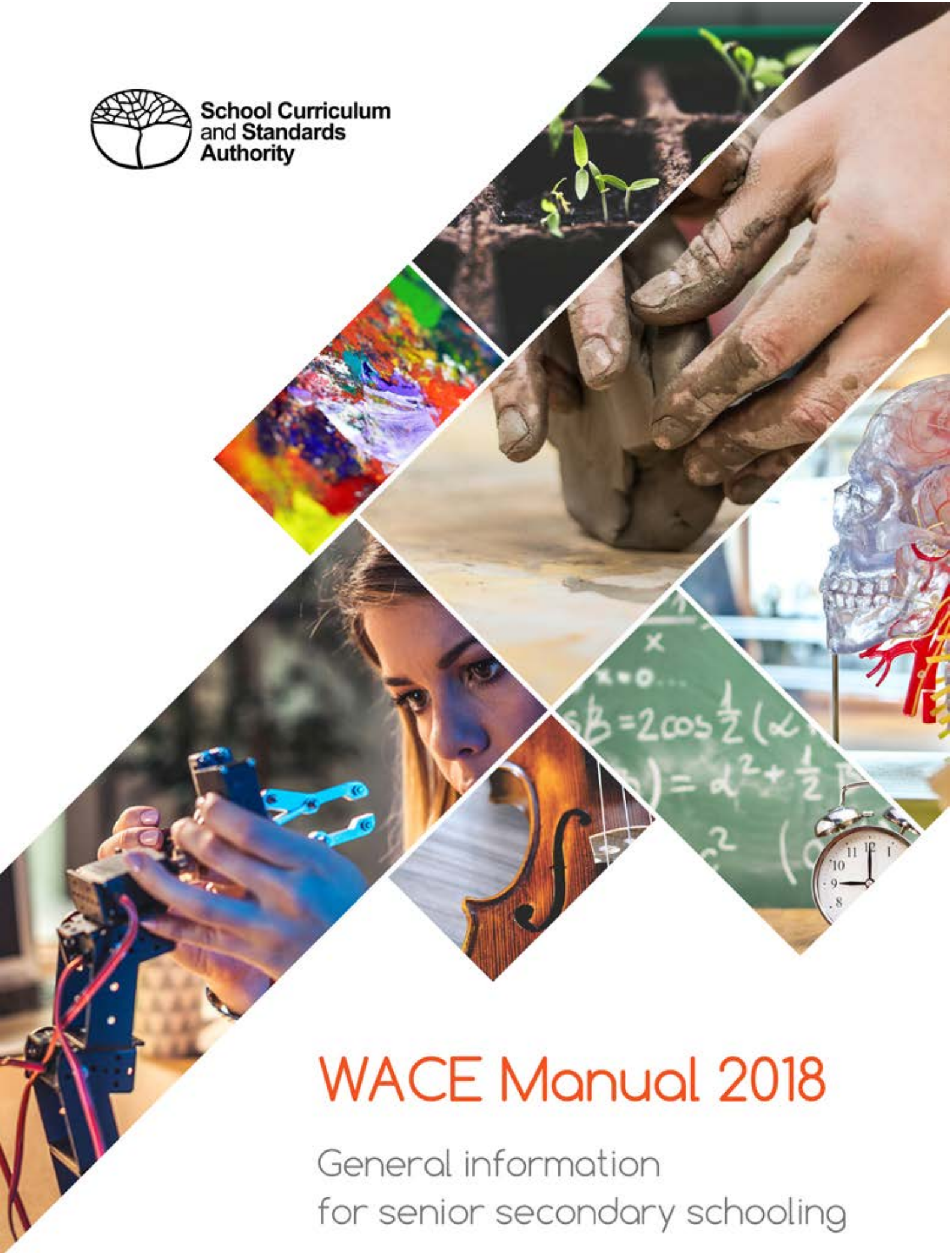




School Curriculum  
and Standards  
Authority



# WACE Manual 2018

General information  
for senior secondary schooling

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## WACE Manual 2018

For students in Years 11 and 12 in 2018.

In this edition of the WACE Manual 2018:

- new content for 2018 is marked with double lines



- updates made during the year will be marked with a document icon that includes the date of the change



# Foreword

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The *WACE Manual 2018* describes policies and procedures to be followed in relation to achieving the Western Australian Certificate of Education (WACE) in 2018. It is produced by the School Curriculum and Standards Authority in Western Australia to inform principals, other school administrators, teachers, students and parents of the requirements for the WACE.

Principals should ensure that school policy documents for students who are in Year 11 and Year 12 in 2018 are consistent with information in the WACE Manual. The Authority website and *11to12Circulars* should be checked regularly for updated information about the WACE.

The *11to12Circular*, published at least once a term, is sent to all principals. All senior secondary school staff are encouraged to register online at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au) to receive a personal copy automatically.

**ALLAN BLAGAICH**

**EXECUTIVE DIRECTOR**

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# SECTION 1: SENIOR SECONDARY SCHOOLING IN WESTERN AUSTRALIA

Senior secondary schooling in Western Australia covers students in Year 11 and Year 12.

The Western Australian Statement of Student Achievement (WASSA) is issued to all Year 12 students at the completion of their secondary schooling. The WASSA provides a formal record of what students leaving in Year 12 have achieved as a result of their school education in Western Australia.

The Western Australian Certificate of Education (WACE) is the certificate that students in Western Australia receive on successful completion of their senior secondary education. It is recognised nationally in the Australian Qualifications Framework (AQF), by universities and other tertiary institutions, industry and training providers.

While students typically complete a WACE in their final two years of senior secondary school, there is no specified time limit for completion. Study towards achievement of the WACE can be undertaken over a lifetime. It should be noted that the WACE requirements may change over time and students studying towards the achievement of the WACE after they leave school will be required to meet the WACE requirements current at the time of the completion of their studies.

See **Section 7** for further details about the WASSA and the WACE.

## 1.1 Overview of courses and programs

Students come from diverse backgrounds and have varying needs. They may be interested in university study, have specific vocations in mind involving further education and training, or intend to enter the workforce after leaving school.

For this reason, senior secondary schooling in Western Australia offers a wide range of courses and programs that enable students to study courses similar to those offered in other parts of Australia and provide multiple pathways to university, training and employment.

Five types of courses and two types of programs are available. A full list of courses and their codes is provided in **Appendix 3**. Students who complete any of the courses or programs outlined below will receive a Western Australian Statement of Student Achievement (WASSA) (see **Section 7**).

**Table 1: General features of senior secondary courses and programs**

Courses and Programs	General Features
<b>Australian Tertiary Admission Rank (ATAR) courses</b>	These courses are examined by the Authority (see <b>Section 6</b> ). Student results in ATAR courses are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's Australian Tertiary Admission Rank (ATAR). The ATAR is used to determine eligibility for university entrance. Students seeking to achieve an ATAR will need to complete a minimum of four Year 12 ATAR courses, excluding unacceptable combinations (see <b>Undergraduate Admission Requirements for School Leavers</b> on the TISC website). ATAR courses are for students who are aiming to go to university.

Courses and Programs	General Features
<b>General courses</b>	These courses are not externally examined. However, they each have an externally set task (EST) which is set by the Authority (see sub-section 3.4.2). General courses are for students who are typically aiming to enter further vocationally based training or the workforce straight from school. General courses may be used for alternative entry to some university courses. Information about alternative entry should be sought directly from universities.
<b>Vocational Education and Training (VET) industry specific courses</b>	These courses include a full VET qualification and mandatory workplace learning. VET industry specific courses contribute towards the WACE as course units. Qualifications undertaken through VET industry specific courses can be used to meet the Certificate II or higher requirement of the WACE. The workplace learning component of the course contributes as unit equivalents towards the WACE (see Section 4 for more detail). VET industry specific courses are for students aiming to enter further vocationally based training or the workforce straight from school. Some VET qualifications may be used for alternative entry to some university courses. Information about alternative entry should be sought directly from universities.
<b>Foundation courses</b>	These courses provide a focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work. The Foundation courses are not designed, nor intended, to be an alternative senior secondary pathway. Foundation courses are for students who have not been able to demonstrate the minimum standard for literacy and/or numeracy (see sub-section 1.8) before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support.
<b>Preliminary courses</b>	Preliminary courses are for students who have been identified as having a learning difficulty and/or an intellectual disability (see sub-section 1.10). They provide a relevant option for students who: <ul style="list-style-type: none"> <li>cannot access the ATAR, General or Foundation course content with adjustment and/or disability provisions</li> <li>are unable to progress directly to training from school</li> <li>require modified and/or independent education plans</li> <li>have been identified as having a recognised disability under the <i>Disability Discrimination Act 1992</i> and meet the above criteria.</li> </ul> Preliminary courses do not contribute to achievement of the WACE.
<b>Vocational Education and Training (VET) credit transfer</b>	VET qualifications undertaken separate to a VET industry specific course may contribute to the WACE through credit transfer. Qualifications undertaken as VET credit transfer contribute to the WACE as unit equivalents and may be used to meet the Certificate II or higher requirement (see Section 4 for more detail). Some VET qualifications may be used for alternative entry to some university courses. Information about alternative entry should be sought directly from universities.
<b>Endorsed programs</b>	These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents (see Section 5). Endorsed programs are for students wishing to participate in programs which are delivered in a variety of settings by schools, workplaces, universities and community organisations.

For ATAR, General, and Foundation courses, each unit is nominally 55 hours contact time. For VET industry specific courses, the unit time is dependent on the qualification and may require more than 55 hours per unit.

For ATAR, General and Foundation courses:

- Units 1 and 2 are typically studied in Year 11 and reported to the Authority as a pair, but where a single unit is studied it is reported separately
- Units 3 and 4 are typically studied in Year 12 and must be studied and reported to the Authority as a pair
- Units 1 and 2 cannot be studied after a student has completed Units 3 and 4.

Note: the Authority prefers schools to enrol students in year-long Year 11 courses with the full-year code (AE, GE or FE, where A stands for ATAR, G for General, F for Foundation and E for Eleven) when studying a pair of units.

Schools should use the single unit code (A1/A2, G1/G2 or F1/F2) for students:

- enrolling in only one unit of a Year 11 course for the calendar year, e.g. A1ENG or A2ENG
- transferring between Year 11 courses or units after Semester 1 the school can report student achievement for two separate units, e.g. A1ENG to G2ENG (see **sub-section 2.4.3**).

Note: where a student transfers from one course to another, schools are required to report achievement for the Semester 1 unit in one course and Semester 2 unit in the other course. This requires withdrawal from the year-long code pair of units and re-enrolment in the single unit code units.

For VET industry specific courses, both Year 11 units and Year 12 units are reported as pairs.

Preliminary courses comprise four units. Each unit is studied and reported separately.

Some ATAR and General courses have **defined** contexts. These courses are:

- Design: Dimensional Design, Graphics, Photography, and Technical Graphics – General units only
- Materials Design and Technology: Metal, Textiles, Wood – ATAR and General units
- Music: Contemporary Music, Jazz, Western Art Music – ATAR units only.

For Design and Music, students can enrol in more than one context in each course with defined contexts, but only a maximum of four units will count towards WACE requirements. Music students who enrol in two contexts of Music will be required to nominate the context in which they will sit the ATAR course examination.

For Materials Design and Technology, students can enrol in, and gain credit towards the WACE in up to eight Materials Design and Technology units – four at Year 11 and four at Year 12 across two defined contexts. The two options to achieve this are:

- Option 1** four ATAR course units (two at Year 11 and two at Year 12) in conjunction with four General course units from another defined context (two at Year 11 and two at Year 12)
- Option 2** eight General course units (four at Year 11 and four at Year 12) from two different, defined contexts.

Students who select Option 1 and enrol in one defined context of Materials Design and Technology as an ATAR course and another defined context as a General course will sit the ATAR course examination using the defined context which reflects their ATAR enrolment.

## 1.2 Course and program review and revision

Courses are typically reviewed every five years.

The review timeline for each course will be published on the Authority website. Where required, the review will be followed by a revision of the syllabus.

The most current training packages are used in VET industry specific courses which are updated regularly as new versions of training packages are endorsed. The Authority follows all national guidelines provided for training package transition arrangements in Western Australia. Any changes made to training packages are reflected in timely amendments to information provided in the courses.

### 1.3 Summary of WACE achievement requirements

#### General requirements

Students must:

- demonstrate a minimum standard of literacy and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents as described below
- complete at least four Year 12 ATAR courses\* or complete a Certificate II\*\* (or higher\*\*\*) VET qualification.

\*In the context of ATAR courses in the WACE, the term 'complete' requires that a student sits the ATAR course examination or has an approved sickness/misadventure application for not sitting the examination in that course. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report.

Note: for ATAR courses with practical components, students must complete both the written and practical examinations.

\*\*In the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units of competency that make up a full qualification.

\*\*\*The partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria (see **Section 4**).

#### Literacy and numeracy standard

Students must demonstrate the WACE literacy standard and WACE numeracy standard.

For the WACE literacy standard, students must demonstrate the minimum standard of literacy by achieving Band 8 or higher in the reading and writing tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN) or by successfully completing the reading and writing components of the Authority's Online Literacy and Numeracy Assessment (OLNA).

For the WACE numeracy standard, students must achieve either Band 8 or higher in the numeracy test of Year 9 NAPLAN or successfully complete the numeracy component of the OLNA.

This means that a student who achieves Band 8 or above in the reading, writing or numeracy test of the Year 9 NAPLAN will be considered to have *pre-qualified* for the corresponding component and thus deemed to have successfully completed that component.

Students who have *not* pre-qualified in reading, writing or numeracy are required to sit the corresponding component/s of the OLNA in Semester 1 of Year 10. If students do not demonstrate the standard in Semester 1, then they must sit the component/s in Semester 2 of Year 10 and, if required, Semester 1 of Year 11. Subsequently, students may choose when next to sit the component/s. Students will have up to six opportunities (in March and September each year) before completing Year 12 to demonstrate the WACE minimum standards of literacy and numeracy.

Students who do not demonstrate the literacy and numeracy standard by the time they exit senior secondary schooling can apply to the Authority to re-sit the OLNA at any age.

International and mature-age students are required to sit the OLNA at the first available opportunity.

Students who have *not* pre-qualified through NAPLAN, and who choose *not* to sit the OLNA, do *not* qualify for the WACE.

### **Breadth-and-depth requirement**

Students must:

- complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:
  - a minimum of ten Year 12 units, or the equivalent
  - four units from an English learning area course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
  - one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology). (See table in **sub-section 7.2.1**)

### **Achievement standard**

Students must achieve at least 14 C grades or higher (or the equivalent, see below) in Year 11 and 12 units, including at least six C grades (or equivalents) in Year 12 units.

#### **1.3.1 Unit equivalence**

Unit equivalence can be obtained through VET qualifications undertaken as VET credit transfer and/or endorsed programs. The maximum unit equivalence available is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- up to eight unit equivalents through completion of VET qualifications, **or**
- up to four unit equivalents through completion of endorsed programs, **or**
- up to eight unit equivalents through a combination of VET qualifications and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

For VET qualifications:

- a Certificate I is equivalent to two Year 11 units
- a Certificate II is equivalent to two Year 11 and two Year 12 units
- a Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- a partially completed Certificate III or higher is equivalent to two Year 11 and two Year 12 units (credit only allocated if the criteria for partial completion are met).

For endorsed programs, unit equivalence is identified on the Authority's approved list of endorsed programs.

## **1.4 Study options for the WACE**

In selecting their study options for the WACE, students must bear in mind:

- the List A and List B subject requirement (see **Section 7**)
- the enrolment criteria (eligibility) for Languages and English as an Additional Language or Dialect (forms and information are available on the Authority website at



<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect>)

- the enrolment criteria for Foundation courses (see **sub-section 1.8**).

Students wishing to receive an ATAR are required to complete a minimum of four ATAR courses in Year 12, excluding unacceptable combinations as defined by TISC (see the TISC University Admissions brochures on [www.tisc.edu.au](http://www.tisc.edu.au)).

Because syllabus content of a course increases in complexity from Year 11 to Year 12, a student is **not** permitted to:

- complete Year 12 (T) units in a course and subsequently enrol in Year 11 (E) units in the same course. For example, a student cannot enrol in GTENG in Year 11 and then enrol in GEENG or G1ENG and G2ENG in Year 12
- enrol in more than two units in a subject course type (e.g. ATAR course) in a given calendar year, except in the ATAR and General courses with defined contexts. For example, a student could not enrol in AEENG, or A1ENG and A2ENG, together with ATENG in the same year.

Students should also be aware that if they choose to study more than four units in different courses in a particular subject\* (e.g. Physics ATAR Year 11 and 12 and Physics General Year 11), only four units in total in one subject across all years contribute towards achievement of the WACE.

\*Except in the Materials and Design ATAR and General courses across defined contexts (see **sub-section 1.1** relating to enrolment in defined contexts).

Some study options for students are shown in Table 2.

**Table 2: Examples of study options**

Student	Courses and programs	Eligibility for WACE certification	Eligibility for ATAR
<b>A</b>	six Year 11 ATAR courses five Year 12 ATAR courses	Yes (22 units, 10 Year 12)	Yes*
<b>B</b>	four Year 11 ATAR courses two Year 11 General or Foundation courses four Year 12 ATAR courses two Year 12 General or Foundation courses	Yes (24 units, 12 Year 12)	Yes*
<b>C</b>	four Year 11 ATAR courses two Year 11 General or Foundation courses two Year 12 ATAR courses four Year 12 General or Foundation courses	No (24 units, 12 Year 12) missing a Certificate II or higher	No
<b>D</b>	four Year 11 ATAR courses two Year 11 General or Foundation courses one Year 12 ATAR course two Year 12 General or Foundation courses VET Certificate II – attributed to Year 11 (two unit equivalents) and Year 12 (two unit equivalents) Endorsed program: Workplace Learning (two unit equivalents, 110 hours) – attributed to Year 12	Yes (24 units, 10 Year 12)	No
<b>E</b>	four Year 11 General or Foundation courses VET Certificate I – attributed to Year 11 (two unit equivalents) four Year 12 General or Foundation courses VET Certificate II – attributed to Year 11 (two unit equivalents) and Year 12 (two unit equivalents)	Yes (22 units, 10 Year 12)	No

Student	Courses and programs	Eligibility for WACE certification	Eligibility for ATAR
F	four General or Foundation Year 11 courses Certificate II VET industry specific course – attributed to Year 11 (two course units) and Year 12 (two course units) four Year 12 General or Foundation courses Endorsed program: Workplace Learning (two unit equivalents, 110 hours) – attributed to Year 12	Yes (22 units, 10 Year 12) Certificate II completed as part of VET industry specific course	No
G	three Year 11 General or Foundation courses Certificate I – attributed to Year 11 (two unit equivalents) four Year 12 General or Foundation courses VET Certificate II – attributed to Year 11 (two unit equivalents) and Year 12 (two unit equivalents) Endorsed program: Workplace Learning (two unit equivalents, 110 hours) – attributed to Year 12	Yes (22 units, 12 Year 12)	No
H	three Year 11 General or Foundation courses VET Certificate I – attributed to Year 11 (two unit equivalents) three Year 12 General or Foundation courses VET Certificate II – attributed to Year 11 (two unit equivalents) and Year 12 (two unit equivalents) Endorsed program: Workplace Learning (two unit equivalents, 110 hours) – attributed to Year 12	Yes (20 units, 10 Year 12)	No
I	four Year 11 General or Foundation courses four Year 12 General or Foundation courses VET Certificate III – attributed to Year 11 (two unit equivalents) and Year 12 (four unit equivalents) Endorsed program: Workplace Learning (two unit equivalents, 110 hours) – attributed to Year 11	Yes (24 units, 12 Year 12)	No

\*Excluding unacceptable combinations (see **Undergraduate Admission Requirements for School Leavers** on the TISC website).

## 1.5 School-based achievement

Student achievement in ATAR, General and Foundation courses is recorded in grades (A, B, C, D or E) and marks out of 100 (see **Section 2**). A student's school-based achievement for a Year 12 course must be recorded for a pair of units (i.e. one mark and one grade). A student's school-based achievement for a Year 11 course may be recorded for each pair of units (i.e. one mark and grade), or for each unit completed (i.e. a mark and grade for Unit 1 and a mark and grade for Unit 2).

Student achievement in Preliminary course units is recorded as 'completed' or 'not completed'.

Student achievement in VET industry specific courses is recorded as 'completed' upon completion of all course requirements. The notation 'completed' counts as a C grade for the WACE requirements.

Student achievement in VET programs is competency-based and specific requirements are outlined in national training packages or accredited courses (see **Section 4**).

Student achievement in endorsed programs is reported as the particular program that has been completed (see **Section 5**).

## 1.6 Procedure for enrolling in a WACE language course

For each WACE language, courses are provided for second language learners, background language learners and/or first language learners. Students are required to apply for approval to enrol in an ATAR or General Year 11 or Year 12 WACE language course in the year prior to their first enrolment in the course, typically in Year 10 for study in Year 11.

The procedure requires the student to:

- complete the *Application for permission to enrol in a WACE language course* (available on the Languages page on the Authority website at <http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages>)
- provide the additional documentation as indicated in the application
- return the application to their school for completion and submission to the Authority.

Based on the information provided, the Authority determines the course in which the student is permitted to enrol (i.e. second language, background language or first language). Until this decision is made the school cannot enrol the student in a WACE language course in SIRS.

As there is no first language syllabus for French, German or Italian, students who do not meet one or more criteria for the relevant background language course are permitted to enrol in the background language course on the understanding that they are unable to use the mark from the examination to contribute towards the achievement of an exhibition or award.

## 1.7 Procedure for enrolling in a Year 12 English as an Additional Language or Dialect course

Students are required to apply for approval to enrol in ATAR, General or Foundation Year 12 WACE English as an Additional Language or Dialect (EAL/D).

The procedure requires the student to:

- complete the eligibility application for the EAL/D course which the student would like to enrol in (available on the EAL/D page on the Authority website <http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect>)
- provide the additional documentation if required
- return the application to their school for completion and submission to the Authority.

Based on the information provided the Authority determines if the student is permitted to enrol in the course. Until this decision is made the school cannot enrol the student in EAL/D in SIRS.

## 1.8 Eligibility for Foundation courses

Students who have demonstrated:

- the minimum standard of literacy in Year 9 NAPLAN or Year 10 (via OLNA) are not eligible to enrol in Foundation English and other List A Foundation courses in Year 11 and Year 12.
- the minimum standard of numeracy in Year 9 NAPLAN or Year 10 (via OLNA) are not eligible to enrol in Foundation Mathematics and other List B Foundation courses in Year 11 and Year 12,

unless they have not demonstrated the minimum standard of literacy as the List B Foundation courses place an emphasis on both literacy and numeracy.

Students who demonstrate:

- the minimum standard of literacy in Semester 1 of Year 11 are not eligible to continue in the List A Foundation courses in Semester 2 of that year except in circumstances where, in the professional judgement of the school, students would benefit from continuing enrolment in the Foundation course/s
- the minimum standard of numeracy in Semester 1 of Year 11 are not eligible to continue in the List B Foundation courses in Semester 2 of that year unless they are yet to demonstrate the literacy standard and/or except in circumstances where, in the professional judgement of the school, students would benefit from continuing enrolment in the Foundation course/s
- the minimum standard of literacy in Semester 2 of Year 11 or during Year 12 will be permitted to continue in Foundation English and other List A Foundation courses in Year 12
- the minimum standard of numeracy in Semester 2 of Year 11 or during Year 12 will be permitted to enrol in Foundation Mathematics and other List B Foundation courses in Year 12.

**Note:**

### **1. Students who are yet to sit either NAPLAN or OLNA**

Where students have no prior NAPLAN or OLNA test evidence, schools will be able to make a professional judgement on their abilities, and if appropriate, apply to enrol them into Foundation courses from the start of Year 11.

Schools will be required to complete an application for direct enrolment in Foundation courses through a process which will require an explanation of the reason for enrolling a student directly into a Foundation course when they have not met the Foundation eligibility requirements. This will require a declaration from the school principal that, based on evidence available, the enrolment of the student in the Foundation course is educationally appropriate.

Applications will be sent to the Data Services team for approval by the Executive Director – Examinations, Certification and Testing. The Authority will conduct an audit of enrolments in Foundation course units undertaken in conjunction with school grading reviews for other courses where evidence of a significant increase in enrolments signals a possible school misuse of the revised enrolment process.

### **2. OLNA results and Year 11 enrolments in Foundation course units**

Once the OLNA results become available in May, schools must check which of their Year 11 students have demonstrated the minimum standard of literacy and/or numeracy in Semester 1 and are not eligible to continue in the associated Foundation course units in Semester 2.

Generally, this means that students who have been enrolled in Foundation course units in Year 11 and who have met the standard in literacy and/or numeracy via the OLNA are required to enrol in a General or ATAR course in Semester 2.

In some circumstances, schools may apply to the Authority seeking permission for a student to remain in the Foundation course/s. Applications will be sent to the Data Services team for approval by the Executive Director – Examinations, Certification and Testing. The Authority will conduct an audit of enrolments in Foundation course units undertaken in conjunction with school grading

reviews for other courses where evidence of a significant increase in enrolments signals a possible school misuse of the revised enrolment process.

To assist schools to identify which Year 11 students must change their enrolments (due to demonstrating the minimum standard of literacy and/or numeracy), schools will need to generate the Foundation course eligibility report.

## 1.9 Catering for students with special educational needs

Some students with special educational needs may require modifications/adjustments to their learning programs and assessments to access the curriculum equitably. If enrolled in ATAR, General or Foundation courses the achievement of these students should be reported against the achievement standard of the course.

The Authority provides a range of support for students with special educational needs. These are students who have been identified as having a disability recognised under the *Disability Discrimination Act 1992* and who, as a consequence of their disability:

- cannot access the ATAR, General or Foundation course content with adjustment and/or disability provisions, **or**
- require modified and/or independent education plans.

As with all students, students with special educational needs have the opportunity to complete a WACE over a lifetime with options including workplace learning, VET programs, ASDAN modules (from the UK-based Award Scheme Development and Accreditation Network) and Preliminary courses that have been specifically developed by the Authority.

