

# 2018 Special provision handbook

Queensland Core Skills (QCS) Test

May 2018



Queensland  
Government



Queensland Curriculum  
& Assessment Authority

*For all Queensland schools*

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Queensland Curriculum and Assessment Authority  
PO Box 307 Spring Hill QLD 4004 Australia  
Level 7, 154 Melbourne Street, South Brisbane

Phone: +61 7 3864 0299

Email: [office@qcaa.qld.edu.au](mailto:office@qcaa.qld.edu.au)

Website: [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)

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# 1 Introduction

The Queensland Core Skills (QCS) Test is conducted annually in the third-last week of Term 3 of the school year. Test results contribute, through scaling processes, to the calculation of Overall Positions (OPs) and Field Positions (FPs), which rank students for tertiary entrance.

All year 12 students have a right to sit the test in the year they receive their senior statement.

Year 12 students who are eligible for an OP or equivalent OP (visa students) must sit the test. Students who are ineligible for an OP may choose to sit the test.

The test dates for 2018 are:

Date	Testpaper	Perusal time	Working time
Tuesday 4 September	Writing Task (WT)	10 minutes	2 hours
	Multiple Choice I (MC I)	10 minutes	1 hour 30 minutes
Wednesday 5 September	Short Response (SR)	10 minutes	2 hours
	Multiple Choice II (MC II)	10 minutes	1 hour 30 minutes

The Queensland Curriculum and Assessment Authority (QCAA) sets and amends the rules for the test under its powers and functions listed in the *Education (Queensland Curriculum and Assessment Authority) Act 2014* and the associated regulation. For detailed information about the QCS Test, see the *Queensland Core Skills (QCS) Test Guideline*, available at [www.qcaa.qld.edu.au/senior/qcs-test/publications](http://www.qcaa.qld.edu.au/senior/qcs-test/publications).

QCAA recognises that some students have a medical condition, impairment, or exceptional circumstances that may affect their access to the test or their demonstration of achievement in the test. QCAA attempts to minimise such barriers by making special provision available to these students.

## 1.1 Types of special provision available

Schools approve special provision for school-based assessment. Special provision for the QCS Test, however, is approved by the QCAA.

### Before the test

Two types of special provision are available before the QCS Test: special arrangements and exemption.

- **Special arrangements** are practical adjustments to the test conditions, e.g. restbreaks, A3-size test materials, use of word processing software.
- **Exemption** allows a student to be absent from the test and retain their eligibility for an OP.

### After the test

Two types of special provision are available after the QCS Test: absentee exemption and declaring a test grade null and void.

- **Absentee exemption** allows a student who was unavoidably absent from one or more subtests to retain their eligibility for an OP.

- **Declaring a test grade null and void** allows a student who sat all four subtests to opt not to receive a test grade if they can show that their performance was impaired by a recognised medical condition or impairment, or by exceptional circumstances. OP-eligible students will retain eligibility.

## 1.2 Principles

These principles guide QCAA's special provision policy and procedures:

- justice and equity
- providing students with impairments the opportunity to participate in the test on the same basis as students without impairments
- ensuring that special provision does not provide an unfair advantage to any student
- assessing actual achievement, not perceived ability or potential
- compliance with the *Commonwealth Disability Discrimination Act 1992* and the *Queensland Anti-Discrimination Act 1991*.

## 1.3 Rules

1. A student who applies for special provision (the applicant) must allow reasonable time for QCAA to process the application.
2. The applicant's privacy must be protected. See Section 1.4: Personal information.
3. A decision regarding a special provision application must not impose an unjustifiable hardship on the applicant, other students or the education provider.
4. The given characteristics of the test must not be varied — see the [Queensland Core Skills \(QCS\) Test Guideline](#), Section 1.3.
5. The integrity of the test and the results gained by all students must be protected.  
To achieve this:
  - a. the use of interpreters, dictionaries or voice recognition technology is not permitted, as this may invalidate the testing of some Common Curriculum Elements (CCEs)
  - b. altering the format or substance of the test, e.g. the use of braille, is not permitted as this would mean varying the characteristics of the test.
6. Students' achievement in the CCEs as demonstrated at the time of sitting the test must be assessed and certified. Special consideration is not applied when marking test responses.
7. A decision to approve special arrangements is based on the need to remove, as far as possible, a barrier that prevents a student accessing the test, not on the need to compensate for a lack of knowledge or lack of ability.
8. All decisions are based on information provided in the application and supporting documentation.

## 1.4 Personal information

QCAA handles personal information in accordance with the *Information Privacy Act 2009*.

In situations where additional information is required, a QCAA officer will contact the applicant's school in the first instance (except for private applications). See Section 1.3: Rules, rule 2.

## 1.5 Using QCS Test results in the calculation of OPs

The most important factor in determining a student's OP is their achievement in their chosen Authority subjects.

A student's QCS Test results do not directly determine their OP. It is possible for a student to perform poorly in the test and achieve a high OP or to perform well in the test and achieve a low OP.

OP-eligible students' test results provide group scaling parameters for their school subject-groups and their school-group. This allows equitable comparison of the achievements of all students in their Authority subjects and produces students' rankings within the school and within the state.

For more information, see the tertiary entrance information on the QCAA website:

[www.qcaa.qld.edu.au/senior/tertiary-entrance](http://www.qcaa.qld.edu.au/senior/tertiary-entrance).

## 1.6 The effect of special provision

Special provision does not affect OP-eligibility or alter the method of OP calculation.

A student who has been approved exemption or who has had their test grade declared null and void will not contribute scaling data for the calculation of OPs for students in their school. However, the student's OP will be calculated in the same way as for all other OP-eligible students who sat the test, i.e. by using the group parameters to compare their achievements with the achievements of other students.

There will be no record of special provision on the student's Senior Statement, Statement of Results or Statement of Achievement.

	Application type	Will the student ...		
		contribute data for the calculation of group parameters?	receive a test grade?	remain OP eligible?
Before the test	Special arrangements	Yes, if OP eligible	Yes	Yes
	Exemption	No	No	Yes
After the test	Absentee exemption	No	No	Yes
	Declaring a test grade null and void	No	No	Yes

## 2 Application process

### 2.1 Through the school

The school may submit an application on the student's behalf. QCAA relies on the following information to help make fair, equitable and reasonable decisions:

- information provided by school staff about the impact of students' impairments/circumstances
- medical or other independent documentation.

Schools should make all students aware that special provision is available. Any student who believes they have a reason to apply for special provision may do so.

#### Discussing an application

Students, parents/carers and school staff should meet as necessary to discuss the need for an application and the provisions required.

School staff may not submit an application for special provision without the consent of the student (and parent/carer, as applicable).

#### Obtaining documentation

Documentation is required for most applications. Students are responsible for obtaining current documentation to support their application (e.g. medical certificate), but in some cases the school may have suitable documentation on file (e.g. verification documents).

