moderation are missing, the SACE Board requires the teacher’s confirmation that the work has been completed by the student and assessed by the teacher. If evidence for multiple students, or most or all of an entire assessment type, is missing, schools should contact the SACE Board for advice about the evidence to be submitted before moderation.

Complete the ‘Variations — Moderation Materials’ form (see pages 3–4) if any student materials for the nominated sample are missing, but have been assessed by the teacher.

4. TASK(S) NOT COMPLETED (TNC)

A sample may also be incomplete because a student has not submitted one or more tasks to the teacher for marking.

If any student materials for the nominated sample for final moderation are missing, the SACE Board requires the teacher’s confirmation that the work has not been completed by the student and that the student has been given no grade/mark for the task or tasks.

The result that is recorded on the school assessment online results sheet for submission to the SACE Board should factor in a nil grade/mark for the missing task or tasks.

Complete the ‘Variations — Moderation Materials’ form (see pages 3–4) with details of any student nominated in the sample for final moderation who has not submitted an assessment task or tasks.
VARIATIONS – MODERATION MATERIALS

Refer to the information sheet for guidance on submitting this form.

Subject

School number

Teachers, in consultation with their principal’s delegate or SACE Coordinator, complete this form with details of variation(s) in the materials for the sample for final moderation. Use one or more of the following codes to indicate the variation(s) that apply to each student. See pages 1 and 2 for explanations of the codes.

• SP — Special Provisions
• BoR — Breach of Rules
• MT — Missing Task(s) Completed and Assessed
• TNC — Task(s) Not Completed.

Note: If evidence for multiple students, or most or all of an assessment type, is missing, the principal or the principal’s delegate should contact the SACE Board for advice about the evidence to be submitted before moderation.

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>SACE Registration Number</th>
<th>Code</th>
<th>Details of Variation(s) (and penalty applied, for breach of rules)</th>
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<th>Name of Student</th>
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<th>Details of Variation(s) (and penalty applied, for breach of rules)</th>
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Name of teacher ________________________________  Signature ____________________ Date __________

Name of principal's delegate or SACE Coordinator ________________________________  Signature ____________________ Date __________
SPECIAL PROVISIONS APPLICATION
EXTERNAL ASSESSMENT ADJUSTMENTS

Pages 1–5 of this application must be submitted to the SACE Board in its entirety, and not as separate pages. If this application includes required tasks, please use the cover sheets provided (Form 18, Form 19, and Form 20). See Information Sheet 35 and Information Sheet 36 for more information. Applications on the basis of known pre-existing conditions are due at the SACE Board by Thursday 2 April.

Name of student
(BLOCK LETTERS) ____________________________ FAMILY NAME ____________________________ GIVEN NAMES ____________________________ SACE REGISTRATION NUMBER ____________________________

Contact school ____________________________________________ SACE Board school number ____________________________

School contact person ____________________________________________ Email ____________________________

Contact school telephone ____________________________ Facsimile ____________________________

**GROUNDS FOR APPLICATION** Identify all grounds that form the basis of the application. Tick the appropriate boxes (✔).

- Physical disability
- Vision impairment
- Psychological illness
- Hearing impairment
- Medical condition
- Learning disability
- Specify (e.g. diabetes, anxiety, spelling difficulty)

**REQUIRED EVIDENCE — TO BE COMPLETED BY THE SCHOOL**
(This is not an exhaustive list of adjustments; please refer to page 6 or contact the SACE Board for alternatives.)