Preliminary courses are restricted to students who have been identified as having a learning difficulty and/or an intellectual disability. They are designed to accommodate the broad range of abilities of students with special educational needs and to allow for adapted approaches to teaching and learning. Each Preliminary course comprises units that are described in each syllabus. Students are not required to attempt all four units. Teachers are best placed to decide how many and which units to include within the individual learning plan for each student.

Preliminary units in themselves do not contribute to the requirements for the WACE. However, students undertaking Preliminary units may also undertake workplace learning, VET and ASDAN modules, all of which do contribute to the WACE.

Information on the support available to schools for students with special education needs is provided in **Appendix 2**. A full list of Preliminary courses and their codes is provided in **Appendix 3**.

## 1.10 Eligibility for Preliminary courses

Enrolment in Preliminary courses is restricted to students who have been identified as having a learning difficulty or intellectual disability.

Schools may be asked to provide evidence to the Authority through an audit process for students they enrol in these courses. Importantly, Preliminary courses do not contribute towards the achievement of a WACE. Enrolling students in Preliminary courses unnecessarily will considerably reduce their opportunity to achieve a WACE.

## SECTION 2: SCHOOL-BASED ASSESSMENT OF STUDENT ACHIEVEMENT IN WACE AND PRELIMINARY COURSES

School-based assessment involves teachers gathering, describing and quantifying information about student achievement. Assessment tasks include tests, examinations, essays, reports, investigations, exhibitions, productions, performances and presentations.

### 2.1 Principles of assessment

School-based assessment of student achievement in all WACE and Preliminary courses must be based on the following principles.

#### **Assessment is an integral part of teaching and learning**

Assessment is an integral part of teaching and learning and should arise naturally out of the teaching and intended learning of the curriculum. Assessment should be carefully constructed to enable judgements to be made about students' progress in ways that contribute to ongoing learning.

#### **Assessment should be educative**

Assessment practices should be educationally sound and contribute to learning.

#### **Assessment must be fair**

Assessment must take into account the diverse needs of students and not discriminate on grounds that are irrelevant to learning. More specifically, assessment must be equitable with regard to gender, disability, background language and socio-economic status.

#### **Assessment should be designed to meet its specific purpose/s**

Assessment should be designed to meet its specific purpose/s. Information collected to establish where students are in their learning can be used for summative purposes (assessment of learning) and for formative purposes (assessment for learning) because it is used to inform subsequent teaching.

#### **Assessment should lead to informative reporting**

Assessment should provide an accurate summary of the formative and summative assessment information collected for each student.

#### **Assessment should lead to school-wide evaluation processes**

Highly effective schools pay particular attention to teachers' qualitative and quantitative data and standardised test data. Teachers and school leaders should understand and monitor current and past student achievement levels in terms of the validity and reliability of assessment practices.

#### **Assessment should provide significant data for improvement of teaching practices**

School leaders should plan for how they will evaluate the effectiveness of school initiatives and programs. Teachers should plan for how they will reflect on and evaluate their teaching practices. This implies that schools and teachers need to be willing to identify and evaluate both the intended and unintended consequences of any initiative or program.

A school assessment program must ensure that all assessment tasks have the following characteristics.

### **Validity**

Assessment tasks are clearly linked to the syllabus and the assessment specifications of the course. They must assess the construct intended to be assessed.

### **Reliability**

Assessment tasks provide consistent and accurate assessment information for the target population.

### **Discrimination**

Assessment tasks provide assessment information that clearly discriminates among students across the full range of ability levels.

## **2.2 School assessment responsibilities**

At the start of the year, the principal of a school offering any ATAR, General or Foundation courses is required to sign a declaration that the school will satisfy the following assessment requirements.

- The school must have a senior secondary assessment policy based on the Authority's assessment guidelines. The procedures used by teachers to assess student achievement in each unit must comply with the school's assessment policy.
- The school must have a course outline and an assessment outline for each pair of units.
- The school must implement appropriate assessment practices.
- The school must implement appropriate procedures for managing assessment information.
- The school must implement the grading procedures specified by the Authority.
- The school must provide individual assessment information to students. If requested, the school must provide the Authority with access to teachers' assessment documentation and the marked assessment tasks for all students.
- The school must implement assessment review and appeal processes.
- The school must participate in the Authority's:
  - documentation and grading reviews (see **sub-section 3.4**)
  - consensus moderation procedures (see **sub-section 3.5**)
  - syllabus delivery audit (see **sub-section 3.4.1**), **and**
  - small group moderation procedures, where applicable (see **sub-section 3.8**).

These assessment requirements do not apply to VET industry specific courses (see **sub-section 4.7**) or to endorsed programs (see **sub-section 5.1**).

At the end of the year, the principal of the school must sign a declaration that the school has met the assessment requirements. The Authority reserves the right to not accept the grades and school marks for students in any unit or course where the school has not met all requirements.

## **2.3 Curriculum and assessment documents**

Every student studying a WACE course must be provided with the:

- school's senior secondary assessment policy
- syllabus



- school's course outline
- school's assessment outline.

These documents must be available to the students before teaching begins. They can be provided as a hard copy or digitally if the school ensures that all students have adequate access in this format.

### 2.3.1 School assessment policy

Each school is required to develop a senior secondary assessment policy which provides information to Year 11 and Year 12 students, their parents/guardians/carers and teachers on the following:

- how the required curriculum and assessment documents will be provided to students
- security of assessment tasks
- rules for the conduct of school examinations and externally set tasks
- assessment of students who do not complete the assessment program
- procedures to be implemented if assessment is affected by a catastrophic event
- assessment of students with special educational needs
- reporting of student achievement
- authentication of student work (including cheating, collusion, plagiarism, appropriation, etc.)
- assessment of students transferring between courses and/or units
- assessment of students transferring between schools
- retention and disposal of student work (see 2.8.2)
- assessment review and appeal processes.

While developing the assessment policy is a school responsibility, the information and commonly accepted practices set out in this section will help schools develop their assessment policy. A sample school assessment policy is available from a link on the school-based assessment page of the Authority website at

<http://senior-secondary.scsa.wa.edu.au/assessment/school-based-assessment>.

### 2.3.2 Syllabus

It is the teacher's responsibility to ensure that the current syllabus is used to develop the learning program and assessment program. The current syllabus is provided on the relevant course page of the Authority website at <http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials>.

Note: commercially available textbooks have been written by third parties. Teachers should exercise caution if the textbook does not explicitly align with the content of the **current** syllabus.

### 2.3.3 Course outline

The teacher determines the sequence in which the syllabus content will be taught and the timing of delivery. The school must provide this information to the students, before teaching begins, in the form of a course outline.

The format for a course outline is a school decision, but each outline must indicate the:

- timing of delivery
- sequence in which the syllabus will be delivered.

Information about the assessment tasks can be included, but is not essential because it is included in the assessment outline.

A sample course outline for each pair of units is available on the relevant course page on the Authority website at <http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials>.

Note: while the Authority provides sample course outlines for guidance, it is the expectation of the Authority that teachers will develop documents customised to reflect their school's context and the needs of the student cohort.

### 2.3.4 Assessment outline

The teacher determines the tasks that will be used to assess student performance, except for the EST for General and Foundation courses which is set by the Authority and administered by the school (see **sub-section 3.4.2**). The set of tasks must conform to the assessment requirements as specified in the assessment table of the syllabus. This ensures that the planned assessment tasks will provide students with the opportunity to demonstrate their achievement of the knowledge, skills and understandings that they have acquired in their study.

The format for an assessment outline is a school decision, but each outline must include the following information:

- the number of tasks to be assessed
- a general description of each task
- the assessment type, as prescribed in the syllabus
- an indication of the syllabus content on which each task is based
- the approximate timing of each task (i.e. the week the task will be conducted or the start and submission dates for an extended task)
- the weighting of each assessment task
- the weighting of each assessment type, as prescribed in the assessment table of the syllabus.

The set of tasks in the assessment outline must provide a comprehensive sampling of the syllabus content. The number of assessment tasks is determined by the teacher.

Should changing circumstances require the assessment outline to be amended (e.g. deleting a planned assessment task and re-weighting all other tasks), students must be informed and provided with access to the amended assessment outline.

If the course requires small group moderation (see **sub-section 3.6**) then the partner schools must use the same assessment outline and use marking methods that will ensure student marks are on the same scale.

A sample assessment outline for each pair of units is available on the relevant course page on the Authority website at <http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials>.

Note: while the Authority provides sample assessment outlines for guidance, it is the expectation of the Authority that teachers will develop documents customised to reflect their school's context and the needs of the student cohort.

## 2.4 Assessment practices

### 2.4.1 Assessment tasks

Assessment tasks, other than ESTs in General and Foundation courses, are developed by the teacher using these assessment types prescribed in the syllabus. When developing assessment tasks, the teacher is required to consider the principles of assessment identified in **sub-section 2.1**.

Sample assessment tasks for each pair of units are available on the relevant course page on the Authority website at <http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials>.

Note: while the Authority provides sample assessment tasks for guidance, it is the expectation of the Authority that teachers will develop documents customised to reflect their school's context and the needs of the student cohort.

The set of assessment tasks developed by the teacher for a pair of units (or where a single unit of a Year 11 course is being delivered, for that single unit) should enable the teacher to determine the achievement of all students on a comprehensive sampling of the syllabus content. The weighting for each assessment type must conform to the weighting (or weighting range for some courses in Year 11) specified in the assessment table in the relevant syllabus.

#### Guidelines for developing assessment tasks

- Use an assessment type from the syllabus that will most effectively assess the selected content.
- Develop questions, items and/or activities that:
  - provide students with the opportunity to demonstrate the full range of achievement
  - offer the appropriate level of difficulty for the units
  - use the appropriate language level for the units
  - avoid questions/activities for which success is dependent on success in earlier questions/activities
  - use, where required, sources or stimulus materials that are clear and appropriate to the task
  - provide clear instructions to ensure that students understand what is required of them
  - do not discriminate on grounds such as gender, disability or ethnicity. See **sub-section 2.4.5** for assessing students with special educational needs.
- Provide students with appropriate time and resources to complete the task.
- Develop a marking key that is based on the anticipated range of student responses to the task.
- Discuss the criteria from the key with the students.
- Use assessment tasks under specified conditions that are substantially the same for all students.

#### 2.4.1.1 Security of assessment tasks

The school's senior secondary assessment policy must outline the strategies to be used to ensure that the re-use of an assessment task does not advantage/disadvantage a particular group of students.

Teachers may choose to use:

- the same assessment task at different times in different classes in a school in the same calendar year
- an assessment task (including an examination) which was used in a previous calendar year

- an assessment task (including an examination) which is developed by colleagues, professional associations and/or commercial publishers and may be available to students.

Note: teachers should ensure that any assessment task selected is appropriate for the current syllabus content.

### **Commonly accepted practice**

To ensure fairness to all students when using an assessment task which cannot be assumed to be unseen by students in a particular class at a school, schools typically:

- develop parallel assessment tasks for use by different classes
- use common timing of the assessment task for different classes
- collect and retain assessment tasks and all student responses to the task until all of the classes/schools have administered the task
- modify assessment tasks before re-using them in the future
- do not inform students of the source of any assessment task which is set externally and/or published.

#### **2.4.1.2 Rules for the conduct of school examinations**

School examinations are an assessment type in all ATAR courses. In General and Foundation courses a school may choose to conduct examinations, where considered appropriate, using items based on one or more assessment types from the assessment table of the syllabus.

The school's senior secondary assessment policy must describe the procedures to be used in the conduct of school examinations, including:

- examination rules to be used (for example, materials allowed in the examination room)
- procedures and penalties to be used if examination rules are broken
- procedures to be used where sickness or misadventure prevents a student from adequately preparing for the examination or completing the examination
- procedures to be used where the fairness of the examination is compromised (for example, an examination that contains an error or questions based on material that is outside the syllabus, or where a breach of security may have occurred).

### **Commonly accepted practice**

The school bases this part of its senior secondary assessment policy on the Authority's rules, procedures and penalties used for the conduct of the ATAR course examinations (see **sub-section 6.4**).

#### **2.4.2 Marking keys**

A marking key for each assessment task, other than an EST, must be developed by the teacher to make clear and explicit the criteria used to award marks. The marking key for the EST for each General and Foundation Year 12 course is provided to schools by the Authority.

Marking keys:

- help to ensure a consistent interpretation of the criteria that guide the awarding of marks
- provide the basis for feedback to students
- enable the fair and valid ranking of student achievement/performance.

The Authority recommends the use of marking keys that arise naturally from the assessment task. In the case of many assessment items (multiple-choice, cloze, supply, retrieval, match-up, etc.) the marking key is an answer or solution key. For other assessment tasks, such as extended written responses and portfolios, performances and productions in practical assessments, teachers should use an analytic marking key. Such a marking key provides diagnostic feedback.

The format of an analytic marking key will vary according to the course and assessment type, but typically has the following features:

- it identifies ‘the best’ performance that students may demonstrate on the task
- it determines the number of performance criteria that will be assessed in the task (typically more than one for an extended response), portfolio, performance or production
- it determines the number and nature of categories between ‘the best’ performance and ‘the weakest’ performance on each criterion. Typically, there will be several categories which describe increasing levels of performance to which increasing marks will be allocated. The number of categories will be determined by the number of discernibly different levels of performance, for example:
  - Criterion A: four performance categories (0, 1, 2, 3)
  - Criterion B: two performance categories (0, 1)
  - Criterion C: three performance categories (0, 1, 2).
- it is usually developed by the teacher/s at the same time as the task is being developed. It is based on a model (ideal/best) answer and should be modified to accommodate unexpected student responses. Procedures need to be applied to ensure fairness where modifications are made to the marking key during marking.

In developing such a marking key, the teacher needs to:

- determine the performance criteria and associated performance categories to be used
- assess only student performance which is relevant to the task
- allocate marks that reflect the relative importance of each part of the task
- allocate marks and an appropriate description to each criterion.

The sample assessment tasks provided on the Authority website for each pair of units are accompanied by a sample marking key. See

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials>.

### 2.4.3 Grading

Schools report student achievements in completed ATAR, General and Foundation units/courses in grades. The grade assigned describes the overall achievement of a student for the completed pair of units (or unit, where a single Year 11 unit is studied). The following grades are used:

- A – Excellent achievement
- B – High achievement
- C – Satisfactory achievement
- D – Limited achievement
- E – Very low achievement.

Schools report student achievements in VET industry specific courses as ‘completed’ upon completion of all course requirements. ‘Completed’ for a VET industry course counts as a C grade for the WACE requirements.

### **Unit completion requirement**

If a student is to be assigned a grade for a pair of ATAR, General or Foundation units (or unit, where a single Year 11 unit is studied), or to be deemed to have completed a Preliminary course unit, they must have completed the education program and the assessment program for the units. This requirement may be waived if the school accepts that there are exceptional and justifiable circumstances for non-completion of the program (see below).

### **Students who transfer between courses and/or units**

When a school permits a student to transfer between courses or units, the school must be able to justify the grade assigned to the student. To do this, the school is required to include the transferring student on the ranked list of students for the pair of units (or unit, where a single Year 11 unit is studied) into which they are transferring. The process must be completed prior to the deadlines published in the *Activities Schedule*. For further details on student transfers see **sub-section 2.7**.

### **Students who do not have the opportunity to complete the assessment program**

Some students may not be able to complete the assessment program because of injury or illness, personal circumstances, cultural beliefs or a disability and/or specific learning difficulty.

If the reason for non-completion is acceptable to the school, and sufficient evidence **is** available, then the teacher can make a professional judgement of the grade to be assigned for a pair of units, or unit, in an ATAR, General or Foundation course, or unit completion for a unit in a Preliminary course.

If the reason for non-completion is acceptable to the school, but sufficient evidence of student achievement **is not** available, then the school may:

- modify the program so that it can be completed by the student, **or**
- provide an alternative assessment task, or tasks, that conforms with the assessment requirements of the course (e.g. modify the task/s but maintain the same standards), **or**
- extend the due date for an out-of-class assessment task or delay an in-class assessment task, **or**
- for a Year 11 course, submit a notation of ‘U’ (Unfinished) if providing more time to complete further assessment tasks, typically by early in Term 1 the following year, will enable a grade to be assigned.

Note: a ‘U’ notation cannot be submitted for a Year 12 course unless the student is returning to complete the pair of units (i.e. is completing Unit 3 and Unit 4 over more than one year).

Where a student is frequently absent from school due to chronic or frequent illness, it may be necessary to involve the parent/guardian/carer and appropriate school support services. Through this process it may be agreed that the student:

- attempts fewer courses in a year, **or**
- completes some or all of the courses in which they are enrolled through the School of Special Educational Needs: Medical and Mental Health, with the support of the school’s teachers, **or**

- transfers to the School of Isolated and Distance Education (if the student meets the enrolment requirements).

### **Students who do not take advantage of the opportunity to complete the assessment program**

If a student has been provided with the opportunity to complete the assessment program, but does not use this opportunity for reasons that are not acceptable to the school (e.g. unsatisfactory reason for an absence on the date of an in-class assessment task, absence on the due date of an out-of-class assessment task or late submission of an assessment task without exceptional and justifiable circumstances), then the school applies the appropriate rules, procedures and penalties from its senior secondary assessment policy.

The school's senior secondary assessment policy must identify how students who do not complete the assessment program (i.e. do not complete/submit one or more assessment tasks) will be treated when determining the school mark and grade for a pair of units (or unit, where a single Year 11 unit is studied) in an ATAR, General or Foundation course. In developing its policy, the school must decide on the:

- process and criteria to be used when determining whether the reason for a student not completing the teaching program and/or assessment program is acceptable
- rules, procedures and penalties to be applied when a student does not complete/submit one or more assessment tasks.

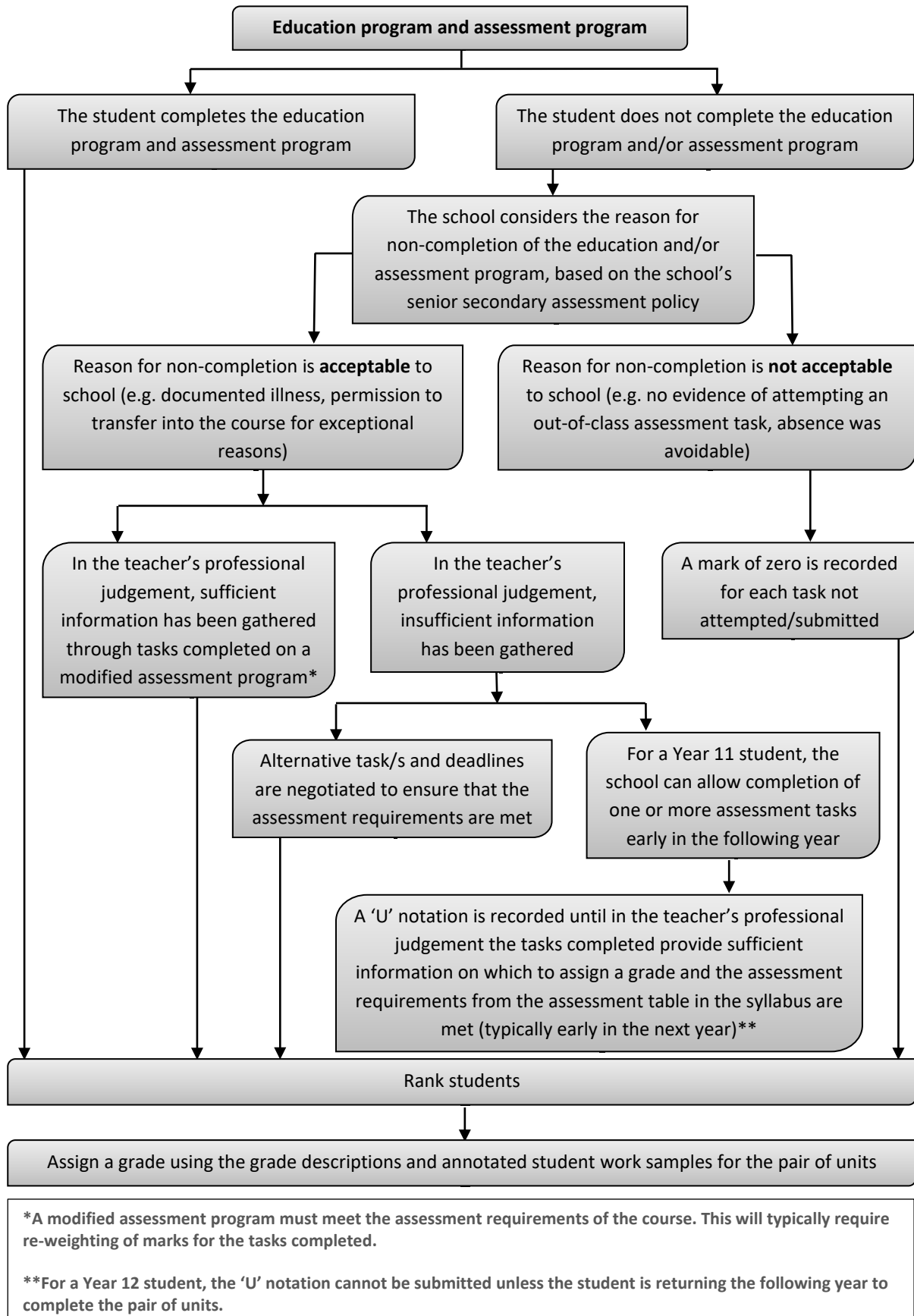
### **Commonly accepted practice**

- The teacher or the head of learning area (HoLA) determines if the reason for a student's non-completion or non-submission of an assessment task is acceptable.
- If the reason provided by the student for non-completion of an assessment task is **acceptable to the school**, schools typically modify the program using strategies such as:
  - removing the task from the assessment outline where a professional judgement of the achievement of the student can be made based on the remaining tasks
  - providing an extension of time to complete and submit a task completed out of class
  - providing an alternative assessment task
  - for a Year 11 student, assigning a 'U' notation and then converting this to a grade the following semester, if the student is returning to Year 12 the following year and will complete different tasks for a grade to be assigned.
- If the **assessment outline** is modified for a particular student, the student is informed and provided with the amended assessment outline.
- If the student provides **no reason** or a reason which is **not acceptable to the school** for non-completion or non-submission of an assessment task, schools typically:
  - record a mark of zero for an in-class assessment task not undertaken on the set date or an out-of-class assessment task not submitted by the due date, **or**
  - use a scale of mark deductions based on the number of days late for an out-of-class assessment task not submitted by the due date, **or**
  - provide an extension of time for completion and submission with an appropriate penalty for an out-of-class assessment task not submitted by the due date, **or**
  - provide an alternative assessment task with an appropriate penalty.
- If a student does not complete or submit an assessment task, and is at risk of receiving a grade lower than expected, the student and the parent/guardian/carer are to be advised.



The following diagram summarises the procedure schools should use when dealing with situations involving non-completion or non-submission of the education and/or assessment program.

**Completion requirements**



**Grade descriptions**

Each grade (A, B, C, D and E) is based on the student's overall performance for the pair of units (or unit, where a single Year 11 unit is studied) with reference to a set of pre-determined standards. These standards are defined by the grade descriptions which are included in the syllabus. Grade descriptions:

- relate directly to the syllabus content
- describe the general characteristics of student achievement at each grade
- express, in positive terms, what a student knows, understands and is able to do
- clearly define the level of proficiency for each grade on a continuum of performance
- provide a guide for teachers when developing teaching and assessment programs
- provide improvement targets for students
- provide a guide to parents, employers and post-school education and training providers of the relative achievement of students against defined achievement standards
- are subject to continuing review by the Authority.

**Establishing grade cut-offs**

To establish grade cut-offs at the completion of the pair of units (or unit, where a single Year 11 unit is studied), the teacher:

- generates a ranked list of all students based on the weighted mark out of 100 using the school's assessment outline
- compares the work for selected students with the grade descriptions
- identifies from the ranked list a 'gap' in the marks
- examines the work of the students either side of this point
- determines the cut-offs.

The results must be internally consistent (i.e. a student with a higher mark cannot have a lower grade and vice versa) and students with the same mark cannot be assigned different grades.

The Authority does not accept inconsistent results (e.g. a mark of 65 and a C for one student and a mark of 63 and a B for another student) at the school or a partner school.

As the standard of the assessment tasks and the standard of marking may vary from year to year, teacher to teacher and course to course, pre-established cut-offs should only be used as a notional point at which to start reviewing student work against the grade descriptions.

**Assigning grades where a school has multiple classes in a course**

If more than one teacher in a school is delivering the same pair of units (or unit, where a single Year 11 unit is studied) the school is required to establish procedures to ensure that school marks and grades assigned are comparable across all classes. This internal comparability ensures that students are neither advantaged nor disadvantaged by the assessment procedures of different teachers within that school.

Where a school is delivering a course in two or more defined contexts, the school marks and grades assigned for all students from all classes in all contexts need to be comparable, i.e. they all need to be on the same scale.

The achievement of internal comparability is based on collaboration between teachers. When assigning grades for a pair of units (or unit, where a single Year 11 unit is studied) of a particular course, the school is required to rank all students in the pair of units, or unit, rather than just ranking students within individual classes. The ranked list is used with the grade descriptions and student work when assigning grades. This requires the school marks for all students from all classes to be on the same scale.

### **Commonly accepted practice**

To achieve a common scale across multiple classes in the same course at the same school, teachers typically make use of:

- a common course outline
- a common assessment outline (i.e. common assessment tasks with the same weightings)
- a common marking key for each assessment task
- marking strategies to ensure comparability (e.g. one teacher marking a particular section of the same assessment task from all classes; one teacher marking a complete assessment task from all classes; one teacher marking a complete assessment task from another teacher's class; double-marking the assessment task, or part of the task, for all students or for a selection of students, then discussing comparability, reviewing marks and making adjustments where required).

Where the classes occur at different times, appropriate strategies need to be implemented by the teachers to ensure the security of the assessment tasks and the validity of the assessment marks and, hence, fairness for all students (e.g. collecting and retaining the assessment task and all student responses until all classes have completed the task, administering the task at the same time, such as before school or after school).

Should the school choose to include in the assessment program some tasks that are not common to all classes, the marks distribution for the non-common tasks needs to be compared to the marks distribution for the common tasks and adjusted where necessary to ensure the school marks for all students from all classes are on the same scale.