#### Submitting an application

The school submits an application on behalf of the student through the QCAA secure website, providing the supporting documentation and information about the impact of the student's impairment/circumstances in test situations.

A school can submit an additional application for a student if the student's situation changes or additional arrangements are required. Do not attach new documentation to previously approved, rejected or withdrawn applications.

### 2.2 To QCAA directly

A student may submit an application directly if they have a reason for not submitting their application through their school (e.g. if they have a medical condition they do not wish to disclose to school staff). In this case, the student or their parent/carer should phone (07) 3864 0227 for information and an application form.

#### Late applications

Late applications will be accepted if there are extenuating circumstances and if there is sufficient time to process them before the QCS Test.

If a student will be unable to obtain documentation by the due date indicated for the application category in Section 3.5: Application categories, phone (07) 3864 0227 to discuss a possible extension.



## 2.3 Eligibility and due dates for applications

	Application type	Who can apply	Application due date
Before the test	<b>Special arrangements</b>	<ul style="list-style-type: none"> <li>OP-eligible students</li> <li>OP-ineligible students</li> <li>Private-entry candidates</li> </ul>	<b>Long-term impairments</b> — applications close on <b>21 May 2018</b> , unless the condition is diagnosed after this date
	<b>Exemption</b>	<ul style="list-style-type: none"> <li>OP-eligible students</li> </ul>	<b>Short-term impairments</b> — submit an application in accordance with the dates specified in Section 3.5: Application categories
After the test	<b>Absentee exemption</b>	<ul style="list-style-type: none"> <li>OP-eligible students</li> </ul>	Applications close <b>11 October 2018</b>
	<b>Declaring a test grade null and void</b>	<ul style="list-style-type: none"> <li>OP-eligible students</li> <li>OP-ineligible students</li> <li>Private-entry candidates</li> </ul>	

## 2.4 Responsibilities

	QCAA	School	Student
Before the test	<b>Special arrangements</b> QCAA notifies decision to the school and applicant within 4 weeks	Ensure that you receive notification of the decision Follow up outstanding applications The chief supervisor: <ul style="list-style-type: none"> <li>provides the approved arrangements that the student wishes to use</li> <li>follows the instructions provided in the QCS Test, <i>Directions for Administration</i> <a href="http://www.qcaa.qld.edu.au/senior/qcs-test/administration">www.qcaa.qld.edu.au/senior/qcs-test/administration</a></li> </ul>	Speak with the chief supervisor 1–2 weeks before the test to advise which approved arrangements you wish to use
	<b>Exemption</b> QCAA notifies decision to the school and applicant within 4 weeks	Ensure that you receive notification of the decision Follow up outstanding applications If exemption is approved, QCAA will provide an override key by late October to allow subject achievement indicators (SAIs) to be entered into the Student Data Capture System (SDCS)	Nil
After the test	<b>Absentee exemption</b> QCAA notifies decision to the school and applicant by late-October	For SDCS enquiries, contact the Helpdesk on (07) 3864 0278	
	<b>Declaring a test grade null and void</b> QCAA notifies decision to the school and applicant by late-October	Ensure that you receive notification of the decision Follow up any outstanding applications An SDCS override key is not needed. Enter SAIs as usual	Nil

## 3 Before the test

Students may apply for special arrangements or exemption before the test if they are affected by:

- a recognised medical condition or impairment, whether long-term or short-term. The student must have received:
  - a diagnosis by a medical practitioner or other health care professional as outlined in the application categories
  - verification of the condition or impairment from the Department of Education and Training, Queensland Catholic Education Commission or Independent Schools Queensland.
- exceptional circumstances.

A student does not need to be receiving special provision for school-based assessment to apply for special provision in the QCS Test. Equally, a student who receives special provision at school may not be approved special provision for the QCS Test.

Any provisions approved:

- may be different from those in place for in-school assessment
- may not necessarily be able to accommodate all recommendations made by a medical professional.

### 3.1 Special arrangements

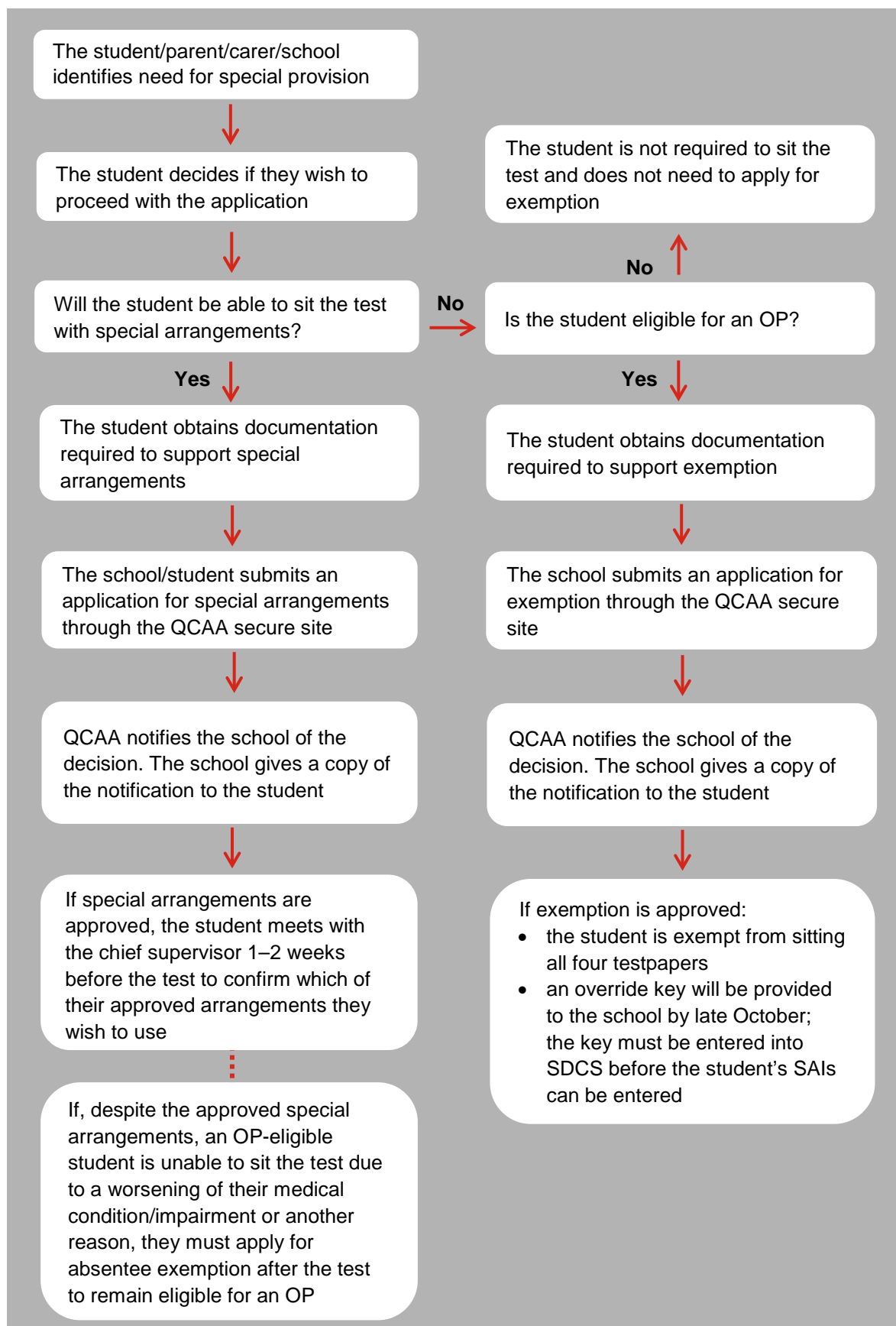
Special arrangements are practical adjustments made to test conditions. The test centre must implement the special arrangements approved. The student is not obliged to use all of the approved arrangements — they may use all, some or none of them. The student is the only person who can make this decision.

