



Equitable Access Adjustments (Special Examination Arrangements) for the ATAR Course Examinations

Information for Candidates

These information sheets are to inform candidates how particular equitable access adjustments (special examination arrangements) are administered during the ATAR course examinations.

If you have a special examination need – whether it is related to a physical condition, vision impairment, hearing loss, medical condition or a specific learning disability – you should read this information and discuss it with your parents, year adviser, teacher or school counsellor.

What are equitable access adjustments (special examination arrangements)?

Candidates with a disability, illness or impairment are eligible to access appropriate, fair and reasonable alternative arrangements when it can be demonstrated that the condition prevents access to an assessment under standard conditions. There will be reasonable limits in determining the exact nature of those arrangements.

Equitable access arrangements (special examination arrangements) offer practical support to candidates through adjustments such as access to food, drink, medication or special equipment, special format examination papers, rest breaks, extra working time, a scribe or a computer. Applications can be made for the written and/or practical examinations. Each application is considered individually, with the decision based on the nature of each examination and how the candidate's disability, illness or impairment will prevent access to that examination.

Applying for equitable access adjustments (special examination arrangements)

Application is made by your school early in the year you sit the Year 12 ATAR course examinations.

If you wish to be considered for equitable access adjustments (special examination arrangements), you should consult with your year advisor or school counsellor. Your school will need to complete the application form for you and lodge it with the Authority by the due date.

When completing the application form, the following information will be required:

1. the adjustments for which you are applying.
2. how your disability affects your work in examination situations.
3. evidence to demonstrate your special examination need, including current diagnosis of your disability (e.g. a medical report, psychologist's report), timed essay samples and/or reading test results etc. as specified in the application form.

Applications are processed in order of receipt. It is in your best interest for you to submit all information to the school as early as possible to assist them to meet the due date to the Authority.

Until your application has been approved by the Authority, any special arrangements in place at school must be considered as temporary and subject to change.

Your school will be notified when a decision has been made. It is the school case coordinator's responsibility to discuss the decision with you. You can also access this information from the student portal. From the time your school has been informed of the decision, and it is accessible on the student portal, you will be required to sit all assessments with only those arrangements approved by

the Authority for use in the ATAR course examinations. In some instances, the approved adjustments may not be the same as those requested. The approved arrangements will be based on your needs as demonstrated in the evidence provided.

Review of an application

A review process is available to reconsider an application in light of new information when alternative arrangements to those approved are sought. This applies where there is a new diagnosis or a deterioration in an existing diagnosis. Requests for a review are to be made via email by the case coordinator.

If you wish to change or withdraw from approved arrangements, your school case coordinator will need to contact the Authority in writing. Such requests should be received before the date specified on the application form.

Appeal procedures

If you are not happy with the decision and no new evidence is available, your school will have the opportunity to submit an appeal, on your behalf, against the decision. An appeal must cite evidence that is believed to have been overlooked by the panel in making their decision. Appeals will be considered by a multi-disciplinary committee and must be received before the advertised date.

The Authority will conduct an independent assessment of the appeal and your school will be informed of the decision.

A note to parents

If you are concerned about whether equitable access adjustments (special examination arrangements) are relevant for your child, you should contact the year adviser or school counsellor at your child's school. The school is in the best position to gauge the impact of your child's disability in an examination environment.

The application form must be completed and submitted by your child's school, as it requires specific information regarding the difficulties your child is experiencing in an examination context. It is the school's responsibility to appoint a case coordinator who will manage all aspects of the application process and communicate with the Authority. The case coordinator may consult with parents in the application process. The Authority will notify the school of the approved arrangements through the Student Information Records System (SIRS). It is the school's responsibility to inform the student, who can then access the decision through the student portal.

Information about special provisions is available from the website at

<http://senior-secondary.scsa.wa.edu.au/assessment/examinations/special-provisions>



Rest breaks

Procedures for the use of rest breaks in the ATAR course examinations

This leaflet is for candidates, case coordinators and examination supervisors.