### **Assigning grades in a small group moderation partnership**

Where schools are in a small group partnership for an ATAR Year 12 course, all of the schools must:

- form a combined ranked list which includes the school marks for all students from all partner schools
- use the same grade cut-offs
- ensure the school marks for all students at all partner schools are on the same scale (i.e. are comparable).

Marks should be comparable as the same assessment outline has been used by the partner schools and appropriate marking strategies should be in place. However, should the marks not be on the same scale they need to be adjusted by the partner schools before using the ranked list to establish the grade cut-offs. Students must be informed of any changes to their school marks resulting from this adjustment. See **sub-section 3.6.2** for further details about achieving comparability of school marks.

**Assigning grades where a school is delivering a course in two or more defined contexts**

Where a school is delivering Design (General), Materials Design and Technology (ATAR or General) or Music (ATAR) in two or more defined contexts in the same pair of units (or unit, where a single Year 11 unit is studied) it must generate a combined ranked list which includes the school marks of all students in all classes in all contexts. The school marks for these students must be on a common scale (i.e. be comparable). To achieve this comparability, schools must:

- include common assessment tasks in the assessment outline for each defined context (the Authority recommends that total to at least 50 per cent of the school mark)
- include a common section in the school examination/s for the course
- undertake marking processes that will assist teachers of the different contexts to develop a common understanding of the course standards (e.g. the use of common marking keys, double-marking and/or cross-marking).

**Procedures to be implemented if assessment is affected by a catastrophic event**

If the assessment of individual students or groups of students is affected by a catastrophic event (e.g. if a pandemic causes a number of staff and/or students to be absent from school for an extended period) the procedures described in the school's senior secondary assessment policy must be applied.

**Commonly accepted practice**

- Based on the completed assessment tasks, the teacher or HoLA makes a professional judgement of the performance of the students affected by the event.
- Where additional assessment tasks are required to enable the professional judgement to be made, the assessment outline is modified for the students affected by the event.
- The school informs the students affected by the event (and parents/guardians/carers) of the changes to how their achievement will be determined, including any additional assessment tasks.

**Proposed grade distribution approval**

To maintain state-wide comparability of grading, all schools are required to submit to the Authority proposed grade distributions for Year 12 students in each pair of units for an ATAR, General or Foundation course. Schools are required to enter the proposed grade distributions directly into the Student Information Records System (SIRS) by the date specified in the *Activities Schedule*.

Proposed grade distributions must be based on the weighted marks at the time of submission to the Authority.

When determining proposed grade distributions, the school should:

- consider advice on grade distributions received during any grading review and/or consensus moderation process conducted by the Authority
- consider advice on marking standards received during the review of the EST conducted by the Authority for a General or Foundation Year 12 course
- ensure that the total number of grades proposed is equal to the number of Year 12 students enrolled in the unit.

After submission, the Authority officer responsible for the course considers the proposed grade distribution at each school based on historical data for the course at that school and information

from any moderation activities conducted by the Authority during the year. The Authority officer either approves the proposed grade distribution or recommends that the school considers adjusting the number of students assigned to one or more grades.

The Authority's feedback is available to schools through SIRS. The report, *GRD021 Proposed Grade Distributions Feedback for Year 12 Courses*, should be printed by schools and copies provided to the relevant heads of learning area and/or teachers. Teachers must review the feedback, and make the adjustments recommended by the Authority before the submission of the final grades for the pair of units, or unit. Should the school not agree with the recommended adjustments, the teacher is required to contact and discuss the matter with the Authority officer responsible for the course.

Typically, the final grade distribution at each school will not be significantly different from the approved proposed grade distribution. Should considerable differences have occurred between the proposed grade distribution and the final grade distribution, the HoLA or teacher is required to contact the Authority officer responsible for the course, before submission of the final grades. This typically occurs when a number of students achieve results close to the grade cut-offs and their performance on the assessment task/s completed after the submission of the proposed grades is **significantly** different from their performance on the previously completed tasks resulting in an unanticipated change to their grade.

#### **Authority acceptance of grades**

Typically, the Authority accepts students' grades on the principal's declaration that the school has met the assessment requirements for WACE courses.

The Authority reserves the right not to accept a school's grades for a pair of units (or unit, where a single Year 11 unit is studied) or to adjust the grades that are submitted, if there is evidence to justify this action. For example, when:

- the assessment requirements in the syllabus have not been implemented
- there are considerable and unexplained differences between the proposed grade distribution (which was accepted by the Authority) and the final grade distribution
- there are considerable and unexplained differences between the final grade distribution and evidence from a grading review conducted by the Authority as part of the school moderation program during the year
- there are inconsistencies in the results for a pair of units, or unit, within the school.

When informing students of grades achieved at the completion of a pair of units (or unit, where a single unit of a Year 11 course is being studied) the school must advise that the grades are subject to approval by the Authority.

#### **2.4.4 Assessing students with special educational needs**

The school's senior secondary assessment policy must clearly state how students with identified special educational needs will be assessed.

The Authority recognises that teachers, because of their knowledge of individual students and their circumstances, can sensitively vary the assessment requirements to accommodate the needs of all students. This could involve adapting methods of providing information about assessment requirements to students or changing the way students present evidence of completion of

assessment tasks. The type of support will vary according to the particular needs of the student and the nature of the task.

### Commonly accepted practice

The following principles provide guidance to schools when making decisions about the nature and appropriateness of special considerations and special arrangements.

- Students who have special education needs must be provided with opportunities to demonstrate their achievements within the assessment requirements in the syllabus.
- Standards for student achievement must be applied in the same way as for all students enrolled in the pair of units (or unit, where a single Year 11 unit is studied). Students with special educational needs will be assessed on what they know and can do, and not on what they might do, if they did not have their disability and/or specific learning disability. A student with special educational needs, who has a modified assessment program, must be assessed against the specific standard for the course.
- If it is considered likely that a student with special educational needs may not be able to complete all of the content or assessment tasks for a unit, the student and the student's parents/guardians will be advised of this, and its implications.
- The school must implement special arrangements where a student with disability cannot complete an assessment task (written or practical) under the standard conditions.
- The school's senior secondary assessment policy for non-completion/submission of assessment tasks must be followed where a student, because of the nature of their disability, is frequently absent from school (see **sub-section 2.4.3**).

Preliminary courses are designed for students who have been identified as having a learning difficulty and/or an intellectual disability (see **sub-sections 1.9 and 1.10**). Assessment is based on completion rather than a specific standard (see **sub-section 2.4.5**). Where a student with special education needs is enrolled in an ATAR, General or Foundation course and is on a modified assessment program, the program must:

- meet the assessment requirements of the syllabus
- provide the student with the opportunities to demonstrate achievement of the knowledge, skills and understandings required by the syllabus
- provide the teacher with sufficient information to ensure the student's marks are comparable with the marks of all other students in the pair of units, or unit, at the school and will enable a grade to be assigned.

When assessing students with a diagnosed disability, the school is required to consider the functional impact of the disability which may prevent the student completing an assessment task under standard arrangements.

The school must ensure that students with special education needs studying ATAR, General or Foundation units complete assessment tasks under appropriate conditions. Conditions approved by the Authority for the ATAR course examinations can be used as a guide by schools. The *Guidelines for disability adjustment for timed assessments* are available on the Authority website at <http://senior-secondary.scsa.wa.edu.au/assessment/disability-adjustment-guidelines>.

### 2.4.5 Assessing Preliminary units

Units in Preliminary courses do not contribute to meeting the WACE requirements.

Units in Preliminary courses are reported as ‘completed’ or ‘not completed’ (i.e. a grade is not assigned). Assessment is based on student completion of the unit rather than specified standards.

At the end of the year, the school must provide the Authority with either ‘completed’ or ‘not completed’ for each student enrolled in a Preliminary unit. This notation describes the overall performance of the student for the unit, as judged by the teacher with reference to pre-determined requirements including:

- completion of the education and assessment program for the unit (unless the school accepts that there are exceptional and justifiable circumstances)
- evidence of progress in demonstrating the unit outcomes, including sufficient attendance and engagement, either independently or with support.

To determine completion in a Preliminary unit, teachers must:

- use an assessment outline that meets the syllabus requirements
- use a set of assessment tasks (with suitable adjustments to meet the needs of individual students) that represent a comprehensive sampling of the syllabus content
- use a checklist for each task (with suitable adjustments to meet the needs of individual students) which contains the criteria used to determine if the task requirements are met.

Checklists are developed by the teacher for each task. In developing checklists teachers must remember the following:

- checklists are designed to help track student progress
- checklists directly relate to unit outcomes
- checklists include planning for how evidence will be collected to verify teacher judgements about task completion
- checklists will help support school moderation programs and teacher judgements about task and unit completion.

The Authority’s school moderation program may include documentation reviews, school visits and/or consensus moderation meetings for Preliminary units. These school moderation programs require the school to provide the teacher’s assessment documents (see **sub-section 3.4**).

The school’s senior secondary assessment policy must identify how students who do not complete the assessment program will be treated when determining unit completion.

## 2.5 Reporting of student achievement

Student achievement in the form of marks and grades is reported to the student, parents/guardians/carers and to the Authority.

The school’s senior secondary assessment policy must:

- describe the practices that will be used to report student achievement to parents
- specify the ways in which student achievement is reported to the Authority.

**Commonly accepted practice**

- The school bases its reporting to parents practices on the reporting policy requirements of the school sector/system in which it operates.
- The school reports the school mark and grade for each pair of Year 11 and Year 12 pair of units completed (i.e. one mark and one grade) or for each Year 11 unit completed (i.e. a mark and grade for Unit 1 and a mark and grade for Unit 2). Typically this is provided in the school's Semester 2 report and/or in a school-developed statement of results.
- The school ensures that all students are aware that:
  - the grades reported by the school are not finalised until approved by the Authority
  - the school marks for ATAR Year 12 pairs of units are statistically adjusted (moderated) by the Authority. These adjustments reflect the ATAR course examination performance of students in a school that has Year 12 ATAR school marks on a scale that is significantly different from the scale of the ATAR course examination marks of those students (see **sub-section 3.7**).

**2.6 Use of non-original material for assessment purposes**

When marking an assessment task, the school must be confident that the work is the student's own.

A student is not permitted to submit for marking, as original, any work which is:

- prepared or substantively contributed to by another person (e.g. student, teacher, tutor, expert)
- copied or downloaded from the internet without acknowledging the source
- paraphrased or summarises the work of others.

Any ideas or images of others which are used in the work submitted for an assessment task or a practical examination for an ATAR course examination must be attributed (i.e. the original creator acknowledged). An idea, image or work of art can be appropriated (i.e. another creator's ideas or images can be borrowed and used or re-worked in the creation of a new work, so that the original idea or image is re-contextualised and presented in a new way that gives it new meaning, re-worked or borrowed).

For the ATAR practical examinations the name of the work, text and artist/creator/author must be included in the appropriate acknowledgement form (for Visual Arts, Design and Drama) and in the candidate's statement (for Dance, Drama, Materials Design and Technology, Media Production and Analysis, Music (Composition) and Visual Arts) available on the relevant course page of the Authority website at <http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials>.

The school's senior secondary assessment policy must outline how it will deal with issues such as:

- cheating on assessment tasks conducted under test or examination conditions by copying the work of another student or contravening other school rules
- plagiarism in forms such as
  - submitting the work that another person has completed as one's own work
  - downloading artwork, graphics or other material from the internet and presenting it as one's own without acknowledgement
  - submitting work to which another person such as a parent, teacher or expert has contributed substantially
- collusion on assessment tasks completed (or partly completed) out of class



- how assessment tasks completed (or partly completed) out of class will be assessed
- how individual performance on group tasks will be authenticated.

In developing a senior secondary assessment policy, the school must decide on the:

- procedures for considering evidence of inappropriate behaviour (such as cheating, plagiarism or collusion) on an assessment task
- steps to be used to ensure procedural fairness when considering evidence of such inappropriate behaviour
- procedures to be used to inform the student and the parent/guardian/carer of suspected inappropriate behaviour on an assessment task, the decision made, and the penalty imposed
- penalties for students who cheat, collude, plagiarise or allow their work to be copied.

#### **Commonly accepted practice**

- Rules are based on those used by the Authority in the ATAR course examinations (see sub-section 6.5).
- If a student is believed to have engaged in inappropriate behaviour (such as cheating, plagiarism or collusion) the school informs the student and the parent/guardian/carer.
- The teacher or HoLA investigates whether this behaviour has occurred and if it constitutes cheating, plagiarism or collusion. The student is provided with the right of reply during this investigation.
- Where it is established beyond reasonable doubt that behaviour constituting cheating, collusion or plagiarism has occurred, the school informs the student and the parent/guardian/carer of the result of the investigation and the penalty.
- The penalty imposed is typically a mark of zero for the task (or the part/s of the task in which the behaviour occurred).

#### **2.6.1 Authentication of out-of-class assessment tasks**

Teachers must ensure, to the best of their ability, that an out-of-class assessment is completed by the student. The school must use suitable strategies to authenticate that the student has completed an out-of-class assessment task without unfair assistance.

#### **Commonly accepted practice**

To authenticate student achievement in an out-of-class assessment task, schools typically use a combination of strategies such as:

- teacher monitoring of student progress (e.g. checking a student log book documenting the stages in the development process)
- administration of the task in class with open access to reference notes
- validation of student achievement by an in-class assessment task under test conditions after the submission of an out-of-class task
- completion of the task partially at home and partially at school
- requiring a signed student declaration stating that all unacknowledged work is the student's own.

#### **2.6.2 Assessing individual performance on group tasks**

The assessment of individual performance in a group task is acceptable when the purpose of the assessment task is to assess the individual's knowledge, understandings and skills while in the group

situation (rather than to assess the student's capacity to work in a group). In such tasks, all students within the group should have the same opportunities to demonstrate the knowledge, understandings and skills that the task aims to assess. The school must decide on the strategies to be used to ensure the marking of the group assessment task takes account of different achievement of individuals within a group.

### Commonly accepted practice

To monitor individual performance on a group task, schools typically use strategies such as:

- teacher monitoring of group and individual progress
- use of a teacher-monitored log book to document the stages in the development of the task
- peer evaluation.

## 2.7 Assessing students who transfer

There are various circumstances in which students can transfer. These include:

- transferring between courses and/or units after commencing
- transferring between courses and/or units after the completion of Unit 1 (or Semester 1) in Year 11
- transferring between courses and/or units when students move between schools.

The information below provides advice to support schools when:

- determining whether to permit a student to transfer
- modifying an assessment outline for a student who is transferring
- considering the prior learning and assessment of a student who is transferring.

### 2.7.1 Assessing students transferring between courses and/or units

The *Activities Schedule* includes dates after which a transfer between courses and/or units makes completion of the education program and assessment program unlikely in Year 11. The *Activities Schedule* also includes the final date for transfer after which students cannot transfer between Year 12 pairs of units or commence Year 12, e.g. students arriving from another state or country or returning from an exchange.

The school determines the conditions under which the transfer of students occurs and the requirements the transferring student needs to fulfil. Each school is required to make this information available to teachers, students and parents in its senior secondary assessment policy.

#### Students transferring early in the program

Where a student transfers early in the program, the student is withdrawn from the original pair of units (or unit, where a single Year 11 unit is studied), and no grade is assigned. The student is then enrolled in the pair of units, or unit, into which they are transferring. When this occurs, the school can:

- provide the student with extra work to cover the content of the education program that they have missed, **and**
- have the student complete any missed assessment tasks, **or**
- have the student complete similar tasks (where marked tasks have been returned to other students), **or**

- remove the missed task/s from the assessment outline for this student and adjust the weightings of other tasks of the same assessment type accordingly, to ensure that the assessment requirements of the syllabus are met.

In some situations, marks for an assessment task completed in the original pair of units (or unit, where a single Year 11 unit is studied) may be included in the student's assessment program for the pair of units (or unit, where a single Year 11 unit is studied) into which the student is transferring. However, the student's marks will typically need to be adjusted to be on the same scale as the marks of the other students in the pair of units (or unit, where a single Year 11 unit is studied).

The assessment program developed for a transferring student must meet the syllabus requirements for the course. For example, a student transferring from ATAR English to General English may have completed an extended response. In this case, the school could choose to:

- use the mark for the extended response completed in ATAR English as a replacement for the General English extended response (after any required adjustment to ensure it is on the same scale as the marks for the General students), **or**
- have the student complete the extended response from General English with the rest of the class (if the General students are yet to complete the extended response task/s for the pair of units, or units), **or**
- have the student complete an alternative extended response (if the General students have already completed the extended response task/s for the pair of units, or unit).

Where the transferring student has an assessment program that differs from other students, the school is required to provide that student with an individual assessment outline which shows how a school mark for the pair of units (or unit, where a single Year 11 unit is studied) will be determined.

### **Year 11 students transferring late in the program**

The later a student transfers from one pair of units (or unit, where a single Year 11 unit is studied) to another, the less likely the student will be able to complete the education and assessment programs without significant extra work outside class and the completion of additional assessment tasks.

After the dates recommended by the Authority in the *Activities Schedule*, schools are advised not to permit students to transfer unless:

- there are exceptional circumstances, **and**
- the proposed transfer will support the educational needs of the student.

When processing requests from students for late transfer, the school should determine:

- if there are exceptional circumstances that require a late transfer
- how the student will complete the education program (e.g. during private study periods, during school holidays)\*
- how the student will complete the assessment program (or how the assessment program will be modified for this student, but still meet the syllabus requirements and allow the student to be ranked with the other students enrolled in the unit)\*
- the demands that the transfer will place on the teacher of the class into which the student is transferring.

\*Completion may not be viable due to the lack of time.

The school is required to provide the transferring student with a modified assessment outline which shows how the student's school mark for the pair of units, or unit, will be determined.

If a modified assessment program is developed, it must meet the assessment requirements of the syllabus and provide the:

- student with the opportunity to demonstrate achievement of the knowledge, skills and understandings required by the syllabus
- teacher with sufficient information to ensure the student's marks are on the same scale with the marks of all other students in the pair of units, or unit, at the school and enable a grade to be assigned.

### **Students transferring after the completion of one Year 11 unit**

In Year 11, students may transfer to another course after the completion of one unit (typically Unit 1).

Schools are required to report a mark and a grade for the completed Year 11 unit.

Note: a transfer may require the student to be un-enrolled from a year-long course (E-code) and re-enrolled in Unit 1 of that course and another unit (typically Unit 2) in the new course into which they are transferring.

### **Students enrolled in Year 12 courses transferring late in the program**

Students enrolled in a Year 12 course are unable to transfer into another course after the final date for transfer provided in the *Activities Schedule*.

## **2.7.2 Assessing students transferring between schools**

When a student transfers, during a semester, from a course or unit at one school into the same course or unit at another school, the school to which they transfer must establish what course content has been completed and the assessment tasks that have been marked at the previous school. This information is used to determine what additional content and assessment tasks the student needs to complete. Sufficient evidence of student achievement needs to be collected from both schools to enable the teacher to determine the transferring student's mark and grade in the pair of units (or unit, where a single Year 11 unit is studied).

When a student has not completed one or more assessment tasks in a pair of units (or unit, where a single Year 11 unit is studied) due to transferring from another school, the school must determine whether:

- the student completes the full assessment program (including missed assessment tasks), **or**
- a modified assessment program is developed for the student (which may not require the student to complete all the assessment tasks that have been missed, but may include alternative tasks).

The modified assessment program must meet the assessment requirements of the syllabus and provide the:

- student with the opportunity to demonstrate achievement of the knowledge, skills and understandings required by the syllabus
- teacher with sufficient information to ensure the student's marks are comparable with the marks of all other students in the unit at the school and will enable a grade to be assigned.

Where the transferring student has an assessment program that differs from other students, the school is required to provide that student with an individual assessment outline which shows how a school mark for the pair of units (or unit, where a single Year 11 unit is studied) will be determined.

#### **Commonly accepted practice**

- Students considered to be at risk of not achieving a WACE or not meeting training provider selection criteria or not meeting university entrance requirements (as appropriate), are counselled to consider changing courses early in the year.
- The school uses the dates recommended by the Authority in the *Activities Schedule* as the deadlines after which transfers between courses or units are not permitted.
- When students transfer, the teacher or HoLA determines the use of marks from assessment tasks completed in the previous unit or pair of units and the additional assessment tasks, if any, to be administered. The assessment outline is then modified for the student.
- The school informs the student and the parent/guardian/carer of any additional assessment tasks that must be completed as a result of transferring and the risks involved.

#### **Process for determining a grade in the absence of sufficient information**

The school's senior secondary assessment policy must outline how students will be assessed if they transfer to the school during the year with the previous school unable to assign a grade for the unit as there is insufficient information at that point in time for a judgement to be made. In developing a policy, the school must decide on the processes used to determine the:

- use of the marks provided by the previous school for any pair of units, or unit, for which a grade was not assigned
- assessment tasks, if any, to be completed to provide the opportunity for the student to be assigned a grade for the pair of units, or unit.

#### **Commonly accepted practice**

- The teacher or HoLA determines the use of marks from assessment tasks completed at the previous school and the additional assessment tasks, if any, to be administered. The assessment outline is then modified for the student.
- The school provides the modified assessment outline to the student and informs the student and the parent/guardian/carer of any additional assessment tasks that must be completed as a result of transferring between schools.

When a student transfers, during a semester, from one pair of units, or unit, if studying a single unit in Year 11, at one school into the same pair of units, or a unit, at another school, the school to which they transfer must establish what course content has been completed and the assessment tasks that have been marked at the previous school. This information is used to determine what additional content and assessment tasks the student needs to complete. Sufficient assessment information needs to be collected from both schools to enable the teacher to determine the transferring student's achievement in the pair of units, or unit, and assign a grade.

When a student has not completed one or more assessment tasks in a pair of units (or unit, where a single Year 11 unit is studied) due to transferring from another school, the school must determine whether the student completes:

- the full assessment program (including missed assessment tasks), **or**

- a modified assessment program (which may not require the student to complete all the assessment tasks that have been missed, but may include alternative tasks).

If a modified assessment program is developed, it must meet the assessment requirements of the syllabus and provide the:

- student with the opportunity to demonstrate achievement of the knowledge, skills and understandings required by the syllabus
- teacher with sufficient information to ensure the student's marks are comparable with the marks of all other students in the pair of units, or unit, at the school and will enable a grade to be assigned.

Where the transferring student has an assessment program that differs from other students, the school is required to provide that student with an individual assessment outline which shows how a school mark for the pair of units, or unit, will be determined.

Note: where the student transferring schools is studying Preliminary units, a professional judgement is made by the teacher to determine whether the student should be assigned 'completed' for the unit.

## 2.8 Managing assessment information

Schools are responsible for:

- providing the Authority with access to assessment records and marked student assessments
- informing students of the requirements and possible implications related to the provision and non-provision of marked assessments where required by the Authority.

### 2.8.1 Authority access to assessment documentation and marked assessment tasks

The Authority requires schools to provide access to teachers' assessment documents and students' marked assessment tasks for:

- a syllabus delivery audit (where required in the course in that year)
- use in the consensus moderation process (where required in the course in that year)
- use in a documentation review or a grading review (should the school be selected in that year)
- evidence, in the event of a student appeal against their school assessment.

For courses with a practical component, in addition to written tasks, students' work typically consists of recordings of their performances (e.g. recordings of oral presentations for Languages, videos of performances for Music and Dance), portfolios for Design and Materials Design and Technology, and digital productions for Media Production and Analysis.

Teachers must have access to students' marked assessment tasks at the completion of a pair of units (or unit, where a single Year 11 unit is studied) for comparison with the grade descriptions and annotated student work samples when assigning grades.

For ATAR Year 12 courses with a portfolio requirement for the ATAR examination, students may include assessment tasks in the portfolio. For Visual Arts, records of the thinking and working processes that led to the development of the artwork must be retained by the school to enable

substantiation of the authenticity of the work. These records must be made available to the Authority if required.

Note: work included in an external assessment portfolio must not have any school or identifying marks on it, nor include teacher comments.

The Authority must have access to the assessment documents held by teachers and the students' marked assessment tasks until the school's grades are approved by the Authority at the conclusion of student appeals, i.e. until the date in November specified in the *Activities Schedule* for Year 12 students or for the date in December specified for Year 11 students.

### 2.8.2 School Assessment policy and access to student assessments

The school's senior secondary assessment policy must set out procedures for ensuring the confidentiality of student assessments, for the retention and disposal of student work (written, digital or recorded), and for permitting appropriate access to assessment information.

In developing a senior secondary assessment policy the school must consider:

- provision of access to the student's retained work for revision purposes
- the purposes for which the school can use the student work
- the period for which the work will be retained by the school
- the method of disposal of the work.

In accordance with the *State Records Act 2000*, public schools must retain all assessment records of a student, including teachers' marks books, until the year in which the student turns 25 years of age. Information about this Act is available at

[http://www.slp.wa.gov.au/legislation/statutes.nsf/main\\_mrtitle\\_924\\_homepage.html](http://www.slp.wa.gov.au/legislation/statutes.nsf/main_mrtitle_924_homepage.html).

The *Records Retention Schedule for Non-Government Schools* is available for purchase and download through the **Australian Society of Archivists**.

#### Commonly accepted practice

Retention of student written work

Option 1 - The school establishes an assessment file for each student which:

- contains all marked written assessment tasks, and can be accessed by the student for revision purposes
- is retained by the school until the results are accepted by the Authority
- is returned to the student within a specified period after the results are accepted by the Authority or is securely disposed of by the school.

Option 2 – The school does not physically retain students' written work, which means that:

- students are responsible for retaining all of their marked written assessment tasks
- the School Assessment Policy advises students that the Authority may request access to student assessed work during the school year
- non-provision of assessed work by a student for the purpose of Authority grade validation or moderation processes may impact on the Authority approval of a student's final grades.

### Retention of student recorded A/V work

- The school is responsible for retaining all recorded non-written assessment tasks (for example, audio recordings of oral performances for Language courses, video recordings of performances for Arts courses such as Dance and Drama).

## 2.9 Assessment reviews and appeals

The school is required to provide Year 12 students with their final school mark and grade submitted to the Authority, and with the opportunity to query their school assessment and resolve any issues which may arise.