<table>
<thead>
<tr>
<th>Impact of condition/illness on assessment</th>
<th>Appropriate adjustments</th>
<th>Evidence required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fatigue, pain, concentration difficulties, discomfort, anxiety, illness</td>
<td>Supervised rest breaks, time to attend to medical needs</td>
<td>Subject teacher’s comments (page 4) Current medical information*</td>
</tr>
<tr>
<td>Significant reading/processing difficulty</td>
<td>Extra reading time or use of a reader</td>
<td>Subject teacher’s comments (page 4) PAT-R (page 3) Task 2 (Form 19) (at least one) Current medical information*</td>
</tr>
<tr>
<td>Slow handwriting productivity, writing difficulty</td>
<td>Extra writing time</td>
<td>Subject teacher’s comments (page 4) Task 1 (Form 18) Task 2 (Form 19) (at least one) Current medical information*</td>
</tr>
<tr>
<td>Spelling, legibility, or productivity difficulties, inability to handwrite and/or type (e.g. pain, injury)</td>
<td>Use of a word processor or scribe</td>
<td>Subject teacher’s comments (page 4) Task 1 (Form 18) Task 2 (Form 19) (at least one) Task 3 (Form 20) Current medical information*</td>
</tr>
<tr>
<td>Listening and/or concentration difficulties, high anxiety, impact on other students (e.g. coughing, panic, contagious)</td>
<td>Separate room Use additional CD with headphones for ESL, Musicanship, and language exams</td>
<td>Subject teacher’s comments (page 4) Current medical information*</td>
</tr>
<tr>
<td>Significant short-term illness or misadventure in the lead-up to a due date</td>
<td>Extension to submission date for externally marked task</td>
<td>SACE/NTCET coordinator’s (or a delegate’s) comments (page 2) Current medical information*</td>
</tr>
<tr>
<td>Vision difficulties</td>
<td>Various options</td>
<td>See page 3.</td>
</tr>
</tbody>
</table>

*This may be in the form of a medical report from a general practitioner, an audiology report, or a psychological report, if relevant. Please note that a psychological report is not required for learning disorders.

**PRINCIPAL’S DECLARATION**

I submit this application for special provisions, and have checked that all details are correct and that all the required evidence, as indicated above, is included.

Signature of principal/delegate ____________________________ Date ____________________________
ADJUSTMENTS REQUESTED BY STUDENT — EXTERNAL ASSESSMENT ONLY

(To request special provisions for school assessment, please refer to the SACE/NTCET coordinator.)

<table>
<thead>
<tr>
<th>Subject</th>
<th>SACE subject code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Externally assessed task</td>
<td></td>
</tr>
<tr>
<td>Adjustments requested*</td>
<td></td>
</tr>
</tbody>
</table>

*Please be specific about variations requested; for example, extra writing time. Refer to the table on page 1 for adjustments that may be appropriate for a particular condition.

Attach additional pages if more information needs to be submitted.

STUDENT'S DECLARATION

I give permission to officers of the SACE Board of South Australia to obtain further details from any person who has provided evidence in this application, if considered necessary by the SACE Board. I understand that the SACE Board will treat this information confidentially.

I declare that all information provided in this application is true and that I have not added to or altered any information submitted with this application.

Signature of student ___________________________ Date __________________

Signature of parent ____________________________ Date __________________

(Required for students under 16 years of age)

SACE/NTCET COORDINATOR'S (OR DELEGATE'S) COMMENTS (OPTIONAL)

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Name of SACE/NTCET coordinator ___________________________ Date ______________

Signature of SACE/NTCET coordinator ___________________________ Date ______________
READING DIFFICULTY

This section must be completed for students who are applying for adjustments to external assessment conditions on the grounds of a reading difficulty. Note that the Progressive Achievement Tests in Reading (PAT-R) must have been completed in the current calendar year or in Term 4 of the previous year. Refer to Information Sheet 35 and Information Sheet 36 for more information.

Progressive Achievement Tests in Reading (PAT-R)
(Please include a copy of the student’s answer sheet.)

COMPREHENSION TEST

<table>
<thead>
<tr>
<th>Edition</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test form/booklet</td>
<td></td>
<td></td>
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<tr>
<td>Date of assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raw score</td>
<td>out of</td>
<td></td>
</tr>
<tr>
<td>Administered by</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentile rank (Year 9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments/observations</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signature</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

VISION IMPAIRMENT

This section is to be completed for students who are applying for adjustments to external assessment conditions on the grounds of a vision impairment.

Please include:
• the most recent visual activity test
• subject teacher reports
• comments and/or recommendations by a vision impairment support teacher (if relevant).