What are rest breaks?

Rest breaks are an opportunity for a candidate who is unable to sustain a sitting position, or work uninterrupted for the duration of the examination, to take a break without using any of the nominated 'working time' for the examination. Rest breaks allow the candidate to stretch, move, relax, engage in medical treatment or a take toilet break. Rest breaks can also be used to manage a mental health condition.

Rest breaks can only be used during the 'working time' of an examination. A candidate is not permitted to access their examination paper/material or respond to examination questions during a rest break.

The time allowed for rest breaks is usually calculated as five minutes per half hour, to a maximum of 25 minutes for a three hour examination or 20 minutes for a two and a half hour examination.

Does the candidate have to take rest breaks at half-hourly intervals?

No. The candidate determines if, and when, they would like to take their rest breaks. The candidate must raise their hand to inform the supervisor whenever they wish to take a break. Rest breaks can be taken in blocks of no more than 10 minutes, unless otherwise approved. A rest break cannot be taken in the last 15 minutes of the candidate's examination, unless approved otherwise.

The supervisor records and monitors the amount of time used for each rest break, including toilet breaks. They add the time taken for each break, up to the maximum allowed, to the nominated working time for the examination. Approximately 15 minutes before the expected conclusion of the examination, the supervisor will inform the candidate of their end of working time.

What happens to the examination papers and candidate responses during breaks?

The candidate's examination paper must be turned face down on their desk during the rest break. The candidate is not to read the examination paper, write responses to examination questions or access examination material such as maps, dictionaries or calculators during rest breaks.

May a candidate leave the examination room during breaks?

Yes. Candidates may leave the room, under supervision, but they do not have to. During the break they may not communicate with any other person. They can go to the toilet during their rest break.

Where do candidates with rest breaks sit their examinations?

Most candidates granted rest breaks sit their examinations at the same venue as their school cohort. This may be in the same room as their cohort, with an approved seating arrangement, or in an alternative room with a small number of other candidates granted special arrangements. Some candidates may sit their examinations at a venue designated by the School Curriculum and Standards Authority.

Should candidates practise using rest breaks in an examination context?

Yes. A candidate will benefit by developing an awareness of how to use rest breaks to meet their needs in an examination. For example, some candidates may require the time to organise their thoughts at the beginning of the examination after reading the examination questions. Other candidates may benefit by taking their rest breaks between sections of the examination paper. Some candidates may use the time to refocus or mentally plan a response to a question. Knowledge of the examination format will help candidates in using rest breaks to their best advantage.

How does the use of rest breaks operate during Mathematics Applications, Mathematics Methods and Mathematics Specialist examinations?

1. Calculator-free section

Working time for this section of the examination paper is 50 minutes. A maximum of 5 minutes rest break is available.

2. Calculator-assumed section

Working time for this section of the examination paper is 100 minutes. All candidates in the examination room will commence the calculator-assumed section at the same time. A maximum of 15 minutes for rest breaks is available. Rest breaks cannot be taken in the last 15 minutes of the examination, unless otherwise authorised.

**If you have further questions on special examination provisions, please contact
Principal Consultant – Special Provisions on 9273 6316.**



Extra working time

Procedures for the use of extra working time in the ATAR course examinations

This leaflet is for candidates, case coordinators and examination supervisors.

What is extra working time?

Extra working time is where a candidate is granted additional working time to the nominated working time for an examination. The extra time allowed is typically calculated as 10 minutes per hour, to a maximum of 30 minutes for a three hour examination or 25 minutes for a two and a half hour examination.

In the Mathematics Applications, Mathematics Methods and Mathematics Specialist examinations, a maximum of eight minutes is allowed in the calculator-free section and 16 minutes in the calculator-assumed section. All candidates in the examination room will commence the calculator-assumed section at the same time.

Does the candidate have to use extra time?

No, normal examination rules apply. This means the candidate may decide to leave the examination at any time, except during the first hour of working time, or the last 15 minutes of the examination.

Can a candidate leave the examination room?