Assessment reviews and appeals are intended to determine whether:

- the school's assessment outline conforms with the syllabus requirements
- the school's senior secondary assessment policy conforms with the Authority guidelines
- the school's assessment practices conform with its own assessment policy
- there are any procedural or computational errors in the determination of the school mark and/or grade.

### School assessment review

The school must, in its senior secondary assessment policy, inform students of its assessment review procedures.

When a school receives a written request from a student (or a parent/guardian/carer acting on behalf of the student) to review his/her school assessment, the school must follow the procedures outlined in its senior secondary assessment policy.

### Student appeals to the Authority

Where the school's assessment review does not resolve the student's concerns regarding his/her assessment, the student may appeal to the Authority. Student appeals are not considered by the Authority until an assessment review has been completed by the school.

An appeal against a student's school assessment must be lodged at the Authority by the student or parent/guardian/carer with the required fee and the school's written assessment review by the closing date specified in the *Activities Schedule*.

The student appeal form is available from the Applications and Order Forms section of the Authority website at <http://www.scsa.wa.edu.au/forms/forms>.

When a student appeals to the Authority against their school assessment for one or more courses, the school is required to provide the School Assessment Appeals Committee with:

- the school's senior secondary assessment policy
- the school's assessment outline
- the assessment records for all students in the school who are enrolled in the pair of units concerned, with the appellant's results indicated
- any other relevant information required by the appeals committee.



**The appeal process**

The Authority follows these steps during the student appeal process.

1. Authority officers investigate the student appeal. The investigating officers are responsible for ensuring independent consideration of the school's assessment and moderation documentation and processes and the implementation of procedural fairness. The investigation involves the gathering of further evidence relevant to the appeal from the student (or a parent/guardian/carer acting on behalf of the student) and the school. This typically involves meeting with both parties, conducting interviews and providing opportunity for each party to comment on the perspectives and issues raised by the other.
2. The investigating officers document the interviews and prepare a report of the investigation process, referring to and attaching any further evidence gathered.
3. The Authority's School Assessment Appeals Committee meets to consider the student appeal and the report on the investigation process. The committee comprises two parent representatives and two school principals, representing both the public and non-government school sector/systems. A member of the Authority secretariat chairs the committee. The investigating officers may be invited to attend the appeals committee meeting to provide information and clarification, as required.
4. The Chair of the committee prepares a record of the decision and justification.
5. The Chief Executive Officer of the Authority ensures that the appeal process has been conducted fairly and informs each of the parties involved in the appeal of the decision and justification.

Note: if a student appeal is upheld, the school is required to amend the student's results (and, where required, the results of the other students in the class/es) in accordance with the appeals committee's decision.

## SECTION 3: MODERATION OF SCHOOL-BASED ASSESSMENTS FOR WACE COURSES

Moderation activities are used by the School Curriculum and Standards Authority to help ensure the comparability of school marks and grades between schools. Comparability occurs when the same result in the same pair of units has the same value across the State. This helps to ensure fairness of marking and grading for students. It also maintains the credibility of school marks and grades.

Establishing comparability for school marks and grades across schools requires the Authority to:

- provide syllabus documents that clearly indicate the knowledge, skills and understandings that should be taught state-wide
- develop assessment requirements that schools must follow in terms of assessment types and weightings
- ensure teachers have a common understanding of the standards to be applied when assigning grades
- statistically adjust school marks for ATAR Year 12 pairs of units based on the performance of students in the ATAR course examinations.

For the purpose of comparability, a school must:

- base its teaching and learning program on the content from the current syllabus
- base its assessment program on the assessment requirements of the current syllabus
- implement the Authority's grading procedures
- participate in the Authority's moderation activities (i.e. syllabus delivery audit, externally set task, consensus moderation, documentation reviews and grading reviews)
- where the projected number of ATAR examination candidates in a course is fewer than six, become involved in a small group moderation partnership.

### 3.1 The syllabus

The syllabus for each course is available on the relevant course page on the Authority website at <http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials>.

### 3.2 Assessment support for teachers

The Authority provides the criteria for assigning a grade for each pair of units for each ATAR, General or Foundation course. Annotated student work samples are also provided to illustrate the standard of student work at each grade.

The Authority provides a range of materials to assist teachers in developing their teaching and assessment programs. Each course page on the Authority website at

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials> provides access to:

- a sample course outline
- a sample assessment outline
- sample assessment tasks (with marking keys).

Note: the Authority publishes past examinations for ATAR Year 12 courses on its website at <http://senior-secondary.scsa.wa.edu.au/further-resources/past-wace-examinations>. Due to syllabus differences, examinations prior to 2016 may require modification before use as the basis of assessment tasks for the ATAR or General courses.

### 3.3 Seminars and workshops to support teachers

The Authority provides seminars and workshops to help teachers develop their understanding of the Authority's assessment and moderation processes and achievement standards.

These seminars and workshops are conducted in the Perth metropolitan area and also, where numbers are viable, in regional centres. Attendance is optional, but highly recommended. Schools are required to meet the cost of teacher relief and, where required, teachers' travel and accommodation. Teachers register on the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au) to attend seminars/workshops.

Some seminars are available online for teachers who are unable to attend face-to-face presentations. All teachers registered to use the Authority extranet have access to these online seminars. Teachers can check their registration status at <http://scsa.wa.edu.au/extranet/login>.

#### **WACE assessment and moderation requirements seminars**

These seminars are typically conducted during Term 1 each year. They are designed for teachers in their first year of teaching at Year 11 or Year 12 and experienced teachers from interstate or overseas, who are in their first year of teaching WACE courses.

The purpose of these seminars is to provide teachers with information on the Authority's assessment and moderation requirements that teachers need to follow when delivering senior secondary courses. The focus is on the Authority's requirements for:

- establishing the content to be taught
- planning a set of assessment tasks
- developing the actual tasks and marking keys
- marking assessment tasks
- recording, weighting and collating marks
- assigning grades.

Information is also provided regarding ATAR course examinations and the Authority's moderation processes including ESTs for General and Foundation courses.

#### **Small group moderation procedures seminars**

These seminars are designed for teachers who are delivering ATAR courses to Year 12 students and who are working in small group moderation partnerships (see **sub-section 3.6**). The focus is on:

- the Authority's assessment requirements for small group moderation
- the procedures that need to be followed by teachers at partner schools for the purpose of comparability.

#### **Implementing revised syllabus workshops**

Each syllabus is reviewed on a five-year cycle. Course-specific workshops may be conducted for teachers of a course when the syllabuses have been revised. Schools are advised through the

Authority's *11to12Circular* of the courses for which workshops will be conducted in a particular year. The aim of these workshops is to assist teachers who are implementing the revised syllabuses in the first and/or second year.

### **Improving student performance workshops**

Course-specific workshops may be conducted for improving student performance in selected courses. Schools are advised through the *11to12Circular* of the courses for which workshops will be conducted in a particular year. The focus of these workshops may include:

- improving course delivery by clarifying issues related to syllabus changes and/or practical examinations
- supporting teachers' understanding of achievement standards
- developing quality assessment tasks and marking keys
- using feedback from the ATAR course examination and analysis of student achievement data.

## **3.4 The Authority's moderation activities**

The assessment and grading practices of schools are reviewed by the Authority. The purpose of the Authority's moderation activities is to ensure that the school:

- is appropriately delivering the current syllabus
- is correctly implementing the Authority's assessment requirements and grading procedures
- has marking standards that align with state-wide standards
- has grades that are comparable with state-wide standards for the course.

Moderation activities can take the form of a syllabus delivery audit, consensus moderation, documentation reviews, and grading reviews.

Participation by the school in these moderation activities is compulsory.

### **3.4.1 Syllabus delivery audit**

All schools delivering WACE courses are required to submit to the Authority for review their:

- course outline
- assessment outline.

These documents and the criteria on which the syllabus delivery audit is based are described in Table 3.

In any given year, the syllabus delivery audit is conducted for a selection of ATAR, General and/or Foundation courses. Schools are advised, through the Authority's *11to12Circular*, of courses that will be involved in the syllabus delivery audit in that particular year.

Further information about the syllabus delivery audit is provided in the *Syllabus delivery audit handbook*.

### **3.4.2 Externally set task**

The externally set tasks (EST) are assessment tasks for each Year 12 General and Foundation course which are set by the Authority and distributed to schools for administering to students.

All students enrolled in a Year 12 General or Foundation course are required to complete the EST.

The EST is included in the assessment table in the Year 12 General and Foundation syllabuses as a separate assessment type with a weighting of 15 per cent for the pair of units.

The EST is marked by the teacher/s delivering the course using the marking key provided by the Authority. The school uploads into SIRS the raw marks for the EST for all students enrolled in Units 3 and 4.

The Authority will independently mark a sample of EST scripts from each school delivering General and Foundation courses. Schools will be required to provide the scripts of a prescribed number of Authority-selected students (i.e. normally six from each class) for independent marking.

The feedback provided in the SIRS reports enables the teacher/s of the course at the school to reflect on and, where appropriate, adjust their marking practice for the remainder of the assessment tasks for the pair of units. Where there is more than one teacher delivering the course, the teachers should discuss the feedback and reach a common understanding.

The Authority may initiate a grading review which is conducted typically during Term 3.

Should a school not administer the required EST, the grades for that course, following a moderation visit, will not be accepted by the Authority.

Further information about the ESTs is provided in the *Externally set task handbook*.

#### **3.4.2.1 Rules for the conduct of externally set tasks**

The EST is administered by the school under standard test conditions and following the protocols provided by the Authority.

The school informs students that the EST is part of the assessment program for each General and Foundation Year 12 course and the same rules, procedures and penalties used for other assessment tasks will be applied.

If a student is absent, but returns to school within the period when the ESTs are scheduled, they are expected to complete the task under test conditions. However, as for all school-based assessments, the school should apply its senior secondary assessment policy should a student not sit the EST, and ensure the student is advised of the outcome of this action.

#### **3.4.3 Consensus moderation**

Consensus moderation provides teachers with opportunities to build common understandings of the course standards that underpin comparability. This is achieved through teacher analysis of student responses to assessment tasks administered by other schools in Semester 1 for a selected sample of students covering a range of grades (typically A, B and C).

In any given year, consensus moderation is conducted for a selection of ATAR, General and/or Foundation courses. Schools are advised, through the Authority's *11to12Circular*, of courses that will be involved in consensus moderation in that particular year.

Participation in consensus moderation is compulsory for one representative from each school for each of those courses that the school is delivering.

Consensus moderation meetings are held in the Perth metropolitan area and also where numbers are viable, in regional centres. Each school is allocated to a consensus moderation group (typically of 10–15 schools) for a course. The meetings are typically facilitated by the Authority officer responsible for the course. Alternative arrangements are made for schools more than 100 km from the nearest scheduled venue. These schools must provide the required materials to the Authority for review. Where alternative arrangements are used, feedback on grading standards is provided to the school. Teachers can discuss this feedback with the Authority officer responsible for the course.

### 3.4.4 Documentation review

Typically a documentation review is conducted where:

- a school is enrolling Year 11 students in WACE courses for the first time or enrolling Year 12 students in WACE courses for the first time (the review is conducted for each pair of units when first delivered)
- a school is re-introducing a particular pair of units
- the Authority believes an assessment issue may exist in that course at the school.

The school is provided with at least three weeks' notice in writing of all reviews.

Table 3 describes the materials that the school is required to provide to the Authority for a documentation review and the criteria on which the school moderation report is based.

**Table 3: Materials required for a documentation review**

Materials	Description
<p><b>The course outline</b> This should provide evidence that the:</p> <ul style="list-style-type: none"> <li>• current syllabus is being implemented</li> <li>• all the content of the course is being delivered</li> <li>• planned teaching sequence and timing is appropriate.</li> </ul>	<p>This document:</p> <ul style="list-style-type: none"> <li>• is provided to students as either a hard copy or electronically, before teaching begins</li> <li>• is a summary of the teaching and learning program for the first unit, for Semester 1, or for the pair of units</li> <li>• provides the sequence in which the content from the current syllabus will be taught</li> <li>• provides the time plan which is to be followed when delivering the content from the syllabus (typically by the week or blocks of weeks)</li> <li>• may provide a time plan for the assessment tasks showing the due dates (Note: this is not essential because it is included in the assessment outline)</li> </ul>

Materials	Description
<p><b>The assessment outline</b> This should provide evidence that the:</p> <ul style="list-style-type: none"> <li>assessment requirements (including assessment types and weightings) specified in the current syllabus are being implemented</li> <li>assessment type weightings reflect the syllabus requirements</li> <li>set of assessment tasks provides an adequate coverage of the syllabus content</li> <li>planned number and timing of assessment tasks is appropriate.</li> </ul>	<p>This document:</p> <ul style="list-style-type: none"> <li>is provided to students as either a hard copy or electronically, before teaching begins</li> <li>is for the pair of units (or unit, where a single unit is being delivered)</li> <li>is typically presented as a table/grid</li> <li>is consistent with the course outline</li> <li>includes a general description of each assessment task</li> <li>indicates the syllabus content on which each assessment task is based</li> <li>indicates the weighting of each assessment task and assessment type</li> <li>shows the timing of each assessment task (i.e. the week the task will be conducted or the start and submission dates for an extended task)</li> </ul>
<p><b>The assessment tasks and marking keys</b> These should provide evidence that:</p> <ul style="list-style-type: none"> <li>the assessment requirements of the course are being implemented</li> <li>the school has developed clearly defined assessment tasks</li> <li>opportunities are provided for students to demonstrate the full range of achievement</li> <li>student achievement on the assessment tasks can be clearly judged using the marking keys.</li> </ul>	<ul style="list-style-type: none"> <li>this is the set of tasks (or task briefs) as provided to the students up to this point in time and the marking key used for each task</li> </ul>
<p><b>Student assessment records</b> These should provide evidence that:</p> <ul style="list-style-type: none"> <li>student achievement is clearly and accurately recorded</li> <li>recording is up-to-date (i.e. marks for all tasks completed up to this point in time are included)</li> <li>the current assessment outline and tasks are being implemented</li> <li>the assessment requirements specified in the current syllabus are being implemented.</li> </ul>	<ul style="list-style-type: none"> <li>this is typically a printout from an electronic marks book</li> <li>it includes all students enrolled in the pair of units (or unit, where a single Year 11 unit is being delivered) at the school</li> <li>it shows raw marks for each task completed up to this point in time</li> <li>it shows the title (and/or numbers) and weighting for each task from the assessment outline</li> </ul>
<p><b>Internal comparability plan</b> (if there is more than one teacher of the pair of units at the school) (see sub-section 2.4.3)</p>	<ul style="list-style-type: none"> <li>this provides an indication of which procedures are being implemented to ensure that comparability between classes is being achieved. This requires a common assessment outline and marking procedures such as: <ul style="list-style-type: none"> <li>use of common marking keys by the teachers of all classes</li> <li>double marking of all assessment tasks by the teachers of all classes</li> <li>cross-marking of sections of all assessment tasks by the teachers</li> <li>cross-marking of assessment tasks by the teachers</li> </ul> </li> </ul>

Materials	Description
<p><b>Small group moderation comparability plan</b> (if the school is in a small group moderation partnership for this pair of units) (see sub-section 3.6)</p>	<ul style="list-style-type: none"> <li>• this provides an indication of which procedures are being implemented to ensure that comparability between partner schools is being achieved. This requires a common assessment outline and marking procedures such as:               <ul style="list-style-type: none"> <li>○ use of common marking keys by the teachers at all partner schools</li> <li>○ double marking of all assessment tasks by the teachers at all partner schools</li> <li>○ cross-marking of sections of all assessment tasks by the teachers at all partner schools</li> <li>○ cross-marking of assessment tasks by the teachers at all partner schools</li> </ul> </li> </ul>

Following their review of the materials, the Authority officer responsible for the course provides a written report detailing whether the school's documents, records and processes meet the Authority's requirements.

The moderation report indicates any changes that the school is required to make to the documentation to meet the Authority requirements. The school may be required to provide the Authority with modified documents or produce documents not previously provided.

Where a moderation report identifies syllabus content that has not been delivered, the school is required to take action to ensure that this is rectified before the end of the school year. If evidence of this action is not provided, when requested, the Authority will not approve the school's students' grades for this pair of units.

Where assessment tasks and/or marking keys are deemed inappropriate for the course, the moderation report will indicate the need to administer one or more additional assessment tasks (or tasks to replace those previously administered). The school will need to apply this feedback to ensure that all assessment tasks and marking keys from the time of the review onward are appropriate. If evidence of this action is not provided, when requested, the Authority will not approve the school's students' grades for this pair of units.

### 3.4.5 Grading review

A grading review is conducted for a particular course where the Authority believes an assessment issue may exist in that course at the school, or if requested by the principal.

The school needs to provide to the Authority the materials for a documentation review (see **Table 3**) and the additional materials listed in Table 4.

Where a grading review is a follow-up to a documentation review, the school is only required to provide the additional materials listed in Table 4.

The school is provided with at least three weeks' notice in writing of all grading reviews.



**Table 4: Additional materials required for a grading review**

Material	Description
<b>A set of student assessment files</b>	<ul style="list-style-type: none"> <li>one file each for the students either side of each grade cut-off point (i.e. bottom A, top B, bottom B, top C, bottom C, top D, bottom D)</li> <li>each file contains all marked assessment tasks for the student and other evidence for those courses with a significant oral/practical/performance component (such as photos, CD/DVD, journal, log, checklists)</li> <li>each file is labelled with the student's name, the proposed grade and the teacher's name (if more than one teacher is delivering the course at the school)</li> </ul>
<b>A ranked list of students</b>	<ul style="list-style-type: none"> <li>the list includes all students enrolled in the pair of units (or unit, where a single Year 11 unit is being delivered) at the school in numerical order from the student with the highest mark to the student with the lowest mark</li> <li>the list is based on the current total weighted mark for all marked assessment tasks at the time of the review</li> <li>the proposed grade cut-offs are shown</li> </ul>
<b>The proposed grade distribution for the pair of units</b>	<ul style="list-style-type: none"> <li>typically presented as a table</li> <li>it shows the anticipated number of students at each grade at this point in time</li> </ul>

Following their review of the materials, the Authority officer responsible for the course provides a written report detailing whether the school's documents, records and processes meet the Authority requirements and whether the student assessment files indicate that the school's marking and grading are comparable with state-wide standards for the course.

The report indicates:

- any changes the school is required to make to the documentation to meet the Authority requirements
- the recommended grade for each student assessment file provided and a justification for these judgements
- feedback on the school's proposed grade cut-offs.

The Authority officer discusses the moderation report with the teacher and then with the principal (or representative).

Where the moderation report identifies minor issues, the principal is required to declare that the specified adjustments will be made within the prescribed period. Where the moderation report identifies major issues, the principal is required to declare that any modified and/or additional documents requested will be provided to the Authority by the prescribed date.

Where a moderation report identifies syllabus content not included in the course outline, the school is required to take action to ensure that this content is taught before the end of the school year. If evidence of this action is not provided, when requested, the Authority will not approve the students' grades for this pair of units.

Where assessment tasks, marking keys and/or marking standards are deemed inappropriate for the course the moderation report will indicate the need to administer one or more additional assessment tasks (or tasks to replace those previously administered). The school will also need to

apply this feedback to ensure that all assessment tasks, marking keys, and marking from the time of the review onwards are appropriate. If evidence of this action is not provided, when requested, then the Authority will not approve the students' grades for this pair of units.

Where a moderation report recommends changes to the grade cut-offs, the grades for students with similar marks need to be reconsidered based on the feedback provided. Should the school decide not to follow this recommendation, this decision must be justified when submitting to the Authority the proposed grade distribution and/or the final grades for the course.

A further review may be scheduled for later in the year to ensure that the school is complying with all assessment requirements and/or has established marking and grading standards that are comparable with state-wide standards. If evidence of this action is not provided, when requested, the Authority will not approve the school's students' grades for this pair of units.

### 3.5 Statistical adjustment of marks for Year 12 ATAR courses

Information about the achievement of a student who completes a Year 12 ATAR course pair of units comes from two sources:

- the student's mark (out of 100) submitted by the school to the Authority, **and**
- the student's mark (out of 100) from the ATAR course examination set by the Authority.

These marks are used to calculate the student's combined score.

TISC calculates scaled scores in all Year 12 ATAR courses for use in determining a student's Australian Tertiary Admission Rank (see **sub-section 3.7.1**).

For all Year 12 ATAR courses with a practical examination (i.e. oral, performance, portfolio or production), for the pair of units, schools are required to submit to the Authority a:

- school mark out of 100 weighted for each component for courses with both a written component and a practical component (see Table 5), **and**
- school mark out of 100 for the written component, **and**
- school mark out of 100 for the practical component.

It is unlikely that school marks for the same course at different schools are comparable. However, the ATAR course examination marks of students at all schools for the same course are on the same scale and are therefore comparable.

Statistical moderation of school marks in a course places the moderated school marks on the same scale as the ATAR course examination marks at the school for that course. Thus, statistically moderated school marks are comparable in all schools.

For Year 12 ATAR courses with both a written component and a practical component, statistical moderation is applied separately to the written school marks and to the practical school marks. ATAR course written examination marks are used for the moderation of the written school marks and ATAR course practical examination marks are used for the moderation of the practical school marks.

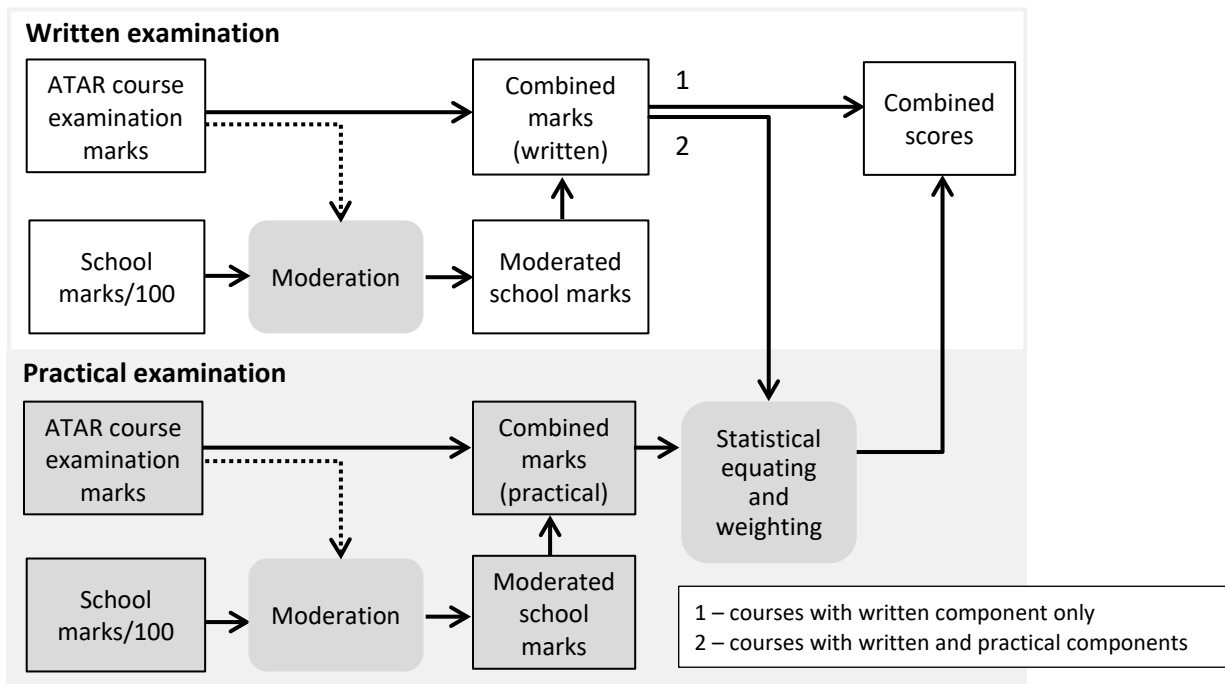
A combined mark is calculated for both the written component and the practical component. A student's combined mark for the written component is the average of the ATAR course written

examination mark and the moderated school mark for the written component. The student's combined mark for the practical component is the average of the ATAR course practical examination mark and the moderated school mark for the practical component.

An equating process is used to ensure the combined marks for the written and for the practical components of a course are on the same scale. The combined scores are then calculated as the sum of the weighted average of the statistically equated written and practical combined marks. The weightings for each component are provided in **Table 5**.

For courses with written examinations only, the combined score is the same as the combined mark for the written component.

**The Authority's post-examination process**



**Table 5: Combined mark weightings for Year 12 ATAR courses with a practical examination**

Course*	Written combined mark weighting	Practical combined mark weighting
Aviation	80%	20%
Chinese: Background Language	75%	25%
Chinese: Second Language	70%	30%
Dance	50%	50%
Design	50%	50%
Drama	50%	50%
English as an Additional Language or Dialect	75%	25%
French: Second Language	70%	30%
French: Background Language	70%	30%
German: Second Language	70%	30%
German: Background Language	70%	30%
Indonesian: Background Language	75%	25%
Indonesian: Second Language	60%	40%
Italian: Second Language	70%	30%
Italian: Background Language	70%	30%
Japanese: Background Language	75%	25%
Japanese: Second Language	70%	30%
Materials Design and Technology	50%	50%
Media Production and Analysis	50%	50%
Music	50%	50%
Physical Education Studies	70%	30%
Visual Arts	50%	50%

### 3.5.1 Scaled scores and calculation of a student's ATAR

TISC applies the average marks scaling method to the combined score of all students for a course. This method uses the overall achievements in other courses of the group of students studying a particular course to adjust the combined score of the course to create 'scaled' scores. Scaling adjusts for differences in difficulty between courses and aims to ensure that, in terms of access to university, students are not disadvantaged if they choose to study difficult courses.

A student's scaled score for a course is likely to be different from the student's school mark, examination mark, combined mark and combined score. Because scaled scores from all courses are on a common scale, they are used to calculate the Tertiary Entrance Aggregate (TEA) and the ATAR for university admission purposes.

Note: information about calculation of scaled scores, the TEA and the ATAR and all other aspects of university admission is available on the TISC website at [www.tisc.edu.au](http://www.tisc.edu.au).

## 3.6 Small group moderation procedures

Where a school has a projected number of fewer than six ATAR course examination candidates in a particular Year 12 ATAR course, it must become involved in a small group moderation partnership to increase the combined group size to six or more students for that pair of units.