Tick (✓) the adjustment(s) recommended for this student:

- Enlarged print of an examination paper
- Extra time
- Use of a vision aid
- Braille version of an examination paper
- Use of a reader to describe visual information (e.g. diagrams, graphs, photographs)
- Use of a computer as a word processor
- Use of a computer as a visual aid
- Use of a scribe for drawings and graphs
- Rest breaks
- Other

Name of professional __________________________ Telephone _______________________

Role __________________________

Signature __________________________ Date __________________________
EXTERNAL ASSESSMENT ADJUSTMENTS — EXAMINATIONS

SUBJECT TEACHER’S COMMENTS

A separate page must be used for each subject — please copy and distribute as necessary.

Subject ____________________________________________ SACE subject code ________________________________

Name of teacher (please print) ____________________________________________

Are you aware of the grounds for which this student is applying for special provisions? (please circle) YES / NO

Have you observed any difficulties related to this or other factors, when this student undertakes timed assessment tasks such as tests or examinations in your subject? For example, does this student consistently have difficulties completing timed tasks in the allocated time, have difficulty with spelling, writing legibly, or written expression? Does this student appear highly anxious, distracted, or fatigued? (please circle) YES / NO

If yes, please provide observations on how these difficulties affect the student’s performance in timed assessment tasks in your subject.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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Have you provided any special provisions in timed tasks so far to support this student? (please circle) YES / NO

If yes, please describe the special provisions that were made available to this student: ________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Has the student used these special provisions? (please circle) YES / NO

If yes, have these special provisions helped the student? ________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Any additional observations or comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature of subject teacher ________________________________ Date ________________________________
SPECIAL PROVISIONS APPLICATION

CONFIDENTIAL MEDICAL REPORT

When a student applies for external assessment adjustments on the grounds of a medical condition, the following must be completed by a doctor or health professional not related to the student. This information must be no more than 12 months old at the time of applying on the grounds of a pre-existing condition.

Name of student

Assessment task(s) affected (e.g. examination, investigation)

Date(s) of consultation

This person has been known to me/the practice since

Nature and duration of the condition or difficulty

Degree of severity of the condition (please circle) mild moderate severe

Please comment on how the condition or difficulty could affect the student’s performance in the assessment task(s) indicated above.

Please comment on how prescribed medication affects the student’s performance in the assessment task(s) indicated above.

Adjustment(s) suggested — see table on page 6 or refer to the SACE website. (Please note that it is the responsibility of the SACE Board to make the final decision on the allocation of any special provision.)

☐ The SACE Board may contact me for further clarification of this student’s condition if required.

Name______________________________Profession______________________________

Email______________________________Medical provider number______________________________

Place of work/organisation/surgery______________________________Telephone______________________________

Signature______________________________Date______________________________

This form can be sent directly to the SACE Board via fax (8372 7509) or email (specialprovisions@saceboard.sa.gov.au). Please send the form to the SACE Board as soon as possible or within 7 working days of the consultation.