### 3.2 Exemption

Students should apply for exemption **only** if they are severely affected by their impairment or circumstances such that they are unable to sit the test without the special arrangements that are available.

A student who is approved exemption does not need to attend any of the four test sessions. However, if they do opt to sit all four testpapers, they will be awarded a QCS Test grade, and exemption no longer applies.

### 3.3 Overview — before the test



## 3.4 Application requirements

The categories listed here apply to applications submitted **before** the test.

The list of reasons for applications is not exhaustive. For advice on reasons not listed here, phone (07) 3864 0227.

### Documentation

Applications are assessed using the supporting documentation provided.

All documentation, including medical supporting documentation, must:

- state the name or nature of the medical condition or impairment
- describe how the student will be affected by the impairment at the time of the test
- be provided by a suitably qualified person (as indicated in the relevant application categories) who is not related to the student and who is not employed by the school.

Applications submitted without appropriate documentation are not likely to be approved.

### Standard arrangements

If an application for special arrangements is approved, the standard arrangements will be granted.

QCAA will not approve both extra time and restbreaks for a student. In addition, where more than one category is cited in an application, for example, *Illness* and *Medication side effects*, each type of arrangement can be approved once only.

### Additional arrangements

A student may apply for additional special arrangements if the supporting documentation provides sufficient justification.

### Exemption

For some application categories, QCAA will not approve exemption before the test. However, any student may apply for absentee exemption after the test if unforeseen and unavoidable circumstances prevented them from sitting the test.

For example, a student with asthma will not be approved exemption before the test. However, if the student experiences a severe asthma episode in one of the test sessions and consequently is unable to attend the remainder of test, they may apply for absentee exemption after the test (see Section 4.1 Absentee exemption).

## 3.5 Application categories

### Attention deficit disorder (ADD) or Attention deficit hyperactivity disorder (ADHD)

<b>Documentation</b>	Certificate/report from GP, specialist doctor or psychologist dated no earlier than 1 January 2016
<b>Standard arrangement</b> Note: If student experiences side effects from prescribed medication, see Medication side effects on page 15	Seating out of order/separate supervision Restbreaks or extra time (5 minutes per half hour) Use of a computer for the Writing Task and Short Response subtests (see Use of a computer on page 23) Assistance from a supervisor/carer, who may: <ul style="list-style-type: none"> <li>• use the student's name when reading from the <i>Directions for Administration</i></li> <li>• provide support and reassurance</li> <li>• prompt the student to start and/or continue working</li> </ul>
<b>Additional arrangements</b>	Extension of restbreaks or extra time to 10 minutes per half hour — approved only if student is severely affected in test situations (e.g. student becomes combative/disruptive) and examples of previous incidents or behaviours are provided
<b>Exemption</b>	Will not be approved
<b>Applications due</b>	By 21 May

### Autism spectrum disorder (ASD) including Asperger's disorder

<b>Documentation</b>	Certificate/report from GP, specialist doctor or psychologist, or copy of current verification documentation
<b>Standard arrangements</b>	Seating out of order/separate supervision Restbreaks or extra time (5 minutes per half hour) Use of a computer for the Writing Task and Short Response subtests (see Use of a computer on page 23) Assistance from a supervisor/carer, who may: <ul style="list-style-type: none"> <li>• use the student's name when reading from the <i>Directions for Administration</i></li> <li>• provide support and reassurance</li> <li>• prompt the student to start and/or continue working</li> </ul>
<b>Additional arrangements</b>	Extension of restbreaks or extra time to 10 minutes per half hour — approved only if student is severely affected in test situations (e.g. student becomes combative/disruptive) and examples of previous incidents or behaviours are provided Cut-out 'mask' (provided by QCAA) and/or a pair of scissors for the WT testpaper
<b>Exemption</b>	Will be considered if the student is severely affected and receiving a high level of support at school. Application must indicate why the student will be unable to sit the test with special arrangements
<b>Applications due</b>	By 21 May

## Bereavement

This category applies to students affected by the recent death of a family member or significant person.

See Psychological or emotional impairment on page 20 for applications relating to long-term effects of bereavement.

<b>Documentation</b>	Funeral notice, death certificate or statutory declaration from the student accompanied by a supporting statement from the school Application must indicate the relationship of the deceased to the student
<b>Standard arrangements</b>	Seating out of order/separate supervision Restbreaks (5 minutes per half hour) Standing/stretching/lying down, as necessary Liquid and bite-sized food Ease of access to toilet facilities Medication and water
<b>Additional arrangements</b>	N/A
<b>Exemption</b>	Will be considered if funeral attendance will prevent the student sitting the test or if the student is severely affected. Application must indicate why the student will be unable to sit the test with special arrangements
<b>Applications due</b>	From 1 July

## Diabetes

<b>Documentation</b>	Certificate/report from GP or specialist doctor
<b>Standard arrangements</b>	Seating out of order/separate supervision Restbreaks (5 minutes per half hour; if hypoglycaemia or hyperglycaemia occurs, restbreaks may be extended to 10 minutes per half hour) Liquid and bite-sized food Ease of access to toilet facilities Blood glucose monitoring equipment (see Blood glucose monitoring equipment on page 24) Medication and water
<b>Additional arrangements</b>	N/A
<b>Exemption</b>	Will not be approved
<b>Applications due</b>	By 21 May

## English as an additional language or dialect (EALD)

This category applies to students whose first language is a language or dialect other than Standard Australian English (SAE) and who receive support at school to develop proficiency in SAE.

<b>Documentation</b>	For students born overseas — proof of first entry into Australia after 1 January 2013 (e.g. copy of visa) or confirmation by school that date of first entry conforms to this requirement For Aboriginal and/or Torres Strait Islander students whose first language is not SAE — confirmation by school of support provided
<b>Standard arrangements</b>	Seating out of order/separate supervision Test session instructions in writing
<b>Additional arrangements</b>	N/A
<b>Exemption</b>	Will not be approved
<b>Applications due</b>	By 21 May

## Exceptional circumstances

This category applies to circumstances that are not health-related.