Yes. Candidates may leave the room, under supervision; however, they may not communicate with any other person. No extra working time is provided for breaks taken; for example, toilet breaks, as this has already been included in the agreed working time.

Where does a candidate with extra working time sit their examinations?

Most candidates granted extra working time sit their examinations at the same venue as their school cohort. This may be in the same room as their cohort, with an approved seating arrangement, or in an alternative room with a small number of other candidates granted special arrangements. Some candidates may sit their examinations at a venue designated by the School Curriculum and Standards Authority.

Should candidates practise using extra working time in an examination context?

Yes. A candidate will benefit by developing an awareness of how to use extra working time to meet their needs in an examination. For example, some candidates may continue to read, plan essays or complete questions. Knowledge of the examination format will help candidates plan to use the examination time to their best advantage.

If you have further questions on special examination provisions, please contact
Principal Consultant – Special Provisions on 9273 6316.



Discretionary time

Procedures for the use of discretionary time in the ATAR course examinations

This leaflet is for candidates, case coordinators and examination supervisors.

What is discretionary time?

This is where a candidate is granted additional time to the nominated working time for an examination to either continue working on their examination or engage in activities not related to the examination; for example, stretching, medical treatment or frequent toilet breaks.

The amount of discretionary time allowed is typically calculated as 10 minutes per hour, to a maximum of 30 minutes for a three hour examination or 25 minutes for a two and a half hour examination.

In the Mathematics Applications, Mathematics Methods and Mathematics Specialist examinations, a maximum of eight minutes is allowed in the calculator-free section and 16 minutes in the calculator-assumed section. All candidates in the examination room will commence the calculator-assumed section at the same time.

Does the candidate have to take the extra time?

No, normal examination rules apply. This means the candidate may decide to leave the examination at any time, except during the first hour of working time, or the last 15 minutes of their examination.

Can a candidate leave the examination room?

Yes, if they wish. Candidates may leave the room, under supervision; however, they may not communicate with any other person during that time. No extra working time in addition to that already approved will be granted for breaks taken; for example, toilet breaks. These breaks are **not** tracked in the same way as rest breaks. The time allocated is a flat rate as stated on the student's notification of approved special examination arrangements. An extra-time board clock will be needed to reflect the agreed end of working time.

Where does a candidate with discretionary time sit their examinations?

Most candidates granted discretionary time sit their examinations at the same venue as their school cohort. This may be in the same room as their cohort, with an approved seating arrangement, or in an alternative room with a small number of other candidates granted special arrangements. Some candidates may sit their examinations at a venue designated by the School Curriculum and Standards Authority.

Should candidates practise with discretionary time in an examination context?

Yes. A candidate will benefit by developing an awareness of how to use the extra time to meet their needs in an examination. For example, some candidates may continue to read, plan essays or complete questions. A candidate will need to spend some of the extra time on activities not related to the examination; for example, stretching, medical treatment or frequent toilet breaks. These activities count as part of the total examination time. Knowledge of the examination format will help candidates plan to use the examination time to their best advantage.

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Scribe

Procedures for the use of a scribe in the ATAR course examinations

This leaflet is for candidates, case coordinators, scribes and examination supervisors.

What qualities should a scribe have?

- English competence, including sound spelling.
- A basic understanding of the course being examined.
- Clear, legible handwriting.
- Patience and sensitivity to the candidate's special needs.
- An understanding of the need to maintain confidentiality and an ability to do so.