Without correctly implemented small group moderation procedures, students at a school with a small candidature may be exposed to statistical moderation anomalies because of atypical

under-performances of a student or a few students in the ATAR course examination, and this may unfairly affect the degree of statistical adjustment of the school marks of other students in the class.

Even when the projected number of ATAR course examination candidates in a course is six or more, the school may choose to form a partnership to increase the cohort size or to allow for possible reductions in enrolments that may result in fewer than six students sitting the ATAR course examination (e.g. student transfers to other courses, student transfers to other schools or student withdrawals from the course).

It is the responsibility of each school with a small group in a course to:

- inform students of the consequences of being/not being in a small group partnership in relation to the adjustment of their marks
- initiate the establishment of a small group moderation partnership
- inform students that they are in a small group partnership with one or more schools
- register the partnership with the Authority by the date indicated on the *Activities Schedule* (using the small group partnership registration form, which is sent to schools)
- implement procedures that will ensure school marks and grades from all partner schools are comparable (i.e. on the same scale) (see **sub-section 3.6.2**).

The responsibility for the consequences of failing to establish, or effectively maintain, a partnership resides with the school.

If a school with a small group for a particular course is in a partnership which is not effectively managed, the marks from the partner schools are unlikely to be on the same scale. In such cases, the Authority may, in the interest of fairness, split (i.e. break) or partially split (i.e. remove one or more schools) the partnership to avoid disadvantaging students (see **sub-section 3.6.6**).

### 3.6.1 Establishing a small group moderation partnership

A school with a projected number of fewer than six ATAR course examination candidates should, wherever possible, form a partnership with a school that has a large group rather than with another school with a small group. For logistical reasons, schools are advised, wherever possible, to partner with a maximum of two other schools.

All schools participating in a small group moderation partnership must be:

- doing the same pair of units, **and**
- delivering in the same defined context for:
  - Materials Design and Technology: Metal; Textiles; Wood
  - Music: Contemporary Music; Jazz; Western Art Music
- delivering in the same specialist field for Engineering Studies: Mechanical; Mechatronics
- teaching the course content in the same sequence, **and**
- reporting student achievement to the Authority in the same manner (i.e. using 'raw' marks or marks that have been statistically adjusted by the schools).

The senior secondary assessment policy of the school needs to be applied.

Teachers typically use their own professional network to find a school with which to establish a partnership. It may be useful to continue a partnership that has been effective in the past.

Alternatively, where a partnership has been ineffective in the previous year, it may be beneficial to seek a new partner school. Each school can identify, from the report STS022 in SIRS, those partnerships at the school that were adjusted (split or partially split) as a consequence of the Authority's review of the marks at the partner schools.

Teachers experiencing difficulty finding a small group moderation partner can seek support from:

- their HoLA and/or deputy principal
- their professional association
- the Authority officer responsible for the course (who may have details of other schools seeking to form a small group moderation partnership)
- the appropriate officer at their sector/systems:
  - Department of Education – Secondary Pathways and Transitions (9402 6128)
  - Catholic Education Western Australia (6380 5200)
  - Association of Independent Schools of Western Australia (9441 1600).

In courses where, due to the small number of schools delivering a course, a school cannot find a partner, the school is required to notify the Authority and, once approved, notify the students (and their parents/guardians/carers) in writing of the possible consequences of this situation.

### 3.6.2 Comparability of school marks at partner schools

All students at schools in a small group partnership should be treated as one large class; therefore, the school marks (out of 100) for the pair of units at all partner schools must be on the same scale. This means that equal school marks from all partner schools have the same value. For example, a mark of 80 in one partner school will represent the same performance as a mark of 80 in the other partner school/s.

Partner schools are required to use:

- an identical assessment outline (typically developed collaboratively)
- establish, agree to, and use identical assessment tasks and marking keys
- conduct all assessment tasks under the same agreed conditions (or conditions that are as similar as possible)
- co-develop and document agreed marking strategies to ensure comparability of marking, which can include:
  - one teacher marking a task from all students in all partner schools (i.e. rotating the marking of tasks between teachers)
  - double-marking a task from all students or for selected students across the range of grades (i.e. both teachers independently marking the whole task or particular sections/questions, then discussing comparability, reviewing marks and making adjustments where required)
  - co-marking a task (i.e. each teacher marking particular sections/questions for all students).

After all tasks are marked for the pair of units, a single ranked list of all students is created by merging the school marks of all partner schools. If marking has been comparable, then no adjustment of marks will be necessary. Grade cut-offs are then determined for the full group of students by comparing students' work with the grade descriptions for the course.

Note: for courses with defined contexts (Materials Design and Technology and Music), the ranked list must include all students in all contexts being delivered by the partner schools. For example,

where the partner schools are both delivering Materials Design and Technology in the context of Wood, and one is also delivering the course in the context of Textiles, all students from both contexts at all partner schools must be included on a single ranked list. This means there may need to be an adjustment to the marks of students in one of the contexts, so that marks are comparable regardless of context.

If partner schools are not successful in achieving a set of marks which are on the same scale, then it is likely that the partnership will be split or partially split during the Authority's review of the functioning of the partnerships following the ATAR course examinations (see **sub-section 3.6.6**). In such cases, if the school is no longer included in the amended partnership, the students in any group with fewer than six examination candidates will not receive the intended protection during the statistical moderation process.

### **3.6.3 Moderation of schools in a small group moderation partnership**

If, as a result of a documentation review or a grading review, one school in a small group moderation partnership is required to modify their assessment outline and/or adjust their grade cut-offs, then it is the responsibility of that school to forward this information to the other partner school/s, and for all partner schools to work collaboratively to ensure that the marks and grades for all students reflect the feedback provided by the Authority.

Alternatively, the Authority may conduct a school moderation process simultaneously with all partner schools. In this case, all partner schools will receive the same feedback from the Authority and they will need to work collaboratively to implement it.

### **3.6.4 Dissolution of partnerships**

A small group moderation partnership for a particular course which is not functioning effectively can be dissolved with the written approval of the Authority's Executive Director of Examinations, Certification and Testing. All partner schools need to consider the likely consequences for the students involved before seeking permission to dissolve a partnership. On approval, schools are required to inform students of these consequences.

### **3.6.5 Submission of student results from partner schools**

Each partner school separately submits to the Authority the school marks and grades for their students. However, the full set of results for all students in the small group moderation partnership is provided to all partner schools by the Authority in late November for confirmation.

For the purpose of state-wide comparability, the Authority reserves the right to review and adjust the school marks and grades of any schools failing to participate effectively in the small group moderation process.

### **3.6.6 Review of small group moderation partnerships**

In the interest of fairness, the Authority reviews each small group moderation partnership in December, after the ATAR course examination results are available. This analysis of the marks distribution at the partner schools is conducted to ensure that the atypical examination performance of a student, or a few students from one or more of the partner schools, does not advantage or disadvantage the other students in the group.

Should the analysis of the marks distributions of the partner schools indicate that the school marks are comparable then the statistical moderation process is conducted for the unaltered group. However, should the analysis indicate that the marks distributions of the partner schools are not comparable, then the partnership is split (i.e. broken) or partially split (i.e. one or more schools is removed from the group), and the statistical moderation process is conducted separately for the school/s removed from the partnership. Such intervention occurs where the uniformly inconsistent examination performance of students from one or more of the partner schools would advantage or disadvantage students at the other partner school/s.

If a school with a large group of ATAR course examination candidates enters into a partnership to assist another school/s with a small group, then that school can choose to be statistically moderated without its partner/s. This option enables schools with large numbers of ATAR course examination candidates to enter into a partnership with a school/s with small numbers in that course whilst being able to ensure its students that their marks will not be affected by the school providing this assistance to the partner school/s. The use of this option can differ between courses within a school. The choice is made early in Term 4 when the school submits the small group moderation partnerships declaration to the Authority.

## 3.7 Feedback on student achievement

### 3.7.1 Year 12 ATAR courses

A range of data is available in SIRS to assist schools when reflecting on the achievement of their students in Year 12 ATAR courses in previous years.

The SIRS reports available to schools include:

#### **STS022 – School assessment statistics**

This report provides a graphical representation of the distribution of various marks/scores for students in a particular ATAR course at the school as a result of the marks adjustment process. The marks/scores include: examination marks, moderated school assessments and combined scores.

#### **STS029 – Distribution of examination statistics**

This report is a graphical representation of the distribution of the raw examination marks, the standardised examination marks, the moderated school assessments, the combined scores and the WACE course scores (all out of 100).

#### **STS036 – Statistical moderation and concurrent validity of school assessments**

This report is a graphical representation of each school's marks in relation to state-wide school marks.

#### **STS037 – Year 11 ATAR course examination statistics**

This report details the results for an alphabetical list of Year 11 students sitting end of year examinations, by provider.

#### **MF01, MF02 and MF03 – Detailed written examination feedback (Maximising feedback)**

These reports provide summary and individual marks awarded to students' responses to each of the questions in the ATAR course examination for a selected ATAR course for the school.



MF01 is provided for all ATAR courses. The report shows the raw marks for each student for each written open-ended response item. This can be used to identify strengths and weaknesses across the examination candidates from your school. It also shows the choices that your students made where options were available to them. Part 2 of the report shows a summary of data for each question, including the:

- mean (school and State)
- standard deviation (school and State).

MF02 is provided for those ATAR courses that include multiple-choice questions. Part 1 of the report provides the school and State mean and standard deviation for the multiple-choice questions. Part 2 is a distractor analysis for all candidates (the State), which provides for each question, the correct answer, the percentage of all candidates who answered correctly and the number of candidates who selected each distractor. Part 3 is the distractor analysis for the school, showing the number of students selecting each alternative (A, B, C, D) and the percentage who selected the correct answer. Part 4 is a school diagnostic profile which compares the school data to the data for all candidates and identifies questions where the school performance indicates relative strengths or weaknesses. Part 5 is a student-item response table. Part 6 is a state-wide distribution of scores which shows the number and percentage of the candidates achieving each possible score.

MF03 is provided for those ATAR courses with a practical examination. Page 1 of this report shows the marks for each criterion and the total practical examination mark for each candidate at the school. Page 2 shows a summary of data for each criterion, including the:

- mean (school and State)
- standard deviation (school and State).

Note: the information on individual students is confidential and must not be released to a third party without permission of the student concerned.

### 3.7.2 General and Foundation Year 12 courses

A range of data is available in SIRS to assist schools when reflecting on the marking standards of teachers delivering the General or Foundation courses based on the externally set task.

The SIRS reports available to schools include:

#### **EST001 – EST achievements by provider**

This report lists students' raw EST marks for each Year 12 General and/or Foundation course.

#### **EST002 – achievements by student**

This report lists the raw EST mark for each Year 12 General and/or Foundation course for each student.

#### **EST003 – ESTs with missing results**

This report lists each student who has a missing raw EST mark.

## SECTION 4: VOCATIONAL EDUCATION AND TRAINING

### 4.1 Principles

Vocational Education and Training (VET) engages students in work-related learning built on strategic partnerships between schools, training organisations, business, industry and the wider community. The successful completion of VET provides students with a nationally recognised VET qualification within the Australian Qualifications Framework (AQF), the framework that provides nationally consistent recognition of outcomes of qualifications ranging, from senior secondary certificates, such as the WACE, through to doctoral degrees.

VET is undertaken as an integral part of the WACE and provides students with a broad range of post-school options and pathways. For students not completing at least four ATAR courses, the successful completion of a Certificate II (or higher) AQF qualification is one of the minimum requirements for achievement of the WACE.

There are special circumstances in which a partially completed Certificate III or higher may meet this minimum requirement.

#### 4.1.1 VET quality and standards in the WACE

The Authority recognises VET achievement within the WACE if it is certified by a registered training organisation (RTO). RTO certification assures the public that an individual has met all relevant standards in the delivery and assessment of a qualification as regulated by the VET sector. In other words, VET undertaken as a part of a school program must meet the requirements of the relevant VET regulator standards under which an RTO is accredited. VET regulators are governed under the *Standards for VET Regulators 2015* which describe a series of outcomes that regulators must achieve. The *Standards for VET Regulators, 2015* provide the basis for a nationally consistent, high-quality VET system.

In Western Australia, the Training Accreditation Council (TAC) is responsible for quality assurance and recognition processes for RTOs with scope of delivery limited to Western Australia and Victoria, domestic students and for the accreditation of courses. For RTOs in partnership with Western Australia schools, but with scope of delivery not limited to Western Australia or Victoria, the quality assurance is regulated by the Australian Skills Quality Authority (ASQA). Both ASQA and the TAC regulate RTOs using the *Standards for RTOs, 2015* (the Standards). Compliance with the Standards is mandatory for all RTOs. The Standards specify requirements for nationally consistent high quality training and assessment across Australia.

For information about how to register to become a RTO school in WA, or how the TAC regulates VET, refer to the Training Accreditation Authority website at [www.tac.wa.gov.au](http://www.tac.wa.gov.au).

For information on the VET Quality Framework and VET regulation by ASQA, refer to the ASQA website at <http://www.asqa.gov.au>.

### 4.1.2 Requirements for training and assessment in VET

The delivery of training and assessment of VET requires that:

- a competency-based approach to assessment is used, this means that school assessment marks are not awarded for VET achievement
- assessment judgements are based on being 'competent' or 'not yet competent'
- the assessment must be conducted according to the national *Standards for RTOs 2015* which includes the requirements for all training and assessment to be conducted by a suitably qualified trainer and assessor in partnership with an RTO that is scoped to deliver the training and assessment
- a record of the competencies achieved by each student is held by the RTO.

For more information on the requirements for training and assessment please refer to the *Users' Guide to the Standards for RTOs 2015* on the ASQA website at <http://www.asqa.gov.au>.

## 4.2 Nationally recognised training products

The key resources that underpin the Australian VET system are nationally endorsed training packages and nationally accredited courses.

### 4.2.1 Training packages

A training package is a set of nationally endorsed standards and qualifications for recognising and assessing skills and knowledge in a specific industry, job sector or enterprise. Training packages are developed by national Skills Service Organisations (SSO) and Industry Reference Committees (IRC) which represent industry expectations of the skills and knowledge that individuals need in order to meet the industry standard of a particular job role or skills set within a training package.

Training.gov.au (TGA) is the official national register of training packages, qualifications, accredited courses, units of competency and RTOs. More detailed information is available on the TGA website at [www.training.gov.au](http://www.training.gov.au).

Any qualification that is registered on the TGA website as part of a national training package may be used to contribute towards the WACE.

### 4.2.2 Accredited courses

An accredited course is one that is developed to meet training needs not addressed by existing training packages. Courses and modules that are not part of a nationally endorsed training package do not automatically provide students with recognition towards the WACE. The Authority reserves the right to refuse recognition of an accredited course if it:

- duplicates WACE courses or other Authority-developed programs
- compromises the standard of the WACE by providing an unsuitable or inappropriate alternative to existing WACE offerings
- considers that the qualification is not suitable within the context of the WACE requirements.

A process for classifying accredited courses based on their outcomes (industry, vocational, foundation) is used to determine the amount of credit an accredited course has towards the WACE. The recognition status of accredited courses currently listed on the Authority's Student Information

Record System (SIRS) database is available at <http://senior-secondary.scsa.wa.edu.au/vet/wace-recognition-of-vet-accredited-courses>.

Where an accredited course has not been classified, the school will need to submit a request form to the Authority for the course to be classified prior to student enrolment. Details of this process can be found at <http://senior-secondary.scsa.wa.edu.au/vet/wace-recognition-of-vet-accredited-courses>.

VET information for all schools and the current VET module downloads are available on the Authority website at <http://senior-secondary.scsa.wa.edu.au/vet>.

### 4.3 VET provision

VET is delivered and certified by an RTO, which may be a school, a private training provider, or a TAFE (Technical and Further Education). All RTOs operate under the various elements of the national training system. Schools can deliver VET either by becoming an RTO or by working in partnership with an external RTO.

There are two broad categories of provision of VET to senior secondary students.

#### 4.3.1 Category 1 – VET arranged and managed by schools

This category refers to VET that is arranged and managed by a school as a part of a student's senior secondary school program.

##### **School responsibilities**

Schools are required to arrange and manage the human and physical resources required for the delivery and assessment of the VET programs within their school. Schools also must have processes for monitoring, recording, reporting and maintaining VET enrolment and achievement data.

The school must retain evidence of RTO verification that qualifications and/or units of competency have been achieved before uploading the results to the Authority, as outlined in the *Data Procedures Manual*. Schools should ensure that RTOs are able to report achievement to schools in time for them to meet the reporting deadlines set by the Authority.

As verification of achievement from an RTO, schools should receive a copy of the AQF qualification certificate (for full qualifications) and the statement of attainment of units of competency. If this evidence is unavailable, it is sufficient for the school to obtain a letter or email from the RTO that includes the RTO letterhead and a statement that indicates a student has met all the necessary requirements for achievement of the relevant qualification/units of competency.

##### **RTO responsibilities**

It is the responsibility of the RTO in partnership with a school for the delivery, assessment and certification of a VET program to notify the school of a student's achievement by the date agreed between the two parties. RTOs must be notified by the school of the relevant dates to report achievement so that the deadline for reporting to the Authority can be met by the school.

RTOs are responsible for providing advice to schools on appropriate qualifications and other aspects of the VET program when negotiating a partnership. Additionally, they must ensure that the delivery

and assessment of training meet all regulatory standards for VET and that only students who have met industry standards are certified.

#### 4.3.2 Category 2 – VET outside a school arrangement

This category refers to VET that has not been arranged or managed by a school and through which a student has achieved qualifications and/or units of competency external to the school program.

##### Student responsibilities

If students require VET achieved outside a school arrangement to contribute towards their WACE, it is their responsibility to arrange for the Authority to be provided with adequate evidence of achievement and to negotiate the method of reporting to the Authority.

The SIRS database can accept reporting by schools of Category 1 and Category 2 VET.

This means that schools that are willing to be involved in the process and have the capacity to record achievement of Category 2 VET through their database systems should upload them accordingly. For a school to report Category 2 VET, the student is required to authorise the school to use their achievement data for the purpose of reporting to the Authority.

If a school does not report Category 2 VET achievement, it is the responsibility of the student to complete a form available on the Authority website at <http://www.scsa.wa.edu.au/forms/forms>. The form requires the signature of the principal of the school at which the student is enrolled as acknowledgment of the student's intention to have the VET achievement contribute towards the student's WACE.

#### 4.3.3 Access to school and VET provider partnerships

The majority of schools can provide the opportunity for students to meet the relevant WACE requirements through VET. However, some schools may experience significant challenges in accessing suitable partnership arrangements or issues with an established RTO partnership with adverse implications on a student's ability to complete a VET qualification by the end of Year 12. The following students may be affected by such issues:

1. Overseas, remote and regional students where there is either an absence or limited supply of training.
2. Students adversely affected by complications with the school/RTO partnership.
3. Students who have transferred from a school either locally, overseas or interstate and where the new school is unable to accommodate the commencement or continuation of a qualification in time for its completion by the end of Year 12.
4. Students who have experienced significant issues with RTO certification processes (this may include issues associated with the allocation of the VET sector's *Unique Student Identifier – USI*).

Where a student is unable to meet the WACE requirements by the end of Year 12 as a result of issues relating to VET that are for reasons outside their control, an application can be made to the Authority for a special consideration. Applications require a school to demonstrate it has made a genuine attempt to rectify the issue, and all suitable alternatives have been exhausted. They must satisfactorily demonstrate that at least **three (3)** alternative arrangements have been investigated.

Details of the process for presenting a case for special consideration for Year 12 students unable to meet the requirements for the WACE as a result of issues relating to VET are available under Special Considerations on the Authority website at <https://www.scsa.wa.edu.au/forms/forms>.

## 4.4 VET achievement

Student achievement in nationally recognised VET qualifications may be awarded WACE unit equivalence or WACE course units.

A person who has achieved a full qualification or units of competency through a TAFE, or a private RTO when not enrolled in a school, can have this achievement contribute towards the WACE by applying to the Authority. The form is available on the Authority website at <http://www.scsa.wa.edu.au/forms/forms>.

### 4.4.1 Recognition of interstate VET achievement

Students who have completed full-time or part-time nationally recognised training in other states or territories during their senior secondary years as a part of a school VET program can present evidence of their training achievement following the procedures for Category 2 or through block credit (see Recognition of prior studies in **sub-section 7.2.1**). If this training has been completed outside a school-arranged VET program, then the procedures for Category 2 VET students must be followed.

### 4.4.2 School-Based Traineeships and Apprenticeships

School-Based Traineeships (SBT), School-Based Apprenticeships (SBA) and Pre-Apprenticeships in Schools (PAiS) provide opportunities for students to meet their WACE requirements in the same manner as all other VET programs undertaken within the WACE.

Fact sheets and business rules relating to SBTs, SBAs and PAiS can be accessed on the Department of Training and Workforce Development (DTWD) website at <http://www.dtwd.wa.gov.au/training-providers-and-schools#toc5>.

## 4.5 Requirements and recognition arrangements of VET for the WACE

Successful completion of a nationally recognised VET qualification may contribute towards the achievement of a WACE in one of the following ways:

- as WACE course units when completed through VET industry specific courses (see **sub-section 4.7**), or
- as unit equivalence when completed as VET credit transfer (see **sub-section 4.6**).

### 4.5.1 VET minimum requirement

A student who is not completing at least four Year 12 ATAR courses must successfully complete a Certificate II or higher AQF qualification as a part of the minimum requirements for WACE achievement. The Certificate II or higher requirement can be met in either Years 10, 11 or 12.

All successfully completed Certificate II or higher qualifications that are part of nationally endorsed training packages will satisfy the minimum Certificate II requirements for the WACE.

There are specific requirements under which a partially completed\* Certificate III or higher qualification will be accepted as satisfying the minimum requirement (see **sub-section 4.6.3**).

\*In this context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units that make up the partial Certificate III or higher qualification.

#### **4.5.2 Full and partial qualifications**

Full AQF qualifications undertaken as a part of a WACE program may be allocated credit towards the WACE through:

- VET credit transfer (see **sub-section 4.6**)
- VET industry specific courses (see **sub-section 4.7**).

Completion of a full qualification refers to the successful completion of **all** units of competency specified within the rules of an AQF qualification from a nationally endorsed training package or nationally recognised accredited course.

Achievement of a partial qualification occurs when one or more units of competency from a nationally endorsed training package or accredited course have been successfully completed, but requirements for the full qualification have not been met (recognised skills sets are classified as a partial qualification).

Schools/RTOs are encouraged to consider electives that meet the needs and aspirations of their students and the relevant industry context. Delivery and assessment must ensure that training package rules are followed and meet all national standards for VET.

#### **4.5.3 Allocation of academic year credit for VET achievement**

Certificate I qualifications may contribute towards the WACE only as Year 11 units, regardless of the academic year in which they are completed.

VET credit is split across Year 11 and Year 12 for successfully completed Certificate II qualifications or higher.

Qualifications are awarded credit (as VET industry specific course units or unit equivalents) towards the WACE regardless of the academic year in which the student completes the VET qualification. That is, in addition to the allocation of current year credit, a student will receive the remaining credit as either retrospective credit (credit for Year 11 if a qualification is achieved in Year 12) or projected credit (credit for Year 12 if a qualification is achieved in Year 11, or Years 11 and 12 if a qualification is achieved in Year 10).

Refer to **sub-sections 4.6** or **4.7** for specific details on how unit credit is allocated for VET credit transfer and VET industry specific courses and **Table 6** for clarification.

#### **4.5.4 Allocation of credit for VET achieved prior to Year 11**

Students who achieve VET qualifications prior to Year 11 are awarded unit equivalence as projected credit according to the Year 11 and Year 12 VET equivalence structure (see **Table 6**).

#### 4.5.5 VET contribution to the breadth requirement (List A/List B)

VET qualifications are **not** identified as List A or List B. This rule applies to both VET credit transfer qualifications and VET industry specific courses.

#### 4.5.6 VET credit transfer towards the WACE

A program that involves students engaging in VET and resulting in the attainment of nationally recognised units of competency that lead to a full AQF qualification may be used as credit transfer towards the WACE (see **sub-section 4.6**) and results in recognition towards the WACE as unit equivalence. VET credit transfer involves any VET qualification that is delivered independently from a VET industry specific course.

#### 4.5.7 VET for course unit credit towards the WACE

Students who want to include more VET achievement in the WACE may receive WACE course unit credit by completing one of the ten Authority-developed VET industry specific courses. These courses include a full nationally recognised qualification and mandatory workplace learning. Schools require partnership with an RTO, as with all other VET programs for the delivery and assessment of these courses.

Grades are not awarded in VET industry specific courses. Students gain credit as a WACE course upon completion of the requirements of the courses. The achievement descriptor 'completed' is allocated to each VET industry specific course unit when requirements are met. The achievement descriptor 'completed' contributes in the same manner that a C grade or higher applies to all other WACE course units (see **sub-section 4.7.3**).

### 4.6 VET credit transfer

#### 4.6.1 VET credit transfer and VET unit equivalence

Of the 20 units required for a WACE, a maximum of eight (four in Year 11 and four in Year 12) may be substituted by VET credit transfer and endorsed programs through unit equivalence. Endorsed programs may contribute to a maximum of only four unit equivalents (two in Year 11 and two in Year 12). See **sub-section 7.2**.

A student may choose to substitute WACE course units with:

- only VET qualifications (up to a maximum of eight unit equivalents), **or**
- a combination of VET qualifications and endorsed programs (up to a maximum of eight unit equivalents with a maximum of four unit equivalents from endorsed programs (see **Section 5**), **or**
- only endorsed programs (up to a maximum of four unit equivalents).

#### 4.6.2 VET credit transfer: Full qualifications

VET unit equivalence towards the WACE is allocated for the successful completion of a full qualification as outlined in **Table 6**. Regardless of the academic year in which the VET qualification is completed, unit equivalence is shared across both Year 11 and Year 12 for Certificate II or higher qualifications. That is, part of the recognition of achievement for a VET credit transfer program, is



either retrospective or projected credit depending on the year in which the qualification is completed.

#### *Certificate I qualifications*

A total of two unit equivalents (two Year 11 units) is awarded for completed Certificate I qualifications where student achievement in units of competency is equal to, or greater than, 110 nominal hours (the equivalent of two course units). Schools may choose more substantial elective units within the qualification to ensure that a Certificate I meets the requirements for the full allocation of unit equivalence.