Examples include cultural or sporting representation (e.g. representing Queensland or Australia), court appearance, emergency, religious obligation, expulsion from school.

<b>Documentation</b>	All available supporting documentation, such as: <ul style="list-style-type: none"> <li>• selection letter, together with itinerary that provides the time and venue of event and travel arrangements</li> <li>• summons/subpoena</li> <li>• letter from school principal detailing an emergency situation</li> </ul>
<b>Arrangements</b>	Special arrangements will be determined on a case-by-case basis. Examples: <ul style="list-style-type: none"> <li>• allocation to a different QCAA-approved test centre within Queensland for a student who is unavoidably away from home, e.g. flood, sporting representation</li> <li>• restbreaks if fasting as a religious obligation</li> </ul> The application should clearly list the special arrangements the student is seeking
<b>Exemption</b>	Will be considered if the student has a valid reason for being absent from all or part of the test. Exemption will not be approved for family holidays or similar events
<b>Applications due</b>	By 21 May or as soon as possible

## Hearing impairment

<b>Documentation</b>	Certificate/report from GP, specialist doctor or audiologist, or copy of current verification documentation
<b>Standard arrangements</b>	Seating out of order/separate supervision Restbreaks or extra time (5 minutes per half hour) Test session instructions in writing
<b>Additional arrangements</b>	Extension of restbreaks or extra time to 10 minutes per half hour will be considered for students who are severely affected — application must indicate why the standard restbreaks/extra time will not be sufficient FM assistive hearing device, e.g. soundfield amplification system (SAS)
<b>Exemption</b>	Will be considered if the student is severely affected and receiving a high level of support at school. Application must indicate why the student will be unable to sit the test with special arrangements
<b>Applications due</b>	By 21 May

## Illegible handwriting

<b>Documentation</b>	Certificate/report from GP, specialist doctor or occupational therapist dated no earlier than 1 January 2017 Medical certificate/report is not required if school confirms that handwriting is illegible
<b>Standard arrangements</b>	Seating out of order/separate supervision Use of a computer for the Writing Task and Short Response subtests (see Use of a computer on page 23)
<b>Additional arrangements</b>	N/A
<b>Exemption</b>	Will not be approved
<b>Applications due</b>	By 21 May



## Illness — contagious/infectious disease

Examples include chicken pox, hepatitis, glandular fever (recent diagnosis), influenza, measles, meningococcal disease, mumps, rubella, whooping cough.

<b>Documentation</b>	Certificate/report from GP or specialist doctor dated no earlier than 13 August 2018
<b>Standard arrangements</b> Note: If student experiences side effects from prescribed medication, see Medication side effects on page 15	Separate supervision Restbreaks (5 minutes per half hour) Standing/stretching/lying down, as necessary Liquid and bite-sized food Medication and water <b>Note:</b> Students with a contagious or infectious disease must observe the required exclusion period for that disease (see <a href="http://www.health.qld.gov.au/ph/documents/cdb/timeout_poster.pdf">www.health.qld.gov.au/ph/documents/cdb/timeout_poster.pdf</a> )
<b>Additional arrangements</b>	Special desk Special seating
<b>Exemption</b>	Will be considered if the student is too unwell to sit the test or will be contagious at the time of the test
<b>Applications due</b>	From 13 August

## Illness — physical or mental fatigue

Examples include chronic fatigue syndrome, glandular fever (long-term effects), hyperthyroidism, hypothyroidism.

<b>Documentation</b>	Certificate/report from GP or specialist doctor dated no earlier than 25 July 2018
<b>Standard arrangements</b> Note: If student experiences side effects from prescribed medication, see Medication side effects on page 15	Seating out of order/separate supervision Restbreaks (5 minutes per half hour) Standing/stretching/lying down, as necessary Liquid and bite-sized food Medication and water
<b>Additional arrangements</b>	Special desk Special seating
<b>Exemption</b>	Will not be approved
<b>Applications due</b>	From 25 July

## Illness — recurrent

Examples include asthma, eczema, coeliac disease, Crohn's disease, migraine.

<b>Documentation</b>	Certificate/report from GP or specialist doctor dated no earlier than 1 January 2017
<b>Standard arrangements</b> Note: If student experiences side effects from prescribed medication, see Medication side effects on page 15	Seating out of order/separate supervision Restbreaks or extra time (5 or 10 minutes per half hour) <b>only if ill during a test session</b> Ease of access to toilet facilities Medication and water
<b>Additional arrangements</b>	N/A
<b>Exemption</b>	Will not be approved
<b>Applications due</b>	By 21 May

## Intellectual impairment

<b>Documentation</b>	Certificate/report from GP, specialist doctor or psychologist or copy of current verification documentation
<b>Standard arrangements</b>	Seating out of order/separate supervision Test session instructions in writing Use of a computer for the Writing Task and Short Response subtests (see Use of a computer on page 23)
<b>Additional arrangements</b>	Restbreaks or extra time (5 minutes per half hour) Assistance from a supervisor/carers, who may: <ul style="list-style-type: none"> <li>• use the student's name when reading from the <i>Directions for Administration</i></li> <li>• provide support and reassurance</li> <li>• prompt the student to start and/or continue working</li> </ul>
<b>Exemption</b>	Will be considered if the student is severely affected and receiving a high level of support at school. Application must indicate why the student will be unable to sit the test with special arrangements
<b>Applications due</b>	By 21 May

## Medication side effects

A student may apply under this category if taking **prescribed** medication causing inability to concentrate and/or drowsiness during the test, for example, medication prescribed for ADHD, depression, epilepsy.

<b>Documentation</b>	Certificate/report from GP or specialist doctor dated no earlier than 1 January 2018 that states name of medication, side effects and usage. Certificate to describe the side effects <i>actually</i> experienced by the student, not the <i>possible</i> side effects of the medication
<b>Standard arrangements</b>	Seating out of order/separate supervision Restbreaks or extra time (5 minutes per half hour) depending on severity Standing/stretching/lying down, as necessary Liquid and bite-sized food Ease of access to toilet facilities Medication and water
<b>Additional arrangements</b>	N/A
<b>Exemption</b>	Will not be approved
<b>Applications due</b>	By 21 May or as soon as possible

## Neurological impairment — general

Examples include acquired brain injury, cerebral aneurysm, cerebral tumour, concussion, narcolepsy, neuropathy, side effects from cancer therapies, Tourette syndrome.