If you have any questions, please contact the SACE Board on 8372 7554.
<table>
<thead>
<tr>
<th>Examples</th>
<th>Possible Impact</th>
<th>Possible Adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHYSICAL DISABILITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraplegia, muscular dystrophy, cerebral palsy, etc.</td>
<td>Pain/discomfort, tiredness, difficulty writing, slowness</td>
<td>Permission to stand and stretch, permission to take medication, separate room, and/or extra writing time, and/or use of a word processor or a scribe</td>
</tr>
<tr>
<td><strong>HEARING IMPAIRMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading/processing difficulties</td>
<td>Extra reading time, use of a reader, opportunity for verbal instructions to be clarified before starting written tasks</td>
</tr>
<tr>
<td><strong>VISION IMPAIRMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Difficulty reading text and visual information</td>
<td>Enlarged print, extra reading and/or writing time, use of visual aids, Braille, use of reader, use of computer to read and/or respond, use of a scribe, rest breaks</td>
</tr>
<tr>
<td><strong>MEDICAL CONDITION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Back injury, chronic pain</td>
<td>Pain/discomfort, problems with prolonged sitting</td>
<td>Rest breaks, permission to take medication, permission to stand and stretch</td>
</tr>
<tr>
<td>Crohn’s disease</td>
<td>Pain/discomfort</td>
<td>Rest breaks, permission to leave room under supervision</td>
</tr>
<tr>
<td>Chronic fatigue syndrome, glandular fever</td>
<td>Tiredness, inability to concentrate</td>
<td>Rest breaks, permission to take medication, and/or extra reading and/or writing time</td>
</tr>
<tr>
<td>Diabetes</td>
<td>Need to check blood sugar levels</td>
<td>Permission to take medication, permission to leave room under supervision</td>
</tr>
<tr>
<td>Epilepsy</td>
<td>May suffer from epileptic seizure during examinations</td>
<td>Permission to take medication, separate room</td>
</tr>
<tr>
<td>Hand/wrist/arm/shoulder injury</td>
<td>Difficulty in writing because of pain or discomfort in hand or excessive fatigue in hand</td>
<td>Rest breaks and/or extra writing time and/or use of a word processor or a scribe</td>
</tr>
<tr>
<td>Head injuries</td>
<td>Mental processing difficulty, slowness</td>
<td>Rest breaks, separate room, and/or extra reading and/or writing time</td>
</tr>
<tr>
<td>Pregnancy, early infant care</td>
<td>In hospital for birth, breast feeding</td>
<td>Rest breaks/feeding breaks, separate room, home/hospital supervision</td>
</tr>
<tr>
<td>Short-term medical condition</td>
<td>Inability to meet upcoming deadlines</td>
<td>Extension to submission date</td>
</tr>
</tbody>
</table>

| **PSYCHOLOGICAL ILLNESS**                                             |                                                                                 |                                                                                      |
| Attention deficit and disruptive behaviour disorders                  | Concentration difficulties, impulse control                                     | Rest breaks, permission to take medication, separate room                            |
| Autism spectrum disorder, Asperger syndrome                           | Concentration difficulties, anxiety                                            | Rest breaks, separate room, and/or extra reading and/or writing time                |
| Obsessive compulsive disorder, depression, schizophrenia, bipolar disorders, anxiety | Concentration difficulties, impulse control, anxiety                         | Rest breaks, permission to take medication, separate room, and/or extra reading and/or writing time |

| LEARNING DIFFICULTY (Psychological reports are not required but, if included, must be less than 5 years old.) |                                                                                 |                                                                                      |
| Reading difficulty                                                   |                                                                                  | Use of a reader and/or extra writing time                                           |
| Spelling difficulty                                                  |                                                                                  | Use of a scribe or a word processor                                               |
| Writing difficulty                                                   |                                                                                  | Extra writing time and/or use of a scribe or a word processor                     |

This is not an exhaustive list of adjustments. Please contact the SACE Board on 8372 7554 if clarification is required.
SPECIAL PROVISIONS APPLICATION
MISADVENTURE (EXTERNAL ASSESSMENT)

This provision relates to specified assessment events (e.g. examinations or deadlines) and not to issues associated with teaching.

The form must be submitted to the SACE Board within 7 days of the misadventure.

If a student is ill for an examination or performance, please use Form 23.

Refer to Information Sheet 37 for information on completing this form.

STUDENT(S) AFFECTED

Either

☐ Individual student: Name of student __________________________

SACE registration number __________________________

or

☐ Class: Please attach a list of the students affected (e.g. the examination attendance roll).

SCHOOL DETAILS

Contact school __________________________

SACE Board school number __________________________

School contact person __________________________

Telephone __________________________

Email __________________________

Facsimile __________________________

SUBJECT AND ASSESSMENT TYPE/TASK AFFECTED

Subject __________________________

SACE subject code __________________________

Assessment type/task __________________________

Date of misadventure __________________________

Brief description of misadventure __________________________

Requested adjustment __________________________
SCHOOL REPORT

School

Subject

SACE subject code

- 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 examination groups or a whole class require supporting documentation from teachers, the SACE coordinator, and/or the principal. The school should identify students who are considered to have been particularly affected, and those not affected by the misadventure.
- Medical or professional information may be required.
- Applications from individual students should be supported by comments from the invigilator if they have sat an examination or performed and are applying for consideration as a result of an incident beyond their control (e.g. recent death of a relative).