Certificate I qualifications with student achievements in units of competency that are **less than 110** nominal hours in total **will not** be awarded any unit equivalence towards the WACE.

#### *Certificate II qualifications*

A total of four unit equivalents (two Year 11 and two Year 12 units) is awarded for successfully completed Certificate II qualifications where student achievement in units of competency is equal to, or greater than, 220 nominal hours (the equivalent of four course units). Schools may choose more substantial elective units within the qualification to ensure a Certificate II meets the requirements for the full allocation of unit equivalents.

A student who achieves a Certificate II qualification with units of competency that are **less than 220** nominal hours in total will meet the minimum Certificate II qualification requirement, however, the qualification will **only contribute** towards the WACE as **two Year 11 unit equivalents**.

#### *Certificate III or higher qualifications*

A total of six unit equivalents (two Year 11 and four Year 12 units) is awarded for successfully completed Certificate III or higher qualifications.

### **4.6.3 VET credit transfer: Partial qualifications**

#### *Certificate I and II qualifications*

**No** unit equivalence is awarded for partially completed Certificate I and II qualifications.

#### *Certificate III or higher*

A student may be awarded unit equivalence for the partial completion of a Certificate III or higher and deemed to have satisfied the Certificate II minimum qualification requirement, where the student:

- has had insufficient time to complete the qualification by the end of Year 12, **or**
- is unable to complete the qualification due to age or other appropriate restrictions associated with the qualification (such as in a school-based traineeship or apprenticeship), **and**
- is enrolled in and successfully completes the equivalent of at least four course units (220 nominal hours)\* from Year 12 VET enrolments only.

\*Nominal hours will not be calculated for results that identify that the student has already achieved the unit in previous years, or has been withdrawn, or where the student did not commence/participate in the first instance.

The recognition of a partially completed Certificate III qualification or higher requires that a student is enrolled in the relevant qualification in Year 12. That is, no credit will be allocated for partial completion of a Certificate III or higher from previous academic years.

Students who are enrolled in a Certificate III or above and who meet these requirements will receive four unit equivalents towards the WACE (two Year 11 units and two Year 12 units) and will satisfy the minimum VET qualification requirement (the completion of a Certificate II or higher) for the WACE, as shown in the following table.

**Table 6: VET credit transfer and unit equivalence**

Completed qualification	Total equivalents	Year 11 Credit allocation (Unit equivalents)	Year 12 Credit allocation (Unit equivalents)	Satisfies the minimum VET qualification requirement for WACE
<b>Certificate I*</b>	2 units	2	0	No
<b>Certificate II**</b>	4 units	2	2	Yes
<b>Certificate III or higher – Partial</b>	4 units	2	2	Yes
<b>Certificate III or higher – Full</b>	6 units	2	4	Yes

\*Equivalence is only awarded for completed Certificate I qualifications where the total achievement in units of competency is equal to, or greater than, 110 nominal hours (the equivalent of two course units).

\*\*Equivalence is only awarded for completed Certificate II qualifications where the total achievement in units of competency is equal to, or greater than, 220 nominal hours (the equivalent of four course units). Certificate II qualifications with units of competency that are less than 220 nominal hours in total will meet the minimum Certificate II qualification requirement, however, the qualification will only contribute towards the WACE as two Year 11 unit equivalents.

#### 4.6.4 VET credit transfer and the C grade requirement

VET credit transfer is not graded. However, each unit equivalent contributes to the WACE requirement for students to achieve 14 C grades or better with a minimum of six C grades in Year 12. Each unit equivalent achieved will directly reduce the number of C grades required to meet the C grade requirement; up to a maximum of eight unit equivalents (four Year 11 and four Year 12 unit equivalents).

### 4.7 VET industry specific courses

A VET industry specific course contributes to the WACE as a course. It includes a full, nationally recognised AQF qualification and **mandatory** industry related workplace learning.

#### 4.7.1 VET industry specific courses and the depth requirement

VET industry specific courses enable students to count their VET achievement as a WACE course. Certificate II and III qualifications completed as a VET industry specific course will satisfy the Certificate II or higher requirement.

#### 4.7.2 VET industry specific course structure

VET industry specific courses provide WACE course unit credit which allows students to undertake other VET qualifications and receive credit as VET credit transfer. Current training packages are used in VET industry specific courses and are updated regularly to reflect the latest versions. VET industry specific courses are included in the course list in **Appendix 3** and listed below.

VET industry specific course units are packaged as two or four WACE course units, linked to specified qualifications with the full allocation of credit being awarded only upon the completion of all of the course requirements. The duration of a VET industry specific course could be one year or two years.

‘VET integrated’ is the term used to describe the enrolment of units of competency within a VET industry specific course. Units of competency can be integrated only into VET industry specific course units. VET integrated units of competency do not attract unit equivalence.

The VET industry specific courses are:

- Automotive
- Engineering
- Business and Financial Services
- Hospitality and Tourism
- Community Services and Health
- Information and Communications Technology
- Construction Industries
- Primary Industries
- Creative Industries
- Sport and Recreation.

#### 4.7.3 VET industry specific courses and the C grade requirement

Course unit credit for VET industry specific courses is reported as ‘completed’ and as having met ‘the C standard’ for each VET industry specific course unit. The achievement descriptor ‘completed’ contributes in the same manner that a C grade or higher applies to all other WACE course units.

#### 4.7.4 VET industry specific achievement and WACE course credit

VET industry specific course units are paired in both Year 11 (Units 1 and 2) and Year 12 (Units 3 and 4). A student who withdraws from a VET industry specific course after only one semester **will not** receive any credit for VET industry specific course units. The number of Workplace Learning endorsed program unit equivalents to be completed varies according to the qualification offered. Students must complete all components of the course before the full allocation of VET industry specific course unit credit can be certified on the student’s WASSA. The Authority-developed Workplace Learning endorsed program is a mandatory co-requisite for a VET industry specific course until such time as the specified number of units has been met. Mandated Workplace Learning units must commence in the same year of enrolment in the VET industry specific course and can be met within the first year of a two-year program.

Regardless of the academic year in which a VET industry specific course is completed, WACE course credit is allocated across both Years 11 and 12. This is outlined in Table 7.

**Table 7: VET industry specific course unit credit**

VET industry specific qualification	Year 11 Course unit credit	Year 12 Course unit credit	Satisfies the minimum qualification requirement for the WACE
Certificate I	Units 1 and 2	None	No
Certificate II	Units 1 and 2	Units 3 and 4	Yes
Certificate III	Units 1 and 2	Units 3 and 4	Yes

If a student does not successfully complete all components of a VET industry specific course, the student is awarded a U (Unfinished) for the Year 12 units (Units 3 and 4). Course credit for Year 11 units (Units 1 and 2) for a partially completed VET industry specific course may be awarded for a Certificate II or Certificate III VET industry specific course only if the following conditions are met:

- **Qualification component:** completion of equal to, or greater than, 110 nominal hours of the VET industry specific qualification, **and**
- **Workplace learning component:** completion of at least one unit of the workplace learning endorsed program in an industry relevant to the qualification industry area.

If these conditions for Year 11 Units 1 and 2 are not met by the end of an academic year, a U (Unfinished) is awarded until such time as these conditions have been met.

If the requirements are not achieved in Year 11, but are subsequently achieved in Year 12, retrospective credit for the Year 11 Units 1 and 2 will be awarded. If a student exits the VET industry specific course at the end of Year 11 and has completed the requirements for Year 11 Units 1 and 2, course credit for these units is awarded as 'completed' (has met the C grade requirement for a WACE course) and retained by the student for WACE contribution.



## SECTION 5: ENDORSED PROGRAMS

An endorsed program is a significant learning program that has been developed for students in Year 11 and Year 12. An endorsed program may have been developed by the School Curriculum and Standards Authority, or it may have been developed by a private provider or a school, and subsequently endorsed by the Authority.

Each endorsed program consists of a series of lessons, classes and/or activities designed to lead to the achievement of a common goal or set of learning outcomes. A program must:

- be consistent with the teaching and learning principles for school-based assessment (see **sub-section 2.1**)
- make a positive contribution to student learning and provide significant learning opportunities
- not duplicate the content of any WACE course.

Endorsed programs can be delivered as part of the school curriculum or as extra-curricular activities.

All endorsed programs successfully completed and reported to the Authority:

- are listed on the student's WASSA
- may be used to a maximum of four unit equivalents to contribute towards the achievement of the WACE (see **sub-sections 5.7.6** and **7.2.1**).

Each school is responsible for monitoring, recording and reporting their students' successful completion of endorsed programs.

Endorsed programs contribute to the WACE minimum unit requirement and the C grade achievement standard. They do not contribute to the breadth-of-study requirement as they are not allocated to either List A or List B.

### 5.1 Principles for endorsement of programs

Endorsement of programs by the Authority is based on the following principles.

#### 1. Substantial learning

Endorsed programs recognise substantial student learning that does not duplicate a WACE course. The Authority determines the equivalence of a program in relation to one unit of a WACE course. A program is allocated the equivalent of zero, one, two, three or four course units on the basis of the average learning time required for completion. Where the average learning time is less than 55 hours, a program can be endorsed with zero unit equivalence if the learning is significant and is not provided in a WACE course.

#### 2. The standard and quality assurance of programs

Endorsed programs are of a standard consistent with senior secondary expectations, unless endorsed specifically for students with special educational needs.

For Provider-developed programs, the provider has its own system of quality assurance.

For School-developed and Authority-developed programs, the Authority is responsible for the quality assurance of programs.

### 3. Quality assurance of student achievement

All assessment of student achievement must be consistent with the principles of assessment outlined in **sub-section 2.1**.

For Authority-developed programs, student achievement is assessed by the school by means of a portfolio of evidence, the contents of which are detailed in the program outline.

For Provider-developed programs, student achievement is assessed by means of an examination or competency checklist, with requirements typically detailed in a manual or syllabus.

For School-developed programs, student achievement is assessed by the school as outlined in the application for endorsement of the program. This is typically either a portfolio of evidence or a set of assessment tasks.

## 5.2 Criteria for endorsement or re-endorsement of a program

All programs must meet the following criteria to be considered for endorsement, or re-endorsement, by the Authority.

1. The program must not duplicate a WACE course.
2. The program must involve a coherent series of lessons or activities that result in the achievement of specified learning outcomes.
3. The program must be of a standard consistent with senior secondary expectations unless endorsed specifically for students with special educational needs.
4. The specific learning outcomes for the program must indicate what the participant should know, understand and be able to do at the completion of the program.
5. The provider must clearly indicate what constitutes successful completion of the program.
6. The program must provide opportunities for a student to demonstrate achievement of specific learning outcomes.
7. The program must contribute to the ongoing development of knowledge, understanding and skills necessary for the achievement of one or more of the following:
  - personal goals
  - civic responsibilities
  - improved health and wellbeing
  - enhanced vocational opportunities.
8. Assessment practices required for the program must adhere to the principles outlined in **sub-section 2.1**.
9. Delivery of the program must comply with school or sector/systems occupational safety and health and duty of care policies, and must include a current 'Working with Children Check' where required.
10. There is an identified need for the program to be endorsed.

## 5.3 Categories of endorsed programs

There are three categories of endorsed programs, which differ in respect to:

- the developer
- the type of evidence required for determining student achievement
- the quality assurance processes.

These categories of endorsed programs are:

#### **Authority-developed endorsed programs**

These endorsed programs are developed by the Authority to provide WACE recognition for students undertaking activities of a similar nature and for which no quality-assured certificate or award is issued. Authority-developed endorsed programs may be offered by any school.

Evidence of the successful completion of Authority-developed endorsed programs is contained in a portfolio that is assessed by the school and subject to the Authority's quality assurance processes (see **sub-section 5.4.3**).

See **sub-section 5.4** for further details about Authority-developed endorsed programs.

#### **Provider-developed endorsed programs**

These endorsed programs are developed by a private provider such as a university, community organisation or training institution. Provider-developed endorsed programs recognise structured learning programs that result in the attainment of a quality-assured certificate or award. Provider-developed endorsed programs are open to all schools.

Evidence of the successful completion of Provider-developed endorsed programs is the provider's quality-assured certificate or award.

See **sub-section 5.5** for further details about Provider-developed endorsed programs.

#### **School-developed endorsed programs**

These endorsed programs are developed by individual schools in response to a particular need and which cannot be met through a WACE course, a VET qualification or another endorsed program.

Evidence of the successful completion of School-developed endorsed programs is through school-based assessment that is subject to the Authority's quality assurance processes (see **sub-section 5.6.3**).

See **sub-section 5.6** for further details about School-developed endorsed programs.

## **5.4 Authority-developed endorsed programs**

The program details and completion requirements for each Authority-developed endorsed program are outlined in a 'program outline'. Program outlines for all Authority-developed endorsed programs are provided on the Authority website at

<http://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs/authority-developed-endorsed-programs>.

### **5.4.1 Evidence of learning for Authority-developed endorsed programs**

For Authority-developed endorsed programs, a student's acquisition of skills, knowledge and understanding must be demonstrated through a portfolio containing sufficient evidence to validate learning described in the program's learning outcomes. The format and contents of the portfolio will differ according to the nature of the program and the assessment tools used.

Whether the endorsed program is timetabled or extra-curricular, the school is required to validate the student's achievement before reporting successful completion to the Authority. The



achievement validation sheet is provided as part of the program outline that can be downloaded from the Authority website at <http://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>. The sheet must be completed and retained by the school for quality assurance purposes.

#### 5.4.2 Workplace Learning

Workplace Learning (ADWPL) is an Authority-developed endorsed program that is managed by individual schools. To complete this program, a student works in one or more paid or unpaid workplace/s to develop a set of transferable workplace skills. A student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's *Workplace Learning Logbook*. A student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Authority's *Workplace Learning Skills Journal* after each 55 hours in the workplace.

The Workplace Learning program outline and teacher support materials, including a template for the *Workplace Learning Logbook* and *Workplace Learning Skills Journal*, are available on the Authority website at

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/endorsed-programs>.

Unit equivalence for the Workplace Learning endorsed program is allocated on the basis of one unit equivalent for each 55 hours completed in the workplace, to a maximum of four units (220 hours). After a student has completed the requirements for four unit equivalents (220 workplace hours and forty questions from the Skills Journal) he/she may continue to record the workplace hours completed using the *Workplace Learning Logbook* without the need to complete the *Workplace Learning Skills Journal*. The total number of hours completed in the workplace in Years 10, 11 and 12 is reported on the student's WASSA.

#### 5.4.3 Quality assurance activities for Authority-developed programs

The following quality assurance activities can be implemented by the Authority for Authority-developed programs:

- **workshops for new programs**  
The Authority conducts workshops for teachers implementing a new or revised Authority-developed program.
- **seminars for new teachers**  
The Authority conducts seminars for teachers delivering an Authority-developed endorsed program for the first time.
- **documentation reviews**  
The Authority reviews documentation of selected schools through mail-in or a school visit for a sample of Authority-developed endorsed programs each year.
- **peer review meetings**  
Where the Authority considers it necessary, peer review meetings are facilitated. At these meetings, teachers compare logbooks/portfolios of a sample of students for a particular Authority-developed program.

## 5.5 Provider-developed endorsed programs

All Provider-developed endorsed programs are listed, with a summary of each program and the providers' contact details, on the Authority website at <http://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs/provider-developed-endorsed-programs>.

### 5.5.1 Provider-developed program endorsement

Providers of certificate or award programs can apply to the Authority for program endorsement (see **sub-sections 5.2 and 5.3**). The application for endorsement form is available on the Authority website at <http://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>.

The endorsement process is detailed in **sub-section 5.8**.

### 5.5.2 Evidence of learning in Provider-developed endorsed programs

On successful completion of a Provider-developed endorsed program the student is required to provide a copy of the award, certificate, academic transcript or examination report to the school as evidence of learning. For quality assurance purposes the school must retain a copy of the evidence of all endorsed programs reported to the Authority.

### 5.5.3 University programs

University preparation units and enabling programs that do not carry university credit are endorsed in the Provider-developed category of endorsed programs.

Students can apply to the Authority for WACE recognition of units from Western Australian universities that extend or complement students' senior secondary studies. The units may:

- enrich students' knowledge and skills
- address an area of study not available through WACE courses
- support the student's transition to tertiary studies.

Successful completion of a university semester unit provides one unit equivalent towards the WACE breadth-and-depth requirement and will be reported on the student's WASSA, but the result is not used in the calculation of the ATAR.

For admission into a university unit, a student must apply directly to the university.

### 5.5.4 Quality assurance activities for Provider-developed endorsed programs

The following quality assurance activities can be implemented by the Authority for Provider-developed programs:

- **evidence checks**  
The Authority checks a sample of evidence from a sample of schools each year. (The *VET and endorsed programs achievement declaration* requires the school to provide evidence of student achievement to the Authority upon request.)
- **cross-referencing of student achievement data**  
The Authority cross-references student achievement data from a sample of programs from a sample of schools each year. As part of the endorsement process, program providers agree to

provide student achievement information to the Authority upon request. This enables a comparison of the achievements reported to the Authority by the schools.

## 5.6 School-developed endorsed programs

All School-developed endorsed programs are listed, with a summary of each program and the providers' contact details, on the Authority website at <http://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs/school-developed-endorsed-programs>.

### 5.6.1 School-developed program endorsement

Schools can apply to the Authority for endorsement of a program they have developed for a student, a group of students, the school, a cluster of schools or a specific education sector or system. As part of the endorsement process, the school must complete the application form that is available on the Authority website at <http://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>. This includes provision of an assessment outline that meets the requirements of school-based assessment (see Section 2).

The endorsement process is detailed in sub-section 5.8.

The scope of delivery of a School-developed program endorsed for a particular school can be expanded to include another school if the additional school/s can demonstrate how the standard of delivery will be maintained. A template for this purpose is available from the relevant officer at the Authority upon request.

### 5.6.2 Evidence of learning for School-developed endorsed programs

For School-developed endorsed programs, the student's acquisition of skills, knowledge and understanding must be demonstrated through a portfolio containing sufficient evidence to validate the student learning described in the program's learning outcomes. The format and contents of the portfolio will differ according to the nature of the program and the assessment tools used.

### 5.6.3 Quality assurance activities for School-developed endorsed programs

The following quality assurance activities will be implemented by the Authority for School-developed programs:

- **student work sample review**  
The Authority checks a sample of assessed tasks when schools are applying for re-endorsement of School-developed endorsed programs or upon the request of the Authority during the period of endorsement.
- **documentation review**  
The Authority reviews the documentation of selected schools for a sample of programs each year. This review is completed at a school visit or by mailing the materials to the Authority.

## 5.7 Management of endorsed programs

### 5.7.1 Selection and delivery

A school can select a program to deliver from those already endorsed by the Authority, or can develop a program and apply to the Authority for endorsement (see **sub-section 5.8**).

All current endorsed programs are listed, with a summary of each program and the providers' contact details, on the Authority website at <http://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>. Schools can contact the provider for more detailed information about a particular endorsed program.

### 5.7.2 Managing the senior secondary study program

A school can work in partnership with another school or a non-school provider to deliver and assess an endorsed program, but remains responsible for managing the senior secondary study program of each student.

### 5.7.3 Validation of student achievement

A school must gather, verify and record student achievement details related to any endorsed program for which they will provide results to the Authority. A school must also maintain these records.

It is the responsibility of the principal to validate student achievement in all endorsed programs before the successful completion of such programs is reported to the Authority.

### 5.7.4 Reporting requirements

Schools are required to use the SIRS database to enrol students in endorsed programs and report successful completion to the Authority. Each endorsed program is assigned a unique identifier code of up to seven characters. These codes are used when uploading endorsed program enrolments to SIRS and when reporting student achievement in an endorsed program to the Authority. Codes assigned to Authority-developed programs begin with the letter A, Provider-developed endorsed programs begin with the letter P and School-developed endorsed programs begin with the letter S.

A list of endorsed programs and their individual codes is available on the Authority website at <http://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>.

Instructions for uploading enrolments in endorsed programs are provided in the *Data Procedures Manual*.

Before endorsed program enrolments are uploaded, principals are required to certify that the endorsed programs in which students are enrolled are offered under the conditions listed on the form. This is done by signing an *Endorsed programs enrolment declaration form*. One form covers student enrolments for Years 10, 11 and 12.

Principals are also required to certify that all achievements have been validated and evidence of such student achievement is retained by the school for audit purposes. This is done by signing a *VET and endorsed programs achievement declaration form*. The form is included as part of the results confirmation package sent to schools each year.

The procedure for uploading student achievement data for endorsed programs is provided in the *Data Procedures Manual*. The complete list of the endorsed programs achievement codes that will be accepted by SIRS is available on the Authority website on the page for each endorsed program category at <http://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>.

Note: each endorsed program successfully completed by a student and reported to the Authority by the school is reported on the student's WASSA. However, any 'level' of achievement such as 'credit', 'distinction' or 'satisfactory' etc. associated with an endorsed program is not reported.

The deadlines for uploading enrolment and achievement data are provided in the *Activities Schedule*, available on the Authority website at <http://www.scsa.wa.edu.au/publications/activities-schedule>.

### 5.7.5 Duty of care

Schools and teachers have a duty to take reasonable care to protect the health and safety of a student undertaking an endorsed program. Schools must follow the appropriate sector/system policies and procedures regarding duty of care, legal liability and insurance.

### 5.7.6 Unit equivalence and/or WASSA recognition

During the endorsement or re-endorsement process, the Authority's Endorsed Programs Panel determines the equivalence of each endorsed program in relation to one unit of a WACE course (see sub-section 5.8).

An endorsed program is allocated unit equivalence on the basis of 'average learning time'. This is an estimation of the number of hours required to achieve the outcomes of the program. One unit of a WACE course has an average learning time of 55 hours. Each endorsed program is allocated one, two, three or four unit equivalents. Unit equivalents are tallied across endorsed programs categories for WACE calculation.

Some endorsed programs have zero unit equivalence. These endorsed programs are reported on the WASSA, but do not contribute to the requirements of the WACE. Typically these endorsed programs have an average learning time of less than one unit equivalent.

Both VET programs and endorsed programs contribute to the WACE requirement of 20 units. A maximum of eight units (four in Year 11 and four in Year 12) can be substituted with unit equivalents from VET programs and/or endorsed programs. Of these eight unit equivalents, a maximum of four can be from endorsed programs (two in Year 11 and two in Year 12).

A student can complete one or more endorsed programs over Years 10, 11 and 12. Successful completion of an endorsed program is typically reported by the school to the Authority in the year it is completed, but can be reported to the Authority at any time over the three-year period.

A student can accrue up to four unit equivalents from endorsed programs. Endorsed program unit equivalents will be allocated by the Authority at either Year 11 or Year 12 in the manner that best advantages the student (to a maximum of two in Year 11 and two in Year 12).

Should a student exceed the maximum unit equivalence allowed for endorsed programs, these additional achievements do not contribute to the WACE requirements, but are reported on the student's WASSA.

### 5.7.7 Endorsed programs and the C grade requirement

Completed endorsed programs contribute to the WACE on a unit equivalence basis.

Both VET programs and endorsed programs can contribute to the WACE C grade requirement. A C grade in a maximum of eight units (four in Year 11 and four in Year 12) can be replaced by unit equivalents from VET programs and/or endorsed programs. Of these eight unit equivalents, a maximum of four units can be from endorsed programs (two units in Year 11 and two units in Year 12).

For example, a student on an ATAR pathway, undertaking no VET programs, can replace a maximum of four WACE units with endorsed program unit equivalents, with a maximum of two units in Year 12.

## 5.8 The endorsement process

Schools and private providers such as universities, community organisations and training institutions, can apply to the Authority for endorsement of a program they have developed for senior secondary students.

Providers of programs that have a quality-assured certificate or award apply for endorsement under the category of Provider-developed programs.

Schools that have developed a program apply for endorsement under the category of School-developed programs.

The endorsement process takes approximately three months from submission of the final application to endorsement. Deadlines for submission of applications are advertised in Authority publications.

Program providers can amend and re-submit applications for endorsement, if the initial application does not meet the criteria for endorsement.

### 5.8.1 Applications for endorsement

The application for endorsement form outlines the criteria for endorsement and requires detailed information about the provider and the program. The applicant is required to provide information about the complexity of the program and the time required for completion (including classroom instruction, training sessions, class tutorials, lectures, online learning, private study, revision, practice in applying and refining knowledge and skills, planning, counselling, mentoring and assessment).

The application form for each category of endorsed programs is available on the Authority website at <http://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>. Applicants are encouraged to seek the support of the relevant officer at the Authority to complete the application form.

### 5.8.2 Endorsed programs panel

A panel considers applications for endorsement and/or re-endorsement. The panel comprises representatives from all education sector/systems and the Authority secretariat. It recommends, to the Board of the Authority, the period of endorsement and unit equivalence of each program based on its nature, scope and average learning time.

The period of endorsement varies between categories of endorsed programs:

- Authority-developed programs are endorsed for a maximum of five years
- Provider-developed programs are endorsed for a maximum of five years
- School-developed programs are endorsed for a maximum of three years.

Exceptions are programs that are dependent on:

- specific resources, which can be endorsed for a period of less than three years
- funding, which are endorsed only for the period funding is guaranteed.

## SECTION 6: ATAR COURSE EXAMINATIONS

### 6.1 Principles

ATAR course examinations are developed and conducted for all Year 12 ATAR courses.

#### Principles of the ATAR course examinations

Examinations must be:

##### Valid

The ATAR course examination is based on a representative sampling of the ATAR course syllabus. The distribution of examination marks provides a valid and reliable ranking of candidate achievement in the course, as well as a high degree of discrimination for the purpose of university admissions and selection of award winners.

##### Educative

ATAR course examinations provide information to students about their achievement in an ATAR course to assist them in making decisions about post-school pathways. They also provide information to teachers about course standards and assist them with curriculum planning.

##### Explicit

ATAR course examination items and marking keys are representative of course content and standards.

##### Fair

The number, length and complexity of ATAR course examination items are appropriate to the duration of the examination. The difficulty range of items is sufficiently large to enable fine discrimination among candidates. The *Commonwealth Disability Standards for Education 2005* provides the same rights to candidates with disabilities as to other candidates. ATAR course examination items and the format and layout are designed to be accessible to all candidates.