<b>Documentation</b>	Certificate/report from GP or specialist doctor dated no earlier than 1 January 2017, or copy of current verification documentation
<b>Standard arrangements</b>	Seating out of order/separate supervision Restbreaks or extra time (5 or 10 minutes per half hour depending on severity) Standing/stretching/lying down, as necessary Liquid and bite-sized food Ease of access to toilet facilities Medication and water Use of a computer for the Writing Task and Short Response subtests (see Use of a computer on page 23)
<b>Additional arrangements</b>	Wheelchair access Special desk Special seating
<b>Exemption</b>	Will be considered if the student is severely affected and receiving a high level of support at school. Application must indicate why the student will be unable to sit the test with special arrangements
<b>Applications due</b>	By 21 May

## Neurological impairment — motor coordination disorders

Motor coordination disorders causing difficulty with handwriting, e.g. agraphia/dysgraphia, motor apraxia/dyspraxia.

<b>Documentation</b>	Report from occupational therapist dated no earlier than 1 January 2017 If documentation is from another type of practitioner, e.g. an educational psychologist, apply under the specific learning difficulties category (SPLD)
<b>Standard arrangements</b>	Seating out of order/separate supervision Restbreaks or extra time (5 or 10 minutes per half hour depending on severity) Use of a computer for the Writing Task and Short Response subtests (see Use of a computer on page 23) Crossing/stroking/highlighting Multiple Choice responses
<b>Additional arrangements</b>	N/A
<b>Exemption</b>	Will not be approved
<b>Applications due</b>	By 21 May

## Neurological impairment — seizure

An example is epilepsy.

<b>Documentation</b>	Certificate/report from GP or specialist doctor dated no earlier than 1 January 2017
<b>Standard arrangements</b> Note: If student experiences side effects from prescribed medication, see Medication side effects on page 15	Seating out of order/separate supervision Restbreaks or extra time (5 or 10 minutes per half hour) <b>only if ill during a test session</b> Medication and water
<b>Additional arrangements</b>	N/A
<b>Exemption</b>	Will be considered if medical documentation indicates that there is a strong possibility of the student having a seizure during the test
<b>Applications due</b>	By 21 May

## Other

Circumstance affecting a student's ability to sit the test that does not fall within any other category, such as mild physical or psychological conditions, e.g. mild discomfort, pain or distress due to soreness, itching, sweating, sensitivity to light, colour, heat, sound, location/nature of test room or other environmental factors.

<b>Documentation</b>	Supporting documentation, such as a <ul style="list-style-type: none"> <li>• medical report that details the condition and its effect on the student</li> <li>• letter from school detailing condition and impact on student, and actions that have proved effective in previous test situations</li> </ul>
<b>Standard arrangements</b>	Special arrangements will be determined on a case-by-case basis. Examples: <ul style="list-style-type: none"> <li>• seating out of order/separate supervision</li> <li>• special desk/seating</li> <li>• modified/additional reduced lighting</li> <li>• use of own coloured transparency/overlay</li> <li>• use of personal desk fan</li> <li>• standing/stretching/lying down, as necessary</li> <li>• liquid and bite-sized food</li> <li>• ease of access to toilet facilities</li> <li>• medication and water</li> </ul> <p>The application should clearly list the special arrangements the student is seeking (refer to <i>QCS Test Directions for Administration</i> page 8 "In response to requests ... checked by supervisor")</p>
<b>Additional arrangements</b>	Modified test materials. Application must provide specific details of requirements (see Modified test materials on page 25)
<b>Exemption</b>	Will not be approved
<b>Applications due</b>	By 21 May or as soon as possible

## Physical impairment — injury

Significant injury or pain causing difficulties with handwriting or with sitting for long periods, e.g. broken arm, broken leg, back pain.

<b>Documentation</b>	Certificate/report from GP, specialist doctor or physiotherapist dated no earlier than 13 August 2018 that details the injury and effect on student's handwriting
<b>Standard arrangements</b>	Seating out of order/separate supervision Restbreaks or extra time (5 or 10 minutes per half hour depending on severity) Standing/stretching/lying down, as necessary Medication and water Crossing/stroking/highlighting Multiple Choice responses
<b>Additional arrangements</b>	Use of a computer for the Writing Task and Short Response subtests (if ability to write is affected) (see Use of a computer on page 23) Special seating/desk Assistance from a supervisor/carer, e.g. turning pages, holding testpaper steady while the student rules lines (application must clearly detail the assistance required)
<b>Exemption</b>	Will be considered if the student is severely affected and receiving a high level of support at school. Application must demonstrate that the student will be unable to sit the test with special arrangements
<b>Applications due</b>	From 13 August

## Physical impairment — motor skills

Examples include low muscle tone, hypertonicity, poor/impaired motor skills causing difficulty with handwriting.

<b>Documentation</b>	Certificate/report from GP, specialist doctor, physiotherapist or occupational therapist dated no earlier than 1 January 2017, or copy of current verification documentation
<b>Standard arrangements</b>	Seating out of order/separate supervision Restbreaks or extra time (5 minutes per half hour) Use of a computer for the Writing Task and Short Response subtests (see Use of a computer on page 23) Crossing/stroking/highlighting Multiple Choice responses
<b>Additional arrangements</b>	A3-size test materials Standing/stretching/lying down, as necessary Assistance from a supervisor/carer, e.g. turning pages, holding testpaper steady while the student rules lines (application must specify the assistance required)
<b>Exemption</b>	Will be considered if the student is severely affected and receiving a high level of support at school. Application must indicate why the student will be unable to sit the test with special arrangements
<b>Applications due</b>	By 21 May

## Physical impairment — significant

Examples include arthritis, cancer, cerebral palsy, cystic fibrosis, limb amputation, muscular dystrophy, paraplegia or serious spinal damage, recent surgery.

<b>Documentation</b>	Certificate/report from GP or specialist doctor dated no earlier than 1 January 2017, or copy of current verification documentation
<b>Standard arrangements</b>	Seating out of order/separate supervision Restbreaks or extra time (5 or 10 minutes per half hour depending on severity) Standing/stretching/lying down, as necessary Liquid and bite-sized food Ease of access to toilet facilities Medication and water Use of a computer for the Writing Task and Short Response subtests (see Use of a computer on page 23) Crossing/stroking/highlighting Multiple Choice responses
<b>Additional arrangements</b>	Wheelchair access Special desk Special seating Use of medical equipment A3-size test materials Assistance from a supervisor/carer, e.g. turning pages, holding testpaper steady while the student rules lines (application must specify the assistance required)
<b>Exemption</b>	Will be considered if the student is severely affected and receiving a high level of support at school. Application must indicate why the student will be unable to sit the test with special arrangements
<b>Applications due</b>	By 21 May or as soon as possible

## Pregnancy or breastfeeding

<b>Documentation</b>	Certificate/report from GP or specialist doctor dated no earlier than 1 June 2018 stating the expected delivery date or breastfeeding status
<b>Standard arrangements</b>	Seating out of order/separate supervision Restbreaks (5 minutes per half hour if pregnant; 10 minutes per half hour if breastfeeding) Standing/stretching/lying down, as necessary Liquid and bite-sized food Ease of access to toilet facilities
<b>Additional arrangements</b>	Special desk Special seating
<b>Exemption</b>	Will be considered in exceptional circumstances
<b>Applications due</b>	From 1 June

## Psychological or emotional impairment

Mild/moderate: Examples include long-term effects of bereavement or a close relative's serious illness, panic or anxiety disorder, post-traumatic stress disorder.