Describe the circumstances of the request (see the dot points above).

Signature of principal/delegate ____________________________________________ Date ______________________
SPECIAL PROVISIONS APPLICATION
USE OF THE MODERATED PREDICTED RESULT

This application is to be completed for students who wish to apply to use the moderated predicted result for external examinations or externally marked performances because of serious illness. A moderated predicted result can be used in the following circumstances:

• The student was unable to attend an examination or performance because of illness.
• The student sat an examination or performed while suffering from an illness.
• The student suffered an illness of 3 or more days’ duration including the 3 days immediately before an examination or performance.

Applications must be received at the SACE Board within 3 days of the date of the student’s performance or last examination.

Refer to Information Sheet 40 for more information on completing this form.

PART 1 — APPLICATION

Please read the instructions and advice on page 2 of this form.

Name of student

(BLOCK LETTERS) ____________________________ FAMILY NAME ____________________________ GIVEN NAMES ____________________________

SACE registration number ____________________________

Contact school ____________________________ SACE Board school number ____________________________

School contact person ____________________________ Telephone ____________________________

School contact email ____________________________

Name and address of doctor ____________________________ Telephone ____________________________

For this form to be processed the student must sign the:

• declaration on page 2
• confidential medical report on page 5.
INSTRUCTIONS TO STUDENTS

Part 1 must be completed by you.

Part 2 must be completed by your principal and your subject teacher(s). Your subject teacher(s) will need to complete a Part 2 form for each subject for which you are applying to use the moderated predicted result. Parts 1 and 2 will be collated by your school and sent to the SACE Board.

Part 3 must be completed by your doctor and sent to the SACE Board. The doctor completing Part 3 must not be related to you. For your application to be considered, the medical information provided must be more detailed than a ‘medical certificate of sickness’. Part 3 of this form, or equivalent, must be completed and submitted.

ADVICE TO STUDENTS

Note: Approval to use the moderated predicted result requires strong supportive evidence from the school and your doctor.

• If you cannot attend an examination or performance because of illness you may apply to use your moderated predicted examination result. You must advise the SACE coordinator or principal as soon as possible. You will need to consult with your doctor on the day of the examination or performance.

• If you sat an examination or performed while suffering from an illness you may apply to use your moderated predicted result. You will need to consult your doctor on the day of the examination or performance. Do not miss an examination or performance merely because you do not feel able to do your best. If you are eligible, the SACE Board will count the better of your actual result and your moderated predicted result.

• If you suffered from an illness of 3 or more days’ duration immediately before an examination or performance, you may apply to use your moderated predicted result. You will need documentation from your doctor for the period of 3 or more days immediately before the examination or performance. Your doctor will need to state the dates and duration of your illness.

Loss of preparation time or reduced effectiveness of preparation because of illness are not grounds for use of the moderated predicted result.

Applications to use the moderated predicted result must be received at Assessment Operations, SACE Board of South Australia, 60 Greenhill Road, Wayville, SA 5034 within 3 days of your performance date or last examination (facsimile 8372 7509).

STUDENT DECLARATION

I consulted my doctor on __________________________ [date(s)] and have arranged for my doctor to complete and send Part 3 of the application form to the SACE Board of South Australia.

I declare that all the information I have given is true.

I give permission for a medical practitioner appointed by the Board, or officers of the Board, to obtain further details from my doctor if applicable and considered necessary by the Board. I understand that the SACE Board will treat this information confidentially.

Name of student (please print) __________________________

Signature of student __________________________ Date __________________________

NOTE THAT A STUDENT SIGNATURE IS ALSO REQUIRED ON PAGE 5 (THE CONFIDENTIAL MEDICAL REPORT PAGE).
USE OF THE MODERATED PREDICTED RESULT

PART 2 — CONFIDENTIAL SCHOOL REPORT

A separate page must be used for each subject.