What a scribe can and cannot do:

Can (✓)		Cannot (✗)	
Scribe		Scribe	
✓	Write the candidate's answers exactly as dictated by the candidate.	✗	Interpret the question or advise the candidate in any way.
✓	Ask the candidate to repeat a word or sentence.	✗	Draw (if the candidate is unable to draw, please contact the Authority).
✓	Ask the candidate to spell difficult or obscure words.	✗	Alter the candidate's work or write words that the candidate has not dictated.
✓	Punctuate and use capital letters without the specific direction of the candidate.	✗	Keep the candidate 'on task' or direct the order of work.
✓	Operate a calculator at the candidate's direction.	✗	Type for the candidate (unless permission has been granted).
✓	Rule lines as directed by the candidate.	✗	Make comments about the candidate's work.
✓	Re-read the last two sentences written, to enable the candidate to regain their place in their work.	✗	Re-write a candidate's written work (i.e. a candidate cannot write out their answers and then have the scribe re-write them).
Candidate		Candidate	
✓	Dictate their answers exactly as they wish them to be written down.	✗	Ask to have the question interpreted.
✓	Inform the scribe when to start a new paragraph, when to put something in brackets or inverted commas, and when to underline something.	✗	Ask the scribe's advice on any matter.
✓	Make notes, essay plans or jot down ideas during the writing time.	✗	Write or make notes while the scribe is writing. (A shared pen should be used.)
✓	Regularly read over what the scribe has written.		
✓	Candidates can use a scribe for part of the examination and write the other parts for themselves.		
✓	Practise using a scribe as often as possible.		

Note: both the scribe and the candidate will need a copy of the course examination Question/Answer Booklet. **All** answers must be entered **only** into the book with the candidate's number label attached. Both papers must be handed in.

If you have further questions on special examination provisions, please contact
Principal Consultant – Special Provisions on 9273 6316



Computer

Procedures for the use of a computer in the ATAR course examinations

This leaflet is for candidates, case coordinators and examination supervisors.

Who provides the computer?

To ensure the integrity and security of the examination, the computer and associated equipment must be provided by the candidate's school, independent support service or the School Curriculum and Standards Authority (the Authority). In exceptional circumstances, approval may be given for a candidate to use their own equipment.

Prior to the commencement of examinations, the provider, usually the candidate's school, must set up the laptop or desktop computer and printer (with paper and ink) according to the specifications provided by the Authority. The provider must complete and return a declaration to the Authority confirming the computer is compliant with these specifications. Where necessary, the school must also arrange for delivery of the computer to the ATAR course coordinator of the examination centre at which the candidate is sitting their examination/s.

What type of computer can a candidate use?

The laptop or desktop computer must be Windows compatible, with basic word processing software such as WordPad installed. It must not contain any files, other software or have internet access. The functions of the computer must be limited to those which can be replicated by handwriting.

Therefore, spell-check, grammar-check and word counts are not permitted. If a laptop computer is used, the candidate is to be seated near a power point with the laptop plugged in. If this is not possible, the battery must be fully charged to last the full examination time. **The computer must be set up in the examination room, turned on and ready for use before the examination start time.**

This is a responsibility of the candidate's school whenever they have provided the computer.

Where does a candidate using a computer sit their examinations?

Most candidates with approved use of a computer sit their examinations at the same venue as their school cohort. This may be the same room as their cohort, with an approved seating arrangement, or in an alternative room with a small number of other candidates granted special arrangements.

How does a candidate present their examination responses on a computer?

Before the start of reading time, the candidate must open and save a document to the clean USB storage device provided by the School Curriculum and Standards Authority, then type their **WA student number** at the top of the document. Under no circumstance is the candidate to type their name. All work will be typed into this document using Arial 11 font, unless approved otherwise. All work is to be saved directly onto the USB storage device.

The candidate is responsible for saving their examination responses. Work must be saved regularly. Unsaved work that is not retrievable is not able to be considered in the marking process.

Multiple-choice answers are to be recorded on the multiple-choice answer sheet. Short answers should be hand written in the examination Question/Answer Booklet wherever possible. Most candidates will use the computer for only extended responses and essays.

At the end of the examination, the candidate's work must be printed onto A4 paper. The sheets are to be fastened securely into the front of the candidate's examination Question/Answer Booklet. The USB device along with the candidate's place card is to be enclosed in a clear plastic zip-lock bag (provided by the Authority), and stapled to the front of the candidate's examination Question/Answer Booklet. After the hard copy has been printed, the computer is to be checked to ensure none of the candidate's work has been saved to the computer. Any work is to be fully deleted from the computer. This includes removal of the deleted file from the rubbish bin. The bagged USB with place card will be removed from the Question/Answer Booklet at the Authority and is not provided to the markers.