Severe: Examples include mood disorder, major depressive disorder, eating disorder, obsessive-compulsive disorder, schizophrenia.

<b>Documentation</b>	Certificate/report from GP, specialist doctor or psychologist dated no earlier than 1 January 2018, or copy of current verification documentation
<b>Standard arrangements</b>	Seating out of order/separate supervision Restbreaks or extra time (5 or 10 minutes per half hour depending on severity) Standing/stretching/lying down, as necessary Liquid and bite-sized food Ease of access to toilet facilities Medication and water
<b>Additional arrangements</b>	Use of a computer for the Writing Task and Short Response subtests (see Use of a computer on page 23) Assistance from a supervisor/carer, who may: <ul style="list-style-type: none"> <li>• use the student's name when reading from the <i>Directions for Administration</i></li> <li>• provide support and reassurance</li> <li>• prompt the student to start and/or continue working</li> </ul>
<b>Exemption</b>	Will be considered if the student is severely affected and receiving a high level of support at school. Application must indicate why the student will be unable to sit the test with special arrangements
<b>Applications due</b>	By 21 May

## Specific learning disorder (SPLD) or Speech language disorder (SLD)

SPLD examples include dyscalculia, dyslexia, processing disorder, reading disorder, writing disorder.

An SLD example is an auditory processing disorder.

<b>Documentation</b>	Report which may include and explain results of appropriate tests, from a qualified practitioner, e.g. educational psychologist (for SPLD), audiologist or speech pathologist (for SLD), or copy of current verification documentation
<b>Standard arrangements</b>	Seating out of order/separate supervision Test session instructions in writing Use of a computer for the Writing Task and Short Response subtests (see Use of a computer on page 23)
<b>Additional arrangements</b>	Restbreaks or extra time (5 minutes per half hour) if the student is sufficiently affected to be receiving a high level of support at school
<b>Exemption</b>	Will not be approved
<b>Applications due</b>	By 21 May



## Vision impairment — colour vision deficiency

<b>Documentation</b>	Certificate/report from GP, specialist doctor or optometrist
<b>Standard arrangements</b>	Seating out of order/separate supervision Labelling of pencils to identify their colour Annotated colour page/s of the testpaper to describe the colour or requirement of colour
<b>Additional arrangements</b>	Black-and-white test materials
<b>Exemption</b>	Will not be approved
<b>Applications due</b>	By 21 May

## Vision impairment

Examples include hemianopia, keratoconus, nystagmus, retinitis pigmentosa.

<b>Documentation</b>	Certificate/report from GP, specialist doctor or optometrist dated no earlier than 1 January 2016 detailing degree of vision impairment, or copy of current verification documentation
<b>Standard arrangements</b>	Seating out of order/separate supervision Restbreaks or extra time (5 or 10 minutes per half hour depending on severity)
<b>Additional arrangements</b>	Modified test materials (see Modified test materials on page 25) Medication and water Use of a computer for the Writing Task and Short Response subtests (see Use of a computer on page 23) Additional lighting Low-vision aids (not including tablet or internet-enabled devices) <b>Note:</b> Braille and enlarged font in A4-size test materials are not available
<b>Exemption</b>	Will be considered if the student is severely affected and receiving a high level of support at school. Application must indicate why the student will be unable to sit the test with special arrangements
<b>Applications due</b>	By 21 May

## 3.6 Definitions

### Separate supervision or seating out of order

When students are approved *seating out of order* or *separate supervision*, the chief supervisor of the test centre will determine the most appropriate arrangement for students. For example:

- one student and one supervisor in a room separate from the main group
- all students approved this arrangement and supervisors in a room separate from the main group. It is recommended that supervisors be allocated in a ratio of 1 to a maximum of 15 students
- students approved this arrangement seated in the same room as the main group but seated at the back, front or side of the test room and separated from the main group by partitions or screens.

### Restbreaks or extra time

The time allowed for each testpaper is sufficient for students to attempt all tasks. QCAA does not expect that all students will be able to complete all tasks.

The standard time approved for *restbreaks* or *extra time* is 5 minutes per half hour. If additional arrangements are approved, *restbreaks* or *extra time* of 10 minutes per half hour may apply.

	5 minutes per half hour restbreaks or extra time	10 minutes per half hour restbreaks or extra time
Writing Task and Short Response	20 minutes	40 minutes
Multiple Choice I and II	15 minutes	30 minutes

*Restbreaks* or *extra time* longer than the 5 or 10 minutes listed will not be approved, even if a student has multiple impairments. This limit is to maintain the integrity of the test. A student will be approved **either** extra time **or** restbreaks, but not both.

### Restbreaks

*Restbreaks* allow a student to stop working during a test session without forfeiting working time. The finishing time for the student will be extended by the amount of time taken as restbreaks, up to the maximum restbreak time approved.

During restbreaks, a student:

- must place their test materials face down so they cannot read, write or access their test materials
- may relax, stand and stretch, use toilet facilities, use previously learned coping strategies, focus their thoughts.

*Restbreaks* may be taken at any time during a test session, either in one long break or in a number of short breaks.

The student must indicate to the supervisor the beginning and the end of each restbreak. The supervisor will display a running record of the time taken in a place visible to the student.

### Extra time

*Extra time* allows additional working time for a testpaper.

## Restbreaks or extra time if ill during a test session

If a student is approved *restbreaks if ill during a test session* or *extra time if ill during a test session*, they may use the restbreaks or extra time only if they are affected by their medical condition or impairment during the test session.

## Test session instructions in writing

The document *Test session instructions in writing* is an extract from the *Directions for Administration* that provides the verbal instructions that supervisors will read to all students during test sessions.

Copies are sent to schools about two weeks before the test. Two copies will be provided for each student approved this arrangement; a copy to take home and a test-room copy.

School staff are encouraged to explain, translate or interpret the instructions **before** the test for **any** students who request this, but are **not** permitted to do this **during** a test session.

QCAA will generally not modify the document for a student's individual circumstances. For example, the times listed will be the standard time given to complete the test and will not take into account any approved restbreaks or extra time. The school may modify the take-home copy of the document but may not modify the test-room copy.

## Use of a computer

This arrangement allows students to word process their responses for the Writing Task and Short Response subtests only. Students must use a simple word processor such as Microsoft Notepad or Microsoft WordPad. The software used must not have spellcheck, voice recognition or other language-enhancement facilities that could give an unfair advantage over other students.

It may not be possible to respond to all items on the Short Response testpaper using a word processor. For example, a student may be required to sketch, draw, or plot a graph. In this situation, the student will need to respond on the hard copy of the testpaper provided.

Electronic copies of testpapers are not provided. Software other than a simple word processor is not permitted.