##### Comprehensive

ATAR course examinations draw on a range and balance of item types suited to the course. Some courses have practical components which are examined.

### 6.2 ATAR course examination framework

The School Curriculum and Standards Authority sets, administers and marks the ATAR course examinations.

Students who are enrolled in a Year 12 ATAR course pair of units are required to sit the ATAR course examination. There are both written and practical examinations for some ATAR courses.

Note: for ATAR courses with practical components, students must complete both the written and practical examinations.

If students do not sit an ATAR course examination and do not have an approved sickness/misadventure application for that course, the pair of units completed in that year will not



contribute towards any of the WACE requirements. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report.

Students enrolled in Languages: Interstate including Collaborative Curriculum and Assessment Framework for Languages (CCAFL) will sit examinations developed and organised by other states (see <http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages/interstate-languages>). Due to the timetabling of the interstate language written examinations, students are only able to enrol in one of these languages.

### 6.2.1 The purpose of ATAR course examinations

Results from ATAR course examinations complement and support school assessment in the following ways:

- a student receives an ATAR course report for each ATAR course examination completed
- teachers receive diagnostic feedback from the ATAR course examinations to help them review and refine their teaching
- generate an ATAR for university admissions purposes
- employers and training organisations have access to meaningful and comparable data to help them recruit young people.

ATAR course examination results:

- are used to moderate school marks statistically
- assist in the selection of students for Authority exhibitions and awards
- support public confidence in senior secondary schooling, **and**
- contribute to a score that is used to rank students for university entry – for school candidates this score is based on a 50:50 combination of the examination mark and the moderated school mark; for non-school candidates, this score is based solely on the examination mark.

### 6.2.2 Specifications

ATAR course examination specifications:

- an examination may have written and practical components
- a written examination comprises a range of item types, typically multiple-choice, short answer and extended answer (the written examination could also include an aural element)
- practical examinations fall into four categories: an oral interview, a performance, a portfolio submission or a production
- written examinations will not exceed three hours (plus 10 minutes reading time)
- the range of difficulty of the items used in an ATAR course examination is sufficiently large to enable fine discrimination of candidates
- each ATAR course examination has a suitable balance of content across the pair of units
- ATAR course examinations are constructed so that most candidates can complete all of the required items in the allocated time
- ATAR course examinations may use information and communications technology (ICT) where appropriate.

### 6.2.3 Inclusivity standards for ATAR course examinations

Inclusivity standards guide the development of ATAR course examinations. Examination items are concise and written in Standard Australian English (excepting the non-English components of Language examinations). Complex terminology is not used unless it is relevant to the course. Language avoids stereotypes, and the context or content of items is not dependent on particular socio-economic situations, geographic locations or learning styles. Examination items are written in language that does not exclude certain groups of candidates and the terms used have no bias.

ATAR course examinations that contain optional questions are designed to ensure that no candidate is disadvantaged. The questions are designed and assessed to accommodate variations in units or contexts in which a unit was studied.

Candidates with diagnosed disability who cannot demonstrate achievement under standard examination conditions are able to apply for special arrangements to be made for them. Special arrangements are available for written and practical examinations. The arrangements made are in accordance with the provisions of the *Commonwealth Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*. Special examination arrangements are implemented by the Authority, using explicit criteria and procedures.

### 6.2.4 Examination candidates

Each ATAR course has an ATAR course examination.

Students who are enrolled in Year 12 ATAR courses (Units 3 and 4) must sit the ATAR course examination in that course.

A personalised examination timetable is generated for each examination candidate. The timetables can be downloaded by schools from SIRS and by students from the student portal at <https://wace.wa.edu.au>. The timetable is used by candidates as proof of identification when they sit examinations.

There are two types of personalised timetables.

1. A personalised written examination timetable which provides information about the time, date and location of each written examination in which they are enrolled.
2. A separate personalised practical examination timetable for each practical examination in which the candidate is enrolled.

### 6.2.5 Non-school candidates

Typically, students enrolled at a school cannot sit an ATAR course examination as a non-school candidate.

An individual may enrol to sit an ATAR course examination as a non-school candidate in the event that the individual is:

- seeking entry to university as a mature-age applicant, **or**
- a student who has previously completed Year 12, **or**
- a Year 12 student undertaking language course examinations through interstate language offerings where the course is not offered by the school, **or**

- a Year 12 student undertaking French, German and Italian Background language examinations where the course is not offered by the school.

Non-school candidates are responsible for ensuring they are aware of the timetable for any written and practical examinations for which they are enrolled. Non-school candidates receive a letter with details about using the student portal at <https://wace.wa.edu.au> to access their *Personalised Examination Timetable*.

To enrol as a non-school candidate in an Interstate Languages course examination (see **Appendix 3**) or in the French, German or Italian Background language course examination, the candidate must be enrolled to sit at least three other ATAR course examinations in that year.

An individual may not enrol in an external examination for an Interstate Language at the same time as being enrolled in that course with the State that hosts the language. The individual may not enrol in more than one Interstate Language examination.

An individual enrolled in an ATAR course examination as a non-school candidate is unable to use the mark from that examination to contribute towards the achievement of an exhibition or award.

A fee is payable at the time of enrolling as a non-school candidate. Where there is a practical examination component a non-school candidate located outside the Perth metropolitan area is responsible for travel costs.

The *Non-school candidate enrolment form* is available on the Authority website at <http://www.scsa.wa.edu.au/forms/forms>.

### 6.2.6 Repeating an ATAR course examination

Only candidates who have completed Year 12 may repeat an ATAR course examination.

## 6.3 ATAR course examination development

The relevant course advisory committee provides advice on an examination design brief in accordance with the policy and guidelines (see **sub-section 6.2**) for ATAR course examinations. The design brief for each examination is published in the syllabus for the course.

In this context, ATAR course examination refers to the examination paper, stimulus materials, practical examination materials, portfolio specifications, grid of content and marking keys.

Design briefs include the:

- length of the examination
- examination structure
- permitted materials.

When a new course is introduced, or there is major change to an existing course, a sample examination paper (or part of it) and a marking key are produced and made available on the Authority website approximately 18 months before the first examination of that course.

### 6.3.1 ATAR course examination panels

The appointed examining panel is responsible for setting the ATAR course examinations in accordance with the examination design brief for that course. This involves the construction of a fair examination that tests what is learned in the course and which discriminates effectively amongst candidates.

Examining panels develop all necessary examination materials including written papers, and where applicable, marking keys, grids of content that map the examinations to the syllabus, audio recordings, recording scripts, translations of reading and listening passages and acknowledgements.

The composition of the examining panel takes into account any contexts specified in a course, the size of the candidature and the pool of expertise available. Where possible, the panel includes representatives from the school sector/systems, the university sector and, where appropriate, the training sector.

Examining panel members are offered a contract for one year. To ensure continuity and consistency, examining panel members with previous successful experience may be offered a contract in subsequent year(s).

The following positions are advertised and filled through a merit-based selection process.

#### Chief examiner

The role of the chief examiner is to chair the examining panel and lead the development of the examination materials. The chief examiner is responsible for writing a report after the examination.

#### Examiner

Typically, there are at least two examiners who work with the chief examiner to develop the examination materials.

#### Independent reviewer

The role of the independent reviewer is to review the examination materials for a particular course after they have been drafted by the examining panel and before they are submitted to the Authority.

#### Paper checker

The role of the paper checker is to check the complete set of examination materials for a particular course, act as a trial candidate for the examination and provide a report to the Authority.

The work of the examining panel is supported by the Authority through its quality assurance procedures (see **sub-section 6.3.3**).

### 6.3.2 Selection criteria for members of an examination panel

Applications are invited by email and in the *11to12Circular* for membership of an examination panel. To be successful, applicants are expected to demonstrate:

- appropriate qualifications and experience as a teacher of senior secondary students or first-year university students or training students in the relevant course or equivalent (in general, a minimum of five years of recent experience in teaching is considered necessary)

- high-level professional standing within the teaching community demonstrated, for example, through scholarship in the area to be examined, outstanding teaching or notable contribution to the relevant professional association
- a detailed knowledge of the relevant syllabus
- high-level written and oral communication skills
- the capacity to apply the Authority's principles for the development of standards-referenced examinations and marking keys
- the capacity to work in a team to deliver examination materials to specified deadlines.

In any given year, a person is not eligible for membership of an examining panel if he/she:

- is teaching, coaching or tutoring (or becomes involved in teaching, coaching, or tutoring) in the Year 12 course for which the panel has responsibility, **or**
- has an immediate family member who is a candidate or who is teaching, coaching or tutoring in the Year 12 course for which the panel has responsibility ('immediate family' is defined as including grandparents, siblings, children, grandchildren, spouses, former spouses and any person living with the examination panel member), **or**
- has a commercial interest which relates to the course.

### 6.3.3 Quality assurance and security of ATAR course examinations

The Authority implements procedures for assuring the quality and security of ATAR course examinations. The annual process for assuring the quality of examinations involves an interactive process with a range of experts checking different aspects of the examination materials. The Authority retains the right to make the final editorial changes.

The Authority's allocated principal consultant is responsible for management of the development of examination materials and works closely with all involved parties throughout the development and production of the examination materials.

All persons involved in writing, reviewing, editing and checking of examination materials must sign either a contract or an agreement ensuring the security and confidentiality of the materials. They must not discuss the proposed or actual content of the examination paper with anyone other than examination panel members and appropriate officers of the Authority.

Authority officers are ineligible to be involved in this process if they are teaching, coaching or tutoring candidates in the course, or have an immediate family member who is a candidate or have a commercial interest related to the course being examined.

## 6.4 Conduct and administration of ATAR course examinations

Practical examinations begin during the first week of the Term 3 holidays and continue into the beginning of Term 4 (including weekends and the public holiday). Written examinations are conducted over a period of 15 working days and typically start on the Monday of the week containing the first working day in November. In 2018, written examinations will start on Monday, 29 October.

The ATAR course examination timetable, with two sessions per day, is determined by the Authority after enrolments are finalised. The examination timetable is published on the Authority website at <http://senior-secondary.scsa.wa.edu.au/assessment/examinations>.

The Authority establishes examination centres state-wide and overseas in which each course examination is conducted at the same time, under uniform conditions by trained supervisors. If a school elects to be an examination centre, it selects the room in which the examination will be held. The Authority prefers these rooms to be air-conditioned and surrounded by an area which can be kept quiet in order to provide students with the most suitable conditions to enable their best performance.

The Authority also implements procedures to assure the quality of the conduct of the examinations at each centre. The rules for the conduct of examinations are published in the *Year 12 Information Handbook*, which is available for download from the Authority website at <http://www.scsa.wa.edu.au/publications/year-12-information> from March as indicated in the *Activities Schedule*.

Supervisors are selected by the Authority and conduct the examinations in accordance with instructions provided by the Authority in the *Handbook for Supervising the ATAR Course Examination* and the *Instruction Manual for ATAR Course Examinations*. The instructions relate to examination centre preparation, procedures and rules, approved equipment, examination administration and the conduct of sound recordings. If a candidate does not follow the examination rules, the behaviour is treated as a breach of the rules, and appropriate sanctions are determined by a specially appointed committee.

Candidates are permitted to bring into the examination stationery items such as pens, pencils, erasers, correction fluid/tape, rulers and sharpeners. Candidates are advised not to use erasable pens because the ink disappears when exposed to high temperatures. In certain examinations, candidates are permitted to use special materials such as dictionaries or calculators. Items such as electronic dictionaries and blank paper are not allowed in examinations. Details are set out in the *Year 12 Information Handbook*, which is available for download from the Authority website at <http://www.scsa.wa.edu.au/publications/year-12-information> from March as indicated in the *Activities Schedule*.

#### 6.4.1 Breach of examination rules

The examination centre supervisor (written examinations) and the chief marker (practical examinations) will report alleged breaches of examination rules to the Manager – Examination Logistics at the School Curriculum and Standards Authority.

The rules for conduct of the Authority examinations are published in the *Year 12 Information Handbook*, which is available for download from the Authority website at <http://www.scsa.wa.edu.au/publications/year-12-information> from March as indicated in the *Activities Schedule*. It is the responsibility of all candidates to ensure that they understand all instructions relating to the examinations. Breaches of examination rules and maximum penalties that might apply include but are not limited to:

- **Impersonation of a candidate:** cancellation of all the candidate's practical and/or written raw examination marks, exclusion from remaining examinations in that year. The matter will be reported to the police.

- **Collusion between candidates:** cancellation of that practical and/or written raw examination marks of each of those candidates involved, together with an inspection of prior papers/recordings in any common examination for evidence of collusion.
- **Possession or knowledge of examination questions before an examination:** cancellation of all the candidate's practical and/or written raw examination marks. The matter will be reported to the police.
- **Possession of unauthorised materials during the examination:** cancellation of part or all of the practical and/or written raw examination marks where unauthorised materials are considered to be relevant to the course being examined (whether or not actual use is established).
- **Possession of mobile technologies (e.g. smart watch, mobile phone, personal music player) and/or calculator in an examination for which it is not approved:** cancellation of all or part of the candidate's marks for that practical and/or written examination.
- **Notes and other markings on authorised materials in the examination room:** cancellation of part or all of the practical and/or written raw examination mark where markings in tables, data books or dictionaries etc. are considered to be relevant to the course being examined (whether or not actual use is established).
- **Unauthorised removal of examination materials:** cancellation of the part(s) of the candidate's practical and/or written raw examination mark being removed. The matter will be reported to the police.
- **Blatant disregard of examination room regulations:** removal of the candidate from the examination room.
- **Failure to follow examination instructions:** cancellation of part or all of the candidate's practical and/or written raw examination mark where the candidate's failure to follow the instructions is considered to have given the candidate an advantage over other candidates.
- **False declarations:** cancellation of part or all of the practical and/or written examination mark where the candidate falsely declares that the work presented for external assessment is their own and/or that it conforms to the specifications of the course.

#### 6.4.2 Provisions for sickness and misadventure

The Authority implements procedures to compensate for adverse circumstances for which candidates are not responsible, if those circumstances can be shown to have affected their capacity to demonstrate their achievement in an ATAR course examination.

A student who has an injury or illness existing at the start of Term 3 of Year 12 that will affect participation in the standard practical examination of any course must ask the school to apply for special arrangements that will allow the examination to be undertaken in an alternative format.

In the event of temporary sickness, non-permanent disability, or an unforeseen event occurring during or just before an examination, students may apply for special consideration to be given to their examination marks if they believe their performances may have been affected. In such cases, the sickness/misadventure form must be completed and submitted to the Authority by the date specified on the application form and in the *Activities Schedule*.

A committee, which includes a medical practitioner, assesses each claim. For claims that are approved by the sickness/misadventure committee, students are awarded either a derived or actual

examination mark, whichever is the higher. These provisions are designed to apply to students who perform below expectations because of sickness or misadventure.

### 6.4.3 Conduct of practical examinations

Courses that contain a significant performance or production component have a practical examination specified in the examination details section of the syllabus. Practical examinations can take the form of an oral interview, performance, a portfolio/submission or production.

The following principles apply in the conduct of practical examinations.

- Marking of practical examinations occurs in central locations which are convenient for candidates and markers, and enable the anonymity of the candidate and the candidate's school to be preserved.
- Markers participate in trial marking to ensure a consistent understanding of the standards.
- Chief markers ensure marking consistency through the regular checking of marks.
- A candidate and/or the candidate's portfolio is identified only by the randomly allocated SCISA student number. The school attended by a student must not be identified.
- Oral and performance examinations may be recorded.
- The authenticity of candidates' work must be guaranteed. In the case of the submission of work such as a portfolio, that guarantee will include a *Declaration of Authenticity*, signed by the student and witnessed by the supervising teacher and the principal, that the work is his/her own work and that:
  - has been completed by the candidate over the duration of the pair of units being examined
  - the main development of the work has taken place in school time
  - work completed away from the school was regularly monitored by the teacher, **and**
  - no other person worked directly on any part of a candidate's submitted work.
- Where candidates are required to submit work, and records of the thinking and working practices that led to the development of a candidate's submitted work have been kept by the school, the Authority may, after the examination, examine the documentation to substantiate the authenticity of a candidate's submitted work.

### 6.4.4 Marking of written and practical examinations

Marking keys are an explicit statement about what the examining panel expects of candidates when they respond to particular examination items. They are provided by the examining panel as provisional documents, to be refined or modified as necessary in the light of sample marking and discussion between the Chief examiner and the Chief marker.

Double-marking of each examination answer/response (written, oral, performance, production or portfolio) is carried out independently.

If differences between the marks of the first and second markers, either for an item, section or the whole paper, are outside an acceptable range (as determined by the chief examiner), then a reconciliation of marks is undertaken.

Statistical analysis is used to monitor the standards and consistency of marking and to provide chief examiners with feedback.



Before the finalisation of examination marks, chief markers are provided with reports for them to confirm the integrity of the marks. Reports include:

- item analysis (giving statistics on the functioning of each item in the examination)
- marking statistics (showing atypical marking).

## 6.5 Plagiarism

Markers who suspect plagiarism must inform the chief marker. The chief marker will investigate the allegation. If the chief marker confirms the allegation, the marker and/or chief marker must then complete a breach of examination rules form. This completed form, together with the associated research, must be submitted to the Manager – Examination Logistics.

Markers will **not** adjust marks according to alleged plagiarism. Markers are required to assess candidates' work in accordance with the marking key. The breach of the examination rules committee will determine if the work has been plagiarised and apply a penalty. The penalty could be cancellation of part or all of the practical examination marks.

The rules for the conduct of examinations are published in the *Year 12 Information Handbook*, which is available for download from the Authority website at

<http://www.scsa.wa.edu.au/publications/year-12-information> from March as indicated in the *Activities Schedule*.

### 6.5.1 Examination feedback and evaluation

ATAR course examinations are evaluated through a variety of statistical analyses and through feedback. The feedback may indicate to the Authority the need to convene a teacher/examiner forum. Teacher/examiner forums, chaired by Authority officers, are held in February of the year following the examinations. They are held only for those examinations that require discussion with teachers. These forums provide the opportunity for teachers to seek explanations about specific issues.

Teachers can provide feedback on an ATAR course examination to Authority officers once examinations have begun. Feedback is passed on to the examination panel developing the materials for examinations in the following year.

### 6.5.2 Examination reports

The chief examiner compiles a report on the functioning of the examination items. The report includes feedback from markers and comments about examination performance. These reports provide valuable information to teachers, students, course working groups and examination group members, Board members, the Authority sub-committees and staff, and new chief examiners. Reports are presented to groups, committees and schools early in Term 1 of the year following the examinations and are made available to teachers on the relevant course page on the Authority extranet.

A variety of statistical analyses is applied to assess the functioning of individual items, sections of examinations and each examination as a whole. These statistics are reported to Authority committees and are used to support the construction of the next year's examination.

### 6.5.3 After the examinations

#### Results checks

Examination results can be checked if a candidate doubts the accuracy of any result. A check is made to confirm that each question attempted has been awarded a mark and that it has been recorded correctly. This often requires the chief marker to review the marking of the script. **Neither the written script nor the practical (oral, performance or portfolio) will be re-marked.**

A fee is payable for each course checked. If an error is detected, the fee will be refunded and the higher of the two marks awarded. This application form will be available at <http://www.scsa.wa.edu.au/forms/forms>. The deadline for submitting applications will be published on the Authority website in 2018. If any errors are detected, the Authority will notify TISC.

#### Statement of raw ATAR course examination marks

The Authority will, on application, issue a candidate with a statement of raw ATAR course examination marks. The statement will provide the marks awarded for each question or section (some questions may need to be combined) of a course. A fee per course is payable at the time of making the application.

This application form will be available at <http://www.scsa.wa.edu.au/forms/forms>. The deadline for submitting applications will be published on the Authority website in 2018.

#### Accessing examination scripts

Candidates who sit the 2018 ATAR course examinations may apply for a copy of their scripts for their written examinations. A fee per course is payable at the time of making the application. Applications for copies of scripts must be made on the appropriate application form before the date advertised. This application form will be available at <http://www.scsa.wa.edu.au/forms/forms>.

Copies of scripts will be provided in mid-February when all of the processes connected with ATAR course examinations have been completed.

Examination scripts contain only the text produced by candidates during the examination. The deadline for submitting applications will be published on the Authority website in 2018. Details will be included in the *Year 12 Information Handbook*, which is available for download from the Authority website at <http://www.scsa.wa.edu.au/publications/year-12-information> from March as indicated in the *Activities Schedule*.

Examination materials, including scripts and recordings, are destroyed at the end of March once all processes connected with ATAR course examinations have been completed. This is in accordance with the Authority's agreed retention and disposal schedule lodged with the State Records Commission.



## SECTION 7: CERTIFICATION OF STUDENT ACHIEVEMENT

### 7.1 Senior secondary certification

#### Folio of achievement

At the end of senior secondary schooling, all students will receive a folio of achievement. The folio will contain one or more of the items listed below.

#### Western Australian Certificate of Education (WACE)

This certificate is issued to Year 12 students who meet the specified requirements.

#### Exhibitions and awards certificates

These certificates are awarded to students who meet the eligibility criteria listed in **Section 8**.

#### Western Australian Statement of Student Achievement (WASSA)

A statement of student achievement is issued to all Year 12 students at the completion of their secondary schooling.

The statement of student achievement formally records, as relevant:

- achievement of WACE requirements
- achievement of literacy (reading and writing) standard
- achievement of numeracy standard
- achievement of exhibitions and awards
- school grades, school marks, and combined scores in ATAR units\*
- school grades and school marks in General and Foundation units\*
- completed Preliminary units
- completed VET industry specific units
- successfully completed VET qualifications and VET units of competency
- completed endorsed programs
- number of community service hours undertaken (if reported by the school)

\*In Year 12, Units 3 and 4 are reported as a year-long course. In Year 11, Units 1 and 2 are reported as a year-long course but may be reported separately.

A sample WASSA is provided on pages 88 and 89.

#### ATAR Course Report

An ATAR course report is issued to students (excluding non-school candidates\*) who sit an ATAR course examination in that course. The ATAR course report records:

- school marks\*\*
- moderated school marks\*\*
- examination marks\*\*
- combined score
- standardised combined score
- state-wide distribution of combined scores in that course
- the number of candidates who completed the course.
- \*Non-school candidates will receive a letter from the Authority notifying them of their ATAR course examination mark.
- \*\*A course that has a practical examination component will have the written and practical marks reported separately.

The ATAR course report shows how the student performed relative to all other students who completed the course (represented by a location on a graph).

A sample ATAR course report for a student completing Design is provided on page 90 of this manual.

## Sample Western Australian Statement of Student Achievement



Government of Western Australia  
School Curriculum  
and Standards Authority



## Western Australian Statement of Student Achievement

James Francis Student  
123 Sample Street  
SAMPLETON WA 6234

Student Identifier: 23000000/1111  
Date of Issue: 29 December 2017  
Page: 1 of 2

## Western Australian Certificate of Education

Achieved

## Literacy and numeracy standard

Reading standard Demonstrated  
Writing standard Demonstrated  
Numeracy standard Demonstrated

## Achievement in WACE course units

Year	Course Year	Course	Course Type	School Grade	School Mark	Combined Score
2017	Year 12	Biology (ATBLY)	ATAR	B	66	61.87
2017	Year 12	Chemistry (ATCHE)	ATAR	C	53	58.95
2017	Year 12	English (ATENG)	ATAR	B	67	65.57
2017	Year 12	Mathematics Methods (ATMAM)	ATAR	C	54	55.29
2017	Year 12	Physics (GTPHY)	General	C	55	
2016	Year 11	Biology (A1BLY)	ATAR	B	68	
2016	Year 11	Biology (A2BLY)	ATAR	B	68	
2016	Year 11	Chemistry (A1CHE)	ATAR	A	77	
2016	Year 11	Chemistry (A2CHE)	ATAR	B	66	
2016	Year 11	English (A1ENG)	ATAR	B	66	
2016	Year 11	English (A2ENG)	ATAR	B	66	
2016	Year 11	Mathematics Methods (A1MAM)	ATAR	C	52	
2016	Year 11	Mathematics Methods (A2MAM)	ATAR	C	55	
2016	Year 11	Physics (A1PHY)	ATAR	D	44	
2016	Year 11	Physics (A2PHY)	ATAR	D	42	

## Achievement of vocational education and training

The Western Australian Statement of Student Achievement lists vocational education and training (VET) completed through a registered training organisation (RTO). Verification of achievements should be made with the relevant RTO.

The following qualifications have been achieved:

ICT20115 Certificate II in Information, Digital Media and Technology achieved through Sample RTO

## Achievement of endorsed programs

The Western Australian Statement of Student Achievement lists endorsed programs reported by Sample Senior High School.