Candidate declaration

A candidate granted use of a computer will be required to sign a declaration at the end of each examination stating that they did not use any functions other than those permitted, and did not access any information from the hard-drive or any other source. The supervisor will give the declaration form to the candidate to read **before** the start of the examination. It is not to be signed until **after** the examination.

What happens if there is a technical issue during the exam?

The candidate must immediately report any technical issue they encounter with the computer to the supervisor, who will seek to rectify the problem. If it is possible to retrieve the candidate's work, the Manager, Examination Logistics may approve for the candidate to be given the time lost during the technical incident to allow them the full examination working time. The total amount of working time is not to exceed that allowed for the examination.

If it is not possible to complete the examination, or if a candidate is able to complete the examination following a technical issue but feels their examination performance has been affected, the candidate may submit an application for sickness/misadventure consideration with supporting information. Note, sickness/misadventure provisions are not available to non-school candidates.

What if the candidate opens another file or document, transfers information from a pre-existing file or document or attempts to access the internet?

The supervisor monitors the candidate's use of the computer. If a candidate is non-compliant with the rules regarding use of a computer and has failed to follow examination instructions, the supervisor will record the incident in a *Breach of examination rules* report. Following the examination, the supervisor will notify the candidate and allow them to respond to the alleged breach by writing a statement and signing the report.

**If you have further questions on special examination provisions, please contact
Principal Consultant – Special Provisions on 9273 6316.**



Diabetic provisions

Procedures for managing diabetes in the ATAR course examinations

This leaflet is for candidates, case coordinators and examination supervisors.

What are diabetic provisions?

These are provisions most commonly required by diabetic candidates to maintain their health during the examination. Suitable provisions should be requested on the *Application for Special examination arrangements* form and be supported by appropriate medical and school documentation.

Candidates may apply for the following diabetic provisions:

- bite-size food/drink – this may be taken into the examination room in clear containers or wrapping. The food must not be a distraction to other candidates.
- monitor blood sugar – candidates may take a glucometer and test strips or electronic monitor (Continuous Glucose Monitor – CGM) into the examination room. Up to five minutes rest breaks can be applied for to conduct manual blood tests. The candidate may sit their examination in their normal examination room.
- medication may be taken into the examination room and be administered as needed. This includes the use of an insulin pump.
- out-of-order seating – candidates may request to be seated near an exit, to leave the room if necessary. Candidates using a CGM must be seated at the front of the room.
- rest breaks – up to 25 minutes to take remedial action if required. Candidates may leave the room under supervision. Only request if required regularly for management of the diabetes.
- time at discretion – up to 30 minutes to complete the examination while undertaking constant management of Type 1 diabetes demonstrated to require constant monitoring and management.

How is hypoglycaemia (low blood sugar) treated?

Treatment of hypoglycaemia requires immediate consumption of sweet food or drink, followed by slowly absorbed carbohydrate, e.g. a sandwich or banana.

How is hyperglycaemia (high blood sugar) treated?

Hyperglycaemia will cause frequent urination and thirst, leading to the need to drink and toilet frequently. Additional insulin is needed to reduce the blood sugar level (via injection or insulin pump).

What happens if a candidate becomes unwell during the examination?

If, after using their approved arrangements, a candidate is unable to adequately control their diabetes during an examination and cannot complete the examination as a result, they may submit a sickness/misadventure application. If the candidate wishes, they may complete the examination after a diabetic episode, in addition to lodging the sickness/misadventure application. No additional working time is provided beyond what is approved. The candidate's blood sugar readings must be included as part of the medical evidence in the sickness/misadventure application. Verification of the incident should be provided by a registered health professional on the day of the examination. Note: sickness/misadventure provisions are not available to non-school candidates.