## Specially approved equipment

The use of non-standard equipment or materials may be approved, for example, transparency overlay, blood glucose meter, special seating, liquids and bite-sized food, or medication.

Any non-standard equipment or materials taken into the test room must be inspected by a supervisor, and any containers must be transparent and unlabelled.

If the use of a large item is approved, the student and chief supervisor should meet before the test to determine practical details, including whether the student or the school is to supply it.

## Blood glucose monitoring equipment

Blood glucose monitoring equipment includes equipment and medication for testing and maintaining blood glucose levels, for example blood glucose meter, insulin, syringes, insulin pump, mobile phone with a continuous glucose monitoring (CGM) app.

If the equipment includes a mobile phone with a CGM app, the chief supervisor must be notified in advance. During a test session, the mobile phone must:

- remain on an unoccupied desk in front of the student, positioned so that they can see the screen
- be turned to silent, have the app open, and have the alarm repeat set to every 30 minutes
- be used only for monitoring the student's blood glucose levels
- not be touched by the student except for recalibration, and this is to be done only in the presence of a supervisor
- not be used by anyone but the student.

The student is not permitted to use a smart watch in conjunction with the mobile phone.

## Assistance from a supervisor

If a student is approved assistance from a supervisor, communication must be restricted to the arrangements stated in the letter of approval, e.g. providing support and reassurance, holding equipment. As stated in the rules (Section 1.3: Rules), the use of a scribe is not offered as a standard or additional arrangement.

The supervisor must not communicate with the student about items on testpapers.

## Modified test materials

Standard test materials are:

- in A4 format
- predominantly in 12-point font (Writing Task and Short Response) and 11.5-point font (Multiple Choice I and II)
- printed on semi-gloss paper (Writing Task), uncoated paper (Short Response) and matt-finish paper (Multiple Choice I and II).

The following modified test materials are available.

Modifications available	Details
A3-size test materials, resulting in font size approximating 16-point	Materials enlarged from A4 to A3 size (141%). The font size in A4-size test materials cannot be increased In enlarged testpapers, scaled diagrams are carefully adjusted. Please note however that it may not be possible to enlarge some stimulus material, and this may cause a student to have a different perception of its intent
Black-and-white test materials	If necessary, the testpaper will be annotated to describe colours or the requirement of colour, as stimulus material will be modified to ensure shadings are comparable to the colour version
Test materials printed on colour paper (typically either blue or yellow paper)	It should be noted that colour in the stimulus material may be affected by the background colour of the paper
Annotated colour page/s	If necessary, the testpaper will be annotated to describe colours or the requirement of colour If the test does not contain questions that depend upon the perception of colour, students approved this arrangement will not receive any additional material
Writing Task testpaper printed on non-glossy paper	

Applications for modified test materials are due by 29 June. Applications received after this date may not be accepted.

All modified test materials are printed on standard laser copy paper.

A student who is approved modified test materials will also receive the standard version of the test materials.

QCAA will not provide braille test materials, electronic formats or provide modifications other than those listed above, as this would mean varying the characteristics of the test.

## 4 After the test

Students may apply for special provision after the test if they were unable to sit all or part of the test (apply for absentee exemption) or if their performance on the test was significantly affected due to a recognised medical condition or impairment, or exceptional circumstances (apply for test grade to be declared null and void).

Special consideration is not applied in the marking process.

See Section 1.6: The effect of special provision.

### 4.1 Absentee exemption

An OP-eligible student who is absent from one or more test sessions must apply for exemption to remain eligible for an OP.

To be eligible for absentee exemption, the student's absence must have been **unforeseen and unavoidable**.

Applications close 11 October.

#### Application requirements

Documentation must cover the day/s of the test and provide a valid reason for the absence.

Reason for application	Documentation required
Medical condition	Medical certificate from a GP or specialist doctor; alternatively a hospital admission or discharge statement that: <ul style="list-style-type: none"><li>• covers one or both test days</li><li>• states the name of the medical condition or impairment and how the student was affected</li><li>• is provided by a person who is not related to the student and not employed by the school</li></ul> A student who becomes ill during the days of the test must see a medical professional on one of the days of the test or as soon as possible thereafter
Court appearance	Summons/subpoena to appear in court
Death of a family member or significant person, or attendance at their funeral	Copy of funeral notice, death certificate or statutory declaration from the student accompanied by a supporting statement from the school The application must state the relationship of the deceased to the student
Refusal of entry to, or expulsion from, the test centre on the basis that the refusal or expulsion was unjustified in the circumstances — the application must be made within seven days of the refusal or expulsion	Letter from student clearly detailing the circumstances
Other unforeseen and unavoidable circumstances that prevented the student from attending one or more of the test sessions	Documentation that details the reason for the absence provided by an independent person who is not related to the student and who is aware of the circumstances that affected the student, e.g. police officer. In cases where no other supporting documentation is available, a letter from the principal may suffice

## 4.2 Declaring a test grade null and void

A student who attended all four test sessions and believes that a medical condition or impairment, or exceptional circumstances significantly affected their performance during all or part of the test may apply to have their test grade declared null and void. Such an application cannot be made after the test grade is released.

A student is considered to have attended a test session if the supervisor recorded the student as being present, regardless of whether the student made any attempt on the testpaper.

A student must submit their application without knowing their test grade.