Subject _______________________________ SACE subject code 2

Name of student (BLOCK LETTERS) _______________________________ FAMILY NAME ____________________________ GIVEN NAMES ____________________________

SACE REGISTRATION NUMBER

School ______________________________________ School contact telephone ____________________________

School contact person ____________________________ Email ____________________________

INVIGILATOR’S COMMENTS (These comments must be provided if the student attended the examination.)
Outline detailed observations of the student during the examination.

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

Give details of any action taken by the school to help the student to manage during the examination.

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

Name_____________________________ Signature_____________________________ Date ____________________________

SUBJECT TEACHER’S COMMENTS (e.g. the student’s preparation for the examination or performance)

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

Name_____________________________ Signature_____________________________ Date ____________________________

SACE/NTCET COORDINATOR’S (OR DELEGATE’S) COMMENTS Please provide any further information
(e.g. communication with the student/family).

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

SCHOOL RECOMMENDATION

The school recommends the use of moderated predicted result

☐ Yes  ☐ No

Signature of principal or SACE/NTCET coordinator _______________________________ Date ____________________________
SACE
SPECIAL PROVISIONS APPLICATION
USE OF THE MODERATED PREDICTED RESULT

PART 3 — CONFIDENTIAL MEDICAL REPORT

Students who have their applications approved will be awarded their moderated predicted result or their actual result, whichever is higher.

SECTION A — STUDENT DETAILS

This section is to be completed by the student and presented to his or her doctor, who is requested to complete Section B and then send the form direct to Assessment Operations, SACE Board of South Australia, 60 Greenhill Road, Wayville, SA 5034. The doctor completing Section B must not be related to the student.

Name of student (BLOCK LETTERS) __________________________________________

FAMILY NAME ________________________________________

GIVEN NAMES ________________________________________

SACE registration number ____________________________________________

School __________________________ School contact person __________________________

Telephone __________________________

Reason for Requesting the Use of the Moderated Predicted Result tick appropriate box ( ✓ )

☐ Unable to attend an examination or performance because of illness

☐ Sat an examination or performed while suffering from an illness

☐ Suffered an illness of 3 or more days’ duration including the 3 days immediately before an examination or performance

Subjects for Which the Application Is Being Made

<table>
<thead>
<tr>
<th>Subject</th>
<th>Date and time of examination or performance</th>
<th>Type of assessment task(s) (e.g. oral examination, performance, written examination)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Release of Information to the SACE Board

I agree to my doctor disclosing to the SACE Board of South Australia the information given by him or her in Section B of this form, which I have asked him or her to send direct to Assessment Operations at the SACE Board.

Signature of student ____________________________ Date __________________________
SECTION B — MEDICAL REPORT

This section is to be completed by the student’s doctor, who is to send the whole of Part 3 to the SACE Board (see details at the bottom of the page). Please note that the doctor completing this form must not be related to the student.

This application is made by a student who wishes to use the moderated predicted result because of significant illness. This result can be used in any of the following three circumstances:
• The student was unable to attend an examination or a performance because of illness.
• The student sat an examination or performed while suffering from an illness.
• The student suffered an illness of 3 or more days’ duration immediately before an examination or a performance.

The person named in Section A consulted me on ____________________________(date/s) at ____________________________(time) stating:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

This person has been known to me/the practice since ____________________________

Based on my clinical examination, my diagnosis is ____________________________

________________________________________________________________________

Degree of severity of condition (please circle) mild moderate severe

On the basis of your clinical examination and physical findings, comment on the student’s ability to undertake or complete the required assessment task(s) listed in Section A, or on the likely impact of the illness on the student’s ability to attend to the task. Please refer to the subject(s) affected and the date(s) of the examination(s) or performance(s).

(Note that students are encouraged to attempt the examination(s) or performance(s). If the special provisions application is approved, the student will be awarded the higher of the examination/performance result or the moderated predicted result.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

☐ The SACE Board may contact me for further clarification of this student’s condition if required.