Use of automatic blood glucose monitoring equipment

How do I apply for use of a Continuous Glucose Monitor (CGM)?

Where manual blood glucose testing is not used, use of a Continuous Glucose Monitor (CGM) may be approved. The school makes application on the *Application for special examination arrangements* form, which is to be accompanied by appropriate supporting medical documentation.

If a separate CGM receiver is to be used, this may stay on the candidate's desk, along with other approved/standard equipment.

Can I access my CGM readings through my smart phone?

Use of a mobile smart phone as a CGM receiver must be approved in advance.

The following requirements must be met for the use of mobile smart phones to ensure they function only as a CGM receiver:

- phone is not accessible to the candidate – but within bluetooth range
- phone is to be left on the supervisor's table or an adjacent desk
- candidate to be seated at the front near the supervisor's table
- phone has all operations turned off, with the exception of bluetooth – to ensure no possibility of incoming messages or calls
- phone is to be set to aircraft mode, with sound and vibrate turned off
- phone may be plugged into power through a charger supplied by the candidate (the charger is to be tagged as 'certified safe' for use in schools)
- phone settings to be set so the screen always stays on (i.e. it does not auto-lock)
- app showing glucose readings is to be turned on so that readings stay on the screen
- phone is not to be used in conjunction with a smart watch.

Any deviation from the above requirements will be considered a breach of examination rules.

**If you have further questions on special examination provisions, please contact
Principal Consultant – Special Provisions on 9273 6316.**



Directions for oral or sign support people assisting hearing loss candidates in the ATAR course examinations

This leaflet is for candidates, case coordinators and examination supervisors.

While most examinations do not have a listening component, some candidates with a hearing loss may need assistance for the presentation of examination instructions, which are read aloud by the supervisor at the start of each examination. It is the School Curriculum and Standards Authority's (the Authority's) practice to provide a copy of these instructions in writing, on request, to candidates with a documented hearing loss. For many candidates, the written instructions will effectively accommodate their needs.

Who may apply for oral or sign support?

Any candidate with a severe to profound hearing loss whose needs extend beyond access to the supervisor's instructions may apply. The candidate's dependence on oral or sign support will be considered.

Who approves the use of oral or sign support?

The use of oral or sign support during the ATAR course examinations can only be approved by the Authority after consideration of an *Application for special examination arrangements* form and supporting evidence.

Applications for special examination arrangements are submitted by the candidate's school by the due date. Before this time, arrangements may be made at school level to use oral or sign support for in-class assessment and examinations. This does not guarantee that school-elected provisions will apply in the ATAR course examinations, as each application is assessed individually.

What is the purpose of oral or sign support?

Oral or sign support is to assist a candidate with severe to profound hearing loss to access examination questions at a level comparable to their peers.

Who can provide oral or sign support?

The person must be skilled in providing oral or sign support for candidates with hearing loss; for example, an education support assistant or itinerant support teacher. However, they should not be someone with a conflict of interest created by a prior relationship with the candidate. The supervisor must be a separate person and not perform the role of oral or sign support person.

What are the seating arrangements for oral or sign support people?

The seating of the oral or sign support person should be negotiated with the candidate.

What is the oral or sign support person able to do?

Access to examination paper

The oral or sign support person is permitted access to the examination paper up to 15 minutes before the start of the examination, to familiarise themselves with the content. During this time, the oral or sign support person must remain strictly supervised and may not communicate with the candidate or any other person.

Directions to candidates

It is permissible for the support person to read or sign verbatim the *Instructions to candidates*. However, as candidates can be provided with a written set of the supervisor's instructions, this is rarely needed. As with other sections of the paper, the support person may explain words or phrases to the candidate. Under no circumstances is the support person or the supervisor to advise the candidate as to the selection of questions.

Body of the examination paper

All questions may be paraphrased. The support person may give the meanings of words and phrases in the instructions, questions and stimulus material, provided that such explanations do not lead to answers. Vocabulary specific to the subject should not be explained; for example, bisect would not be explained in a mathematics examination.