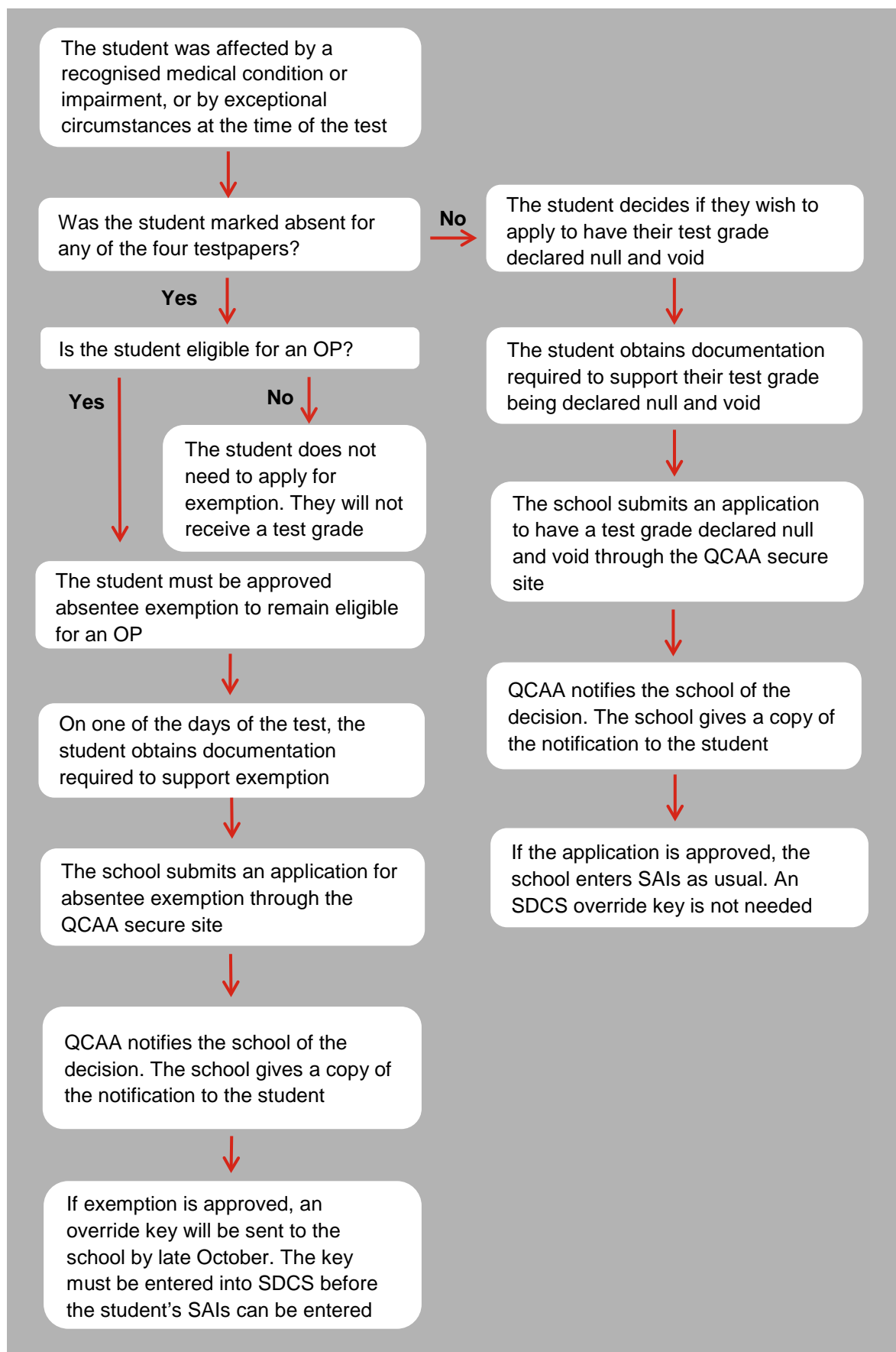
Applications close 11 October.

### Application requirements

Documentation must support the student's claim that a medical condition or impairment, or exceptional circumstances seriously affected the student's performance during all or part of the test.

Reason for application	Documentation required
Medical condition	<p>Medical certificate from a GP, specialist doctor or hospital admission or discharge statement that:</p> <ul style="list-style-type: none"> <li>covers one or both test days</li> <li>states the name of the medical condition or impairment and how the student was affected</li> <li>is provided by a person who is not related to the student and not employed by the school</li> </ul> <p>The student must obtain appropriate documentation covering one or both days of the Test</p> <p>The student must see a medical professional on one of the days of the test or as soon as possible thereafter</p>
Death of an immediate family member or other significant person	<p>Funeral notice or death certificate — application must state the relationship of the deceased to the student</p>
Exceptional circumstances that seriously affected the student's ability to complete all or part of the four subtests	<p>Documentation that clearly details the reason for the application provided by an independent person who is not related to the student and who is aware of the circumstances that affected the student, e.g. police officer. In cases where no other supporting documentation is available, a detailed letter from the principal may suffice</p>

## 4.3 Overview — after the test





## 5 Circumstances affecting a school group

If a school becomes aware of circumstances affecting a number of students, e.g. flu epidemic, death of a significant person, they should contact us as soon as possible:

- before the test — to arrange special provision, contact us on (07) 3864 0227 or email [qcs.spc@qcaa.qld.ed.au](mailto:qcs.spc@qcaa.qld.ed.au)
- after the test — to alert us to a possible anomaly in the school's data, contact the QCAA's Scaling Anomalies Committee (see Section 7.1: Contacts). As soon as possible after the committee meets in the first week of December, it will inform the school of any action to be taken.

## 6 Reviews and appeals

Reference: Part 5 — Review of decisions of the *Education (Queensland Curriculum and Assessment Authority) Act 2014*.

### 6.1 How to appeal

To appeal a decision, a student must write to QCAA within seven days of receiving the decision in writing. The student must state the reason for the appeal and provide additional supporting evidence.

### 6.2 What QCAA will do

An appeal will be considered by an internal senior officer. Where possible, the officer will not have participated in making the original decision.

The officer will reach an outcome based on the following:

- the information provided in the application and supporting documentation that led to the original decision
- the reasons for the original decision
- any other relevant material.

QCAA will then either:

- confirm the original decision
- amend the original decision
- substitute another decision for the original decision.

QCAA will send the student and the school principal written notification of the outcome.

If the student is not satisfied with the reviewed outcome they may, within 28 days of receiving the reviewed decision, appeal against the decision to the Queensland Civil and Administrative Tribunal.

# 7 Resources

Resources available on the QCAA website using the search function
About the QCS Test (brochure), Student Information Bulletin, Calculating OPs: The basic principles; Common curriculum elements; OP fast facts; OP myths; QCS Test Retrospective; QCS Test Directions for Administration
Memos, QCAA news for schools fortnightly newsletter, information and policy statements
Student Connect <a href="https://studentconnect.qcaa.qld.edu.au/">https://studentconnect.qcaa.qld.edu.au/</a>
Visa student procedures: Equivalent Overall Positions (OPs) and Field Positions (FPs)

## 7.1 Contacts

QCAA staff are available Monday to Friday from 8:30 am – 4:30 pm excluding public holidays.

Subject	Contact	Telephone	Email
Special provision for the QCS Test	Assessment Operations Unit	(07) 3864 0227	<a href="mailto:qcs.spc@qcaa.qld.edu.au">qcs.spc@qcaa.qld.edu.au</a>
OP calculation	Analysis & Reporting Branch	(07) 3864 0438	<a href="mailto:analysis.reporting@qcaa.qld.edu.au">analysis.reporting@qcaa.qld.edu.au</a>
Scaling Anomalies Committee	Qualitative Analysis Unit	(07) 3864 0438	<a href="mailto:analysis.reporting@qcaa.qld.edu.au">analysis.reporting@qcaa.qld.edu.au</a>
Student Data Capture System (SDCS)	SDCS helpdesk	(07) 3864 0278	<a href="mailto:helpdesk@qcaa.qld.edu.au">helpdesk@qcaa.qld.edu.au</a>
Special provision for school-based assessment in Authority and Authority-registered subjects	Contact the student's school. <b>Note:</b> Teachers seeking advice may contact the Quality Assurance Unit by email at <a href="mailto:qau@qcaa.qld.edu.au">qau@qcaa.qld.edu.au</a> . (See <i>Special provisions policy for school-based assessment in Authority and Authority-registered subjects</i> at <a href="http://www.qcaa.qld.edu.au">www.qcaa.qld.edu.au</a> .)		