Name of doctor (please print) ____________________________

Medical provider number ____________________________ Telephone ____________________________

Email ____________________________ Facsimile ____________________________

Signature of doctor ____________________________ Date form completed ____________________________

Note: The doctor is asked to complete Section B and then to send the whole of Part 3 to Assessment Operations, SACE Board of South Australia, 60 Greenhill Road, Wayville, SA 5034, within 3 working days of the consultation (facsimile 8372 7509). The information given will be treated as confidential. Any fee involved is the responsibility of the student.
BREACH OF RULES

This form is to be completed by the principal or the principal’s delegate. For breaches of rules in external assessments, this form should be sent direct to Assessment Operations, SACE Board of South Australia, 60 Greenhill Road, Wayville, SA 5034. For breaches of rules in school assessments, this form should be retained in the school. Notes about breaches of rules are printed on the back of this form.

Please read Information Sheet 3 before completing this form.

Name of student (BLOCK LETTERS) __________________________________________________________________________

__________________________________________________________________________

SACE registration number ______________________________________________________________________ Date of breach of rules ______________________________________________________________________

Subject ____________________________ Assessment ____________________________________________

Contact school __________________________ Telephone ____________________________

School contact person __________________________ Email ____________________________

NATURE AND EVIDENCE OF BREACH

Please state the exact nature of the breach, any relevant circumstances leading up to it, and details of what happened afterwards. Two people should be present during any interview with the student. (See over for interview notes.)

__________________________________________________________________________

Give details of any evidence attached to this report. Please attach a copy of the student work whenever relevant. Where plagiarism is suspected, highlight the relevant section(s).

__________________________________________________________________________

EXTERNAL ASSESSMENT (form to be submitted to the SACE Board)

For examinations, please recommend a penalty to be imposed by the SACE Board.

For investigations, please recommend a grade that takes into account the potential breach and the proportion of the work that can be verified as the student’s own work.

__________________________________________________________________________

Note: Results submitted to the SACE Board for external assessments should not include the recommended penalty. The SACE Board will apply an appropriate penalty, taking this recommendation into account.

Signature of student ____________________________ Signature of subject teacher ____________________________

Principal/delegate: Name ____________________________ Signature ____________________________

Signature of invigilator (examinations only) __________________________________________________________________________________

SCHOOL ASSESSMENT (form to be retained in the school)

Note: Any penalty for a breach of rules in a school assessment should be applied by the school. If the student’s work is nominated in the sample to be submitted for final moderation, the school should complete a ‘Variations — Moderation Materials’ form and submit it with the sample. Details of any penalty imposed should be included on the form.
NOTES ON BREACHES OF RULES IN SACE ASSESSMENTS

1. From time to time students breach the rules for conduct in SACE assessments. SACE coordinators are requested to report on this form any breach considered serious enough to be brought to the notice of the SACE Board.

2. The rules for conduct in SACE assessments are set out in Information Sheet 3 and SACE Board policies, and printed on students’ assessment declarations (Form 1) and examination attendance slips.

3. Any student who does not comply with the rules and conditions printed on his or her assessment declaration or his or her examination attendance slip will be in breach of the rules, and penalties may apply. Students who are in breach of the rules may have their results for an assessment task, an assessment type, the school assessment component, or a subject cancelled or amended, as determined by the school and/or the SACE Board. Students who are in breach of the rules in an external examination will have their results for the examination cancelled or amended, and be liable to such further penalty, whether by exclusion from future examinations or otherwise, as the SACE Board determines.

4. If any student is found breaching examination rules, he or she must be permitted to complete the examination unless that would in any way prejudice the other students’ chances of completing the examination under normal conditions in the same room; in such a case the student may be permitted to complete the examination under supervision in a separate room. Any interview with the student considered necessary must be conducted with two people when the examination is finished. The student must be informed that a report is being sent to the Chief Executive of the SACE Board of South Australia.

5. An appeal process is available when a student believes that the decisions or other actions in relation to a breach of the rules have not been carried out in accordance with the SACE Assuring Assessment Integrity policy or the SACE Board’s Supervision and Verification of Students’ Work policy and procedures. (Refer to Information Sheet 3 for more details.)

Refer to the SACE Board policy on and procedures for the supervision and verification of student assessment work on the SACE website for information on breaches of rules in SACE assessments.

INTERVIEW NOTES

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