The need for access to an oral or sign support person for more than during the designated reading time will be assessed individually, based on the severity and demonstrated impact of the candidate's hearing loss in the examination situation.

Stimulus material

The support person is not to read or sign stimulus material and/or passages in their entirety. The support person may simplify the structure of a sentence grammatically or give meanings of individual words or phrases.

Multiple-choice questions

The support person may explain the initial question but not each of the alternative answers. If the candidate is perplexed by the answer choice, explanation of individual vocabulary may be given, provided that this does not lead to the correct response.

Great care should be taken by the oral or sign support person to not indicate the correct answer in multiple-choice questions by facial expression or body language that may indicate to the candidate the correct answer.

Essays

Essay questions may be rephrased. The candidate may write this rephrasing on the printed examination paper. The candidate may check their understanding of the essay question with the support person. The candidate should plan and write the essay independently and without intervention. Once the candidate has started planning the essay, no further assistance can be sought from the support person.

Confidentiality

Total confidentiality regarding all aspects of the examination must be maintained. No aspect of the examination paper, the conduct of the examination or the candidate's performance can be discussed with any person outside the Authority.

**If you have further questions on special examination provisions, please contact
Principal Consultant – Special Provisions on 9273 6316.**



Directions for use of a clarifier for candidates with a Language disorder in the ATAR course examinations

This leaflet is for candidates, case coordinators and examination supervisors.

Who may apply for a clarifier?

Any candidate with a severe Language disorder may apply.

Who approves the use of a clarifier?

The use of a clarifier during the ATAR course examinations can only be approved by the Authority after consideration of an *Application for special examination arrangements* form and supporting evidence.

Applications for special examination arrangements are submitted by the candidate's school by the due date. Before this time, arrangements may be made at school level to use a clarifier for in-class assessment and examinations. This does not guarantee that school-elected provisions will apply in the ATAR course examinations, as each application is assessed individually.

What is the purpose of a clarifier?

Use of a clarifier is to assist a candidate with severe language disorder to access examination questions.

Who can provide clarifier support?

The person must be familiar with the language used in the course to determine which words can be clarified and which represent expected knowledge and understanding of the curriculum. They should not be someone with a conflict of interest created by a prior relationship with the candidate. The supervisor must be a separate person and not perform the role of clarifier.

What is the clarifier able to do?

Access to examination paper

The clarifier is permitted access to the examination paper up to 15 minutes before the start of the examination, to familiarise themselves with the content. During this time, the support person must remain strictly supervised and may not communicate with the candidate or any other person.

Body of the examination paper

The clarifier may simplify the structure of a sentence grammatically or give meanings of individual words or phrases in the instructions, questions and stimulus material, provided these are not course-related and that such explanations do not lead to answers.

Vocabulary specific to the subject are not to be explained; for example, bisect would not be explained in a mathematics examination. The clarifier may give alternative words to those in a question, provided the word is not a subject-specific word or term. Discussion about answers, or prompting, must not occur.

The need for access to a clarifier for more than during the designated reading time will be assessed individually, based on the severity and demonstrated impact of the candidate's language disorder in the examination situation.

Multiple-choice questions

The clarifier may explain the initial question but not each of the alternative answers. If the candidate is perplexed by the answer choice, definition of individual vocabulary may be given, provided that this does not lead to the correct response.

Great care should be taken by the clarifier to not indicate the correct answer in multiple-choice questions by facial expression or body language that may indicate to the candidate the correct answer.

Essays

Essay questions may be rephrased. The candidate may write this rephrasing on the printed examination paper. The candidate may check their understanding of the essay question with the clarifier. The candidate should plan and write the essay independently and without intervention. Once the candidate has started planning the essay, no further assistance can be sought from the clarifier.

Confidentiality

Total confidentiality regarding all aspects of the examination must be maintained. No aspect of the examination paper, the conduct of the examination or the candidate's performance can be discussed with any person outside the Authority.

**If you have further questions on special examination provisions, please contact
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