Authority-developed

2017 School Curriculum and Standards Authority: Administration and Management

2017 School Curriculum and Standards Authority: Workplace Learning (120 workplace hours completed)

Provider developed

2016 Leeuwin Ocean Adventure Foundation: Youth Explorer Voyage

## Community service

70 hours of community service have been undertaken during senior secondary schooling

Continued on the next page

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### Western Australian Statement of Student Achievement

Student Identifier: 23000000/1111  
Date of Issue: 29 December 2017  
Page: 2 of 2

#### Competencies achieved in vocational education and training

The following competencies, as recognised within the Australian Qualification Framework, have been achieved through Sample RTO (1234) registered training organisation:

Year	Code	Name of Competency
<b>ICT20115 Certificate II in Information, Digital Media and Technology</b>		
2017	BSBSUS201	Participate in environmentally sustainable work practices
2017	BSBSUS301	Implement and monitor environmentally sustainable work practices
2017	BSBWHS201	Contribute to health and safety of self and others
2017	ICTICT201	Use computer operating systems and hardware
2017	ICTICT202	Work and communicate effectively in an ICT environment
2017	ICTICT203	Operate application software packages
2017	ICTICT204	Operate a digital media technology package
2017	ICTICT206	Install software applications
2017	ICTICT302	Install and optimise operating system software
2017	ICTNWK304	Administer network peripherals
2017	ICTSAS202	Apply problem-solving techniques to routine ICT malfunctions
2017	ICTSAS208	Maintain ICT equipment and consumables
2017	ICTSAS209	Connect and use a home based local wireless network
2017	ICTWEB201	Use social media tools for collaboration and engagement

CHAIR

CHIEF EXECUTIVE OFFICER

End of record

Sample ATAR Course Report



Government of Western Australia  
School Curriculum  
and Standards Authority

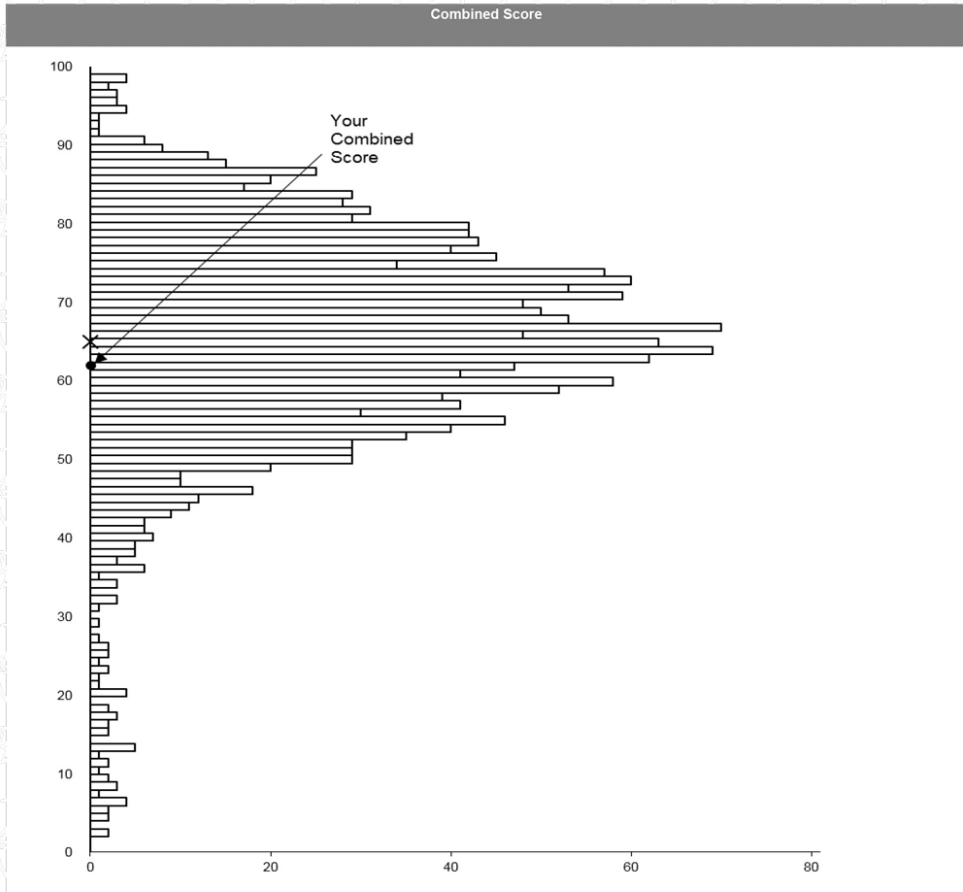


**ATAR Course Report**  
**Biology (ATBLY)**

**James Francis Student**

Student Identifier: 23000000/1111  
Date of Issue: 29 December 2017

Component	School marks	Moderated school marks	Examination marks	Combined score %	Standardised combined score %
	%	%	%		
Written (W)	66	61.49	62.25	61.87	55.05



1,879 students completed the course  
X Mean combined score (65.34)  
State examination mean  
Written 65.24

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## 7.2 WACE requirements

Achievement of a WACE signifies that a student has successfully met the requirements for Breadth-and-depth, the achievement standard and the literacy and numeracy standard in their senior secondary schooling.

In 2018, these requirements are:

- **Breadth-and-depth**
  - Completion of a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least: (Explanatory notes 1, 2, 3, 4, 5)
    - a minimum of 10 Year 12 units, or the equivalent
    - four units from an English learning area course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
    - one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).
- **Achievement standard**
  - Achievement of at least 14 C grades or higher (or the equivalent) in Year 11 and 12 units, including at least six C grades (or equivalents) in Year 12 units. (Explanatory notes 5 and 6)
  - Completion of at least four Year 12 ATAR courses or a Certificate II (or higher) VET qualification.
- **Literacy and numeracy standard**
  - Demonstration of the minimum standard of literacy and numeracy. (Explanatory notes 7 and 8)

### *Explanatory notes relating to WACE requirements*

1. The breadth requirement can be met through ATAR, General and Foundation courses. The depth requirement can be met through ATAR, General, VET industry specific and Foundation courses, VET credit transfer and endorsed programs. The achievement standard can be met through ATAR, General, VET industry specific and Foundation courses.
2. Of the 20 units required for a WACE, up to a maximum of four Year 11 units and four Year 12 units may be substituted by VET qualifications and/or endorsed programs. A student may choose to study VET qualifications and/or endorsed programs and may substitute using only VET qualifications (up to a total of eight units) **or** using endorsed programs (up to a total of four units) **or** using a combination of VET and endorsed programs (up to a total of eight units but with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12).
3. Students are able to substitute the minimum number of course unit requirement with unit equivalents achieved through the completion of AQF VET qualifications at Certificate I, II, III and higher (see **Section 4**) and/or endorsed programs (see **Section 5**).
4. Students can repeat units. However, those units that have the same unit code, e.g. AEENG, and are repeated, do not contribute to the WACE requirements more than once. Note: students who complete ATAR Units 3 and 4 as part of an accelerated program and sit the examination cannot repeat these units until after they leave school at the completion of Year 12.
5. Students enrolled in a Year 12 ATAR course must sit the external examination in that course. If students do not sit an ATAR course examination and do not have an approved sickness/misadventure application for not sitting the examination in that course, the pair of units completed in that year will not contribute towards any of the WACE requirements. Students who do not sit the ATAR course examination will not have a course mark or grade



- recorded on their WASSA, nor will they receive an ATAR course report. For ATAR courses with practical components, students must complete both the written and practical examinations.
6. Both VET qualifications and endorsed programs can indirectly contribute to the WACE standard requirement of a C grade in at least 14 units. A C grade in a maximum of eight units (four in Year 11 and four in Year 12) can be replaced by unit equivalents from VET qualifications and/or endorsed programs. Of these eight unit equivalents, a maximum of four can be from endorsed programs (two in Year 11 and two in Year 12).
  7. The literacy and numeracy standard can be met either through the Online Literacy and Numeracy Assessment (OLNA) or by achieving Band 8 or higher in the associated components of reading, writing or numeracy in the Year 9 NAPLAN tests. Students undertaking the OLNA will be required to satisfy both the reading and writing components in order to demonstrate the minimum WACE literacy standard.
  8. If students do not demonstrate the literacy and numeracy standard by the time they exit secondary school, they can apply to the Authority to re-sit the assessment at any age. (Note: the WACE requirements may change over time and students studying towards the achievement of the WACE after they leave school will be required to meet the WACE requirements current at the time of the completion of their studies.)

See **Appendix 1** for definitions of key terms.

### **7.2.1 Points of clarification for the WACE requirements**

#### **WACE unit completion**

A grade (A, B, C, D or E) is assigned when a unit or pair of units is completed. For a unit or pair of units to be completed, a student must have had the opportunity to complete the educational requirements and associated assessments (unless the school accepts that there are exceptional and justifiable circumstances).

To complete a Year 12 ATAR course a student must sit the ATAR course examination. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report.

Note: for ATAR courses with practical components, students must complete both the written and practical examination.

#### **Maximum credit allowed from study in a single subject**

Students can achieve credit towards the WACE for a maximum of four different units in a subject. These four units may be from a combination of ATAR, General or Foundation courses.

#### **Breadth-of-study requirement**

Students must complete at least one pair of Year 12 units from each of List A and List B subjects (as indicated in Table 8). For this requirement, completion of a pair of units means that the student has received a grade for this pair of units, and for Year 12 ATAR courses, has sat the ATAR course examination. The breadth-of-study requirement must be fulfilled through the study of ATAR, General or Foundation courses. VET certificates and endorsed programs cannot be used to meet the breadth-of-study requirement.

VET industry specific courses are not identified as belonging to either List A or List B and as such cannot be used to satisfy the List A and List B requirement for the WACE.

**Table 8: WACE List A and List B subjects for breadth-of-study**

List A (arts/languages/social sciences)		List B (mathematics/science/technology)	
AIS	Aboriginal and Intercultural Studies	ACF	Accounting and Finance
ABL	Aboriginal Languages of Western Australia	APS	Animal Production Systems
HIA	Ancient History	AIT	Applied Information Technology
ARA	Arabic <sup>#</sup>	AET	Automotive Engineering and Technology
AUS	Auslan <sup>#</sup>	AVN	Aviation
BME	Business Management and Enterprise	BLY	Biology
CAE	Career and Enterprise	BCN	Building and Construction
CFC	Children, Family and the Community	CHE	Chemistry
CBL	Chinese: Background Language <sup>#</sup>	CSC	Computer Science
CFL	Chinese: First Language <sup>#</sup>		
CSL	Chinese: Second Language		
DAN	Dance	DES	Design
DRA	Drama	EES	Earth and Environmental Science
ECO	Economics	EST	Engineering Studies
ENG	English	FST	Food Science and Technology
ELD	English as an Additional Language or Dialect	HBY	Human Biology
FBL	French: Background Language <sup>#</sup>	HPO	Health, Physical and Outdoor Education
FSL	French: Second Language		
GEO	Geography	ISC	Integrated Science
GBL	German: Background Language <sup>#</sup>	MMS	Marine and Maritime Studies
GSL	German: Second Language		
HEA	Health Studies	MDT	Materials Design and Technology
HEB	Hebrew <sup>#</sup>	MAT	Mathematics
		MAA	Mathematics Applications
		MAE	Mathematics Essential
		MAM	Mathematics Methods
		MAS	Mathematics Specialist
IBL	Indonesian: Background Language <sup>#</sup>	OED	Outdoor Education
IFL	Indonesian: First Language <sup>#</sup>		
IND	Indonesian: Second Language		
ITB	Italian: Background Language <sup>#</sup>	PES	Physical Education Studies
ISL	Italian: Second Language		
JBL	Japanese: Background Language <sup>#</sup>	PHY	Physics
JFL	Japanese: First Language <sup>#</sup>		
JSL	Japanese: Second Language		
LIT	Literature	PPS	Plant Production Systems
MPA	Media Production and Analysis	PSY	Psychology
GRE	Modern Greek <sup>#</sup>		
HIM	Modern History		
MUS	Music		
PAE	Philosophy and Ethics		
PAL	Politics and Law		
POL	Polish <sup>#</sup>		
REL	Religion and Life		
RUS	Russian <sup>#</sup>		
TUR	Turkish <sup>#</sup>		
VAR	Visual Arts		

<sup>#</sup>To count as a List A course these languages must be studied at a registered school/provider or at a community organisation through a registered school or provider. Where a student is enrolled in the examination for one of these languages as a non-school candidate the course does not count for the WACE unit completion or breadth-of-study requirements.

**Repeating a unit**

Students can repeat Year 11 ATAR and Year 11 and 12 General or Foundation units that have the same code (e.g. AEENG), but the repeated units do not contribute to the WACE requirements **more than once**.

Only candidates who have completed Year 12 may repeat an ATAR course examination in a Year 12 ATAR course.

**Breadth-and-depth**

A pair of units or a single unit, whether from ATAR, General or Foundation courses, can count only once towards meeting the completion requirement of 20 units or the equivalents.

For the achievement of the WACE, students must complete at least four different units from English, Literature, and/or English as an Additional Language or Dialect courses post-Year 10. At least one pair of units must be a Year 12 course (Units 3 and 4). Units completed can come from different English courses.

**Achievement standard**

Units can only be used once in meeting the standard.

Within the subjects Design and Music, units from different defined contexts within the same course are not considered repeat units and can contribute up to four units to the WACE requirements.

Within the subject Materials Design and Technology, units from different defined contexts within the same course are not considered repeat units and can contribute up to eight units to the WACE requirements.

The two options to achieve this are:

- Option 1** four ATAR course units (two at Year 11 and two at Year 12) in conjunction with four General course units from another defined context (two at Year 11 and two at Year 12)
- Option 2** eight General course units (four at Year 11 and four at Year 12) from two different defined contexts.

Units completed which exceed the maximum contribution for the WACE requirements are recorded on the WASSA.

**Literacy and numeracy standard**

Students are required to demonstrate a minimum standard based on skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy.

The minimum standard is indicative of Level 3 of the *Australian Core Skills Framework*.

Students who have achieved Band 8 or higher in the corresponding Year 9 NAPLAN component (reading, writing and numeracy) have met the standard required for that component. This means that a student who, for example, achieves Band 8 or above in the reading, writing or numeracy components of the Year 9 NAPLAN will be considered to have pre-qualified for that component.

Students who have not pre-qualified in numeracy, reading, and/or writing are required to complete the corresponding component/s of the Online Literacy and Numeracy Assessment (OLNA). The OLNA

has three components – reading, writing and numeracy. It is compulsory for these students to sit the numeracy, reading and/or writing components in Semester 1 of Year 10. If a student does not meet the standard in Semester 1, then they must sit in Semester 2 of Year 10, and, if required, Semester 1 of Year 11. From then on, and if required, students may choose when next to sit the assessment. Students will have up to six opportunities (in March and September of each year) before completing Year 12 to demonstrate the WACE minimum standard of literacy and numeracy.

Students will be required to satisfy both the reading and writing components in order to demonstrate the minimum WACE literacy standard.

Full details regarding the OLNA can be found on the Authority website at <http://senior-secondary.scsa.wa.edu.au/assessment/olna>.

International and mature-age students are required to sit the test at the first available opportunity. Students with special needs who choose not to sit the assessment do not qualify for the WACE.

### Recognition of prior studies

Schools may enrol a student in Year 12 if they consider that studies completed elsewhere indicate the student has achieved the equivalent of Year 11 studies.

To gain recognition of prior studies for a student, schools need to complete the *Year 11 equivalent studies for a Western Australian Certificate of Education (WACE)* form available on the Authority website at <http://www.scsa.wa.edu.au/forms/forms>.

If students meet the requirements as outlined below, then recognition (i.e. block credit) will be given for having achieved the equivalent of either one year or one semester of Year 11 studies either overseas, interstate or through training. **Qualifications within the suite of Certificates of General Education for Adults (CGEA) accredited courses are not recognised for block credit.**

Students who receive ‘block credit’ recognition for completed nationally recognised qualifications are not permitted to apply for unit equivalence for VET achievement completed in an outside of school arrangement for the same qualification.

Generally, a Certificate II will provide ‘block credit’ for one semester of Year 11 studies. A Certificate III or higher will provide ‘block credit’ for one full year of Year 11 studies. Students who have undertaken an apprenticeship or traineeship may be eligible for recognition of one year of Year 11 studies. All these scenarios where VET has been used for ‘block credit’ will satisfy the completion of the VET Certificate II or higher requirement for the WACE.

To achieve a WACE using the full-year block credit for Year 11, the student must, in Year 12:

- complete at least four Year 12 ATAR courses or complete a Certificate II (or higher)\* VET qualification
- meet the assessment requirements in at least 10 Year 12 units (up to a maximum of four Year 12 units may be substituted by VET qualifications and endorsed programs). A student may choose to substitute units with only VET qualifications (up to a total of four units); or with only endorsed programs (up to a total of two units); or with a combination of VET qualifications and endorsed programs (up to a total of four units but with a maximum of two units with endorsed programs).
- achieve a minimum of six C grades (or equivalent) in Year 12 units
- demonstrate the literacy and numeracy standard

- complete a pair of Year 12 units from WACE English courses (English, Literature or English as an Additional Language or Dialect)
- complete a pair of Year 12 WACE course units from both List A and List B.

\*The partial completion of a Certificate III or higher may be awarded unit equivalence, if specific criteria are met (see **sub-section 4.6.3**).

For a student to be able to use a semester block credit for Year 11 towards the achievement of the WACE, the student must, over Year 11 and Year 12:

- complete at least four Year 12 ATAR courses or complete a Certificate II (or higher)\* VET qualification
- meet the assessment requirements in at least 15 units, including a minimum of 10 Year 12 units (up to a maximum of two Year 11 and four Year 12 units may be substituted by VET qualifications and endorsed programs). A student may choose to substitute units with only VET qualifications (up to a total of six units); or with only endorsed programs (up to a total of three units); or with a combination of VET qualifications and endorsed programs (up to a total of six units but with a maximum of three units with endorsed programs)
- achieve a minimum of 12 C grades in units with at least six (or the equivalent) being achieved in Year 12 units
- demonstrate the literacy and numeracy standard
- complete three different units from WACE English courses (English, Literature or English as an Additional Language or Dialect), including a pair of Year 12 units
- complete a pair of Year 12 WACE course units from both List A and List B.

\*The partial completion of a Certificate III or higher may be awarded unit equivalence, if specific criteria are met (see **sub-section 4.6.3**).

Schools are able to check in SIRS which of their students have been given block credit for Year 11 studies.

### Special Considerations

The *Special Considerations – WACE Requirements Committee* will consider requests from schools and/or students for waiving of the WACE requirements in exceptional circumstances **which are out of the control of either the school or the student/s**. This consideration applies to students undertaking the WACE.

Further information on how to submit an application to the *Special Considerations – WACE Requirements Committee* can be obtained by contacting the Data Services team at [dataservices@scsa.wa.edu.au](mailto:dataservices@scsa.wa.edu.au).

The *Special Considerations – WACE Requirements Committee* will consider these requests. The Committee will meet as required throughout the year.

The *VET WACE Requirements Special Considerations Committee* will consider requests from schools to review situations where students, who are not eligible to receive an ATAR, have not met the Certificate II or higher minimum requirement or situations where issues with VET have impacted on other WACE requirements.

For students who require VET to meet the requirements for a WACE, a school may experience difficulties in facilitating students' completion of a VET qualification. The school will need to provide evidence that at least three alternative arrangements have been unsuccessfully attempted and the reasons why these attempts have not been successful.

The *VET WACE requirements special consideration for Year 12 students* form is available on the Authority website at <http://www.scsa.wa.edu.au/forms/forms>.

The *VET WACE Requirements Special Considerations Committee* will also consider requests from schools for special consideration on behalf of multiple students when their WACE achievement has been adversely affected by complications with an RTO partnership through a bulk application. Bulk applications for special consideration should be used as a last resort for students who have been affected by complications with an RTO partnership, or RTO certification and resulting processes.

### Accumulating results

Students may accumulate results in WACE units, endorsed programs and VET credit transfer over a lifetime.

### Recognition of achievement in Year 8, Year 9 and Year 10

Should a school wish to have any Year 8 or Year 9 students receive credit for completed VET units of competency/VET qualification or any Year 10 students receive credit for completed ATAR course units towards the WACE, the principal is required to seek permission from the Authority.

Table 9 outlines the arrangements for student enrolment and recognition of achievement for students in Year 8, Year 9 and Year 10.

**Table 9: Student enrolment and recognition of achievement for students in Year 8, Year 9 and Year 10**

Academic year	WACE units*	VET units of competency through VET credit transfer	Endorsed programs
Year 8	No	No (except with permission from the Authority)	Not available
Year 9	No	No (except with permission from the Authority)	Not available
Year 10	No (except with permission from the Authority)**	Yes (permission to study <b>not</b> required)	Yes (permission to study <b>not</b> required)

\*Preliminary courses are available to Year 10 students who have been identified as having a learning difficulty, intellectual disability or a severely disrupted learning pathway (see **sub-section 1.10**).

\*\*Schools can seek permission for students completing accelerated programs (such as, gifted and talented) to have the students' achievement in ATAR course units contribute towards meeting the WACE requirements.

### Recognition of student achievement in ATAR course units for Year 10

Permission will be granted on the basis that studying ATAR course units is part of a longer-term program for students who are either:

- gifted and talented, or
- accelerated language students.

A signed declaration by the principal is needed to ensure that, by offering the ATAR course units, the school agrees to the following conditions:

- the syllabus is delivered and assessed in accordance with the Authority's assessment and moderation policy and procedures
- the teaching and learning program and the assessment program are subject to the Authority's moderation processes
- the enrolment and achievement data are submitted and verified in accordance with the Authority's published requirements.

To apply for recognition and recording of student achievement in ATAR course units for Year 10 students, the school needs to complete the *Recording of enrolment and achievement in ATAR course units – Year 10 student, 2018* form, available on the Authority website at <http://www.scsa.wa.edu.au/forms/forms>.

### **Recognition of student achievement in unit equivalence in VET units of competency/VET qualifications for Year 8 and Year 9**

Permission will be granted on the basis that the VET units of competency/VET qualifications are part of a longer-term program for students who are either:

- enrolled in remote community schools where the VET units of competency relate directly to a local industry, **or**
- accessing VET as part of an individual education program (IEP), **and**
- presented with a valid opportunity that supports an ongoing and coherent training pathway.

A signed declaration by the principal is needed to ensure that, by offering VET units of competency, the school agrees to the condition that the enrolment and achievement data are submitted and verified in accordance with the Authority's published requirements.

To apply for recognition and recording of achievement in VET units of competency/VET qualifications for Year 8 and/or Year 9 students, the school needs to complete the *Recording of enrolment and achievement of VET units of competency (delivered through VET credit transfer)/VET qualifications – Year 8 and Year 9 students, 2018* form, available on the Authority website at <http://www.scsa.wa.edu.au/forms/forms>.

### **Recognition of student achievement in VET and endorsed programs in Year 10**

Schools can enrol Year 10 students in VET units of competency and/or endorsed programs. The Authority will recognise and record student achievement in these programs.

### **ATAR course reports**

For each student who has completed a pair of units in a Year 12 ATAR course and sat the ATAR course examination for that course, the Authority summarises the student's achievement in an ATAR course report. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report.

Note: for ATAR courses with practical components, students must complete both the written and practical examinations.



## SECTION 8: EXHIBITIONS AND AWARDS

Exhibitions and awards are granted by the School Curriculum and Standards Authority to senior secondary students studying Authority subjects and VET. The awards recognise individual excellence in both ATAR courses and VET.

The two peak award medals are the Beazley Medal: WACE and the Beazley Medal: VET. Other awards for ATAR courses and VET include: exhibitions; special awards; and certificates of excellence, distinction and merit.

The final decision on the granting of each award is made by a panel comprising the chair of the board, a board member and the executive director.

### 8.1 General criteria for eligibility for exhibitions and awards

To be eligible to achieve an award, a student must:

- be an Australian citizen or a permanent resident of Australia
- have been enrolled as a full-time student in a registered secondary school
- have satisfied the requirements for a WACE at the time of the determination of the award/exhibition (except for subject exhibitions and subject certificates of excellence).

Special general awards, special ATAR subject awards, special VET awards, and special subject certificates of excellence may be awarded to students who do not meet the general eligibility criteria.

Note: a full-time student is one who is enrolled in at least four full-year or equivalent WACE courses in a registered secondary school.

Note: as there is no first language syllabus for French, German or Italian, students who do not meet one or more criteria for the relevant background language course (in French, German or Italian) are permitted to enrol in the background language courses. This is on the understanding that they are unable to use the mark from the examination to contribute towards the achievement of an exhibition or award.

### 8.2 Peak awards

Two peak awards are granted, one recognising outstanding academic achievement (Beazley Medal: WACE) and another recognising outstanding achievement in Vocational Education and Training (Beazley Medal: VET).

#### 8.2.1 Beazley Medal: WACE

The Beazley Medal: WACE is awarded for excellence to the eligible student who achieves the top WACE award score which is used to rank students for general exhibitions.

##### **WACE award score**

The WACE award score is based on the average of five equated examination scores in ATAR courses set by the Authority, calculated to two decimal places. At least two of the examination scores must



be from each of List A and List B subjects. Where an examination includes both written and practical components, an appropriate statistical process will be used to combine the examination marks.

The WACE award score is used to rank students for general exhibitions and thus determines the top student in the state for ATAR courses. The equating process applied in calculating the WACE award score is based on the examination only, and is not the same as the scaling process used by TISC to determine ATARs, which is based on school and examination marks.

Students can accumulate equated examination marks over the last two years of their senior secondary schooling. Where students have accumulated equated ATAR course examination marks over two years, the following rules apply in calculating the WACE award score.

1. At least three equated ATAR course examination scores must have been obtained in the final year of senior secondary schooling.
2. Where a student has repeated a course, only the first equated ATAR course examination score obtained is used.
3. Equated examination scores achieved as a non-school candidate in an ATAR course examination do not count towards the WACE award score.

### **8.2.2 Beazley Medal: VET**

The Beazley Medal: VET is awarded for excellence in studies that include VET qualifications. It is awarded to the eligible student who has demonstrated the most outstanding overall performance in a VET Certificate II or higher and in their other WACE achievements.

#### **Eligibility criteria**

Students eligible for this award will have:

- achieved a WACE, **and**
- achieved a VET exhibition (see **sub-section 8.5.1**) in one of the industry areas.

#### **Selection process**

##### **Short-listing**

Students will be short-listed from those nominated for a VET exhibition (see **sub-section 8.5.1**) based on the recommendation provided by the VET awards selection panel and according to their achievement in School Curriculum and Standards Authority courses. An analysis of the grades achieved in Authority courses will be undertaken to compare the achievement of eligible students.

##### **Interviewing**

Short-listed students will be interviewed during mid-December by a panel comprising a nominee of the School Curriculum and Standards Authority Board and nominees from the Department of Education, Catholic Education Western Australia, Association of Independent Schools of Western Australia and Department of Training and Workforce Development. The panel will develop interview questions that will enable students to elaborate on their knowledge and experience of VET and industry placement, and how this supports their post-secondary aspirations.

Students will be provided with the key questions to be asked by the selection panel prior to the interview. The interview will be of approximately 20 minutes duration.

Selection will be based on the evidence submitted at the time of nomination and notes provided by the VET awards panel who nominated the student for the Exhibition award. The selection criteria is:

- performance in the relevant VET award
- understandings of the benefits of undertaking VET as part of the WACE in terms of future career choices and their own personal development
- understandings of the value gained through VET and work placements
- other achievements such as special recognition by the workplace employer, an industry award or a community award
- achievement in School Curriculum and Standards Authority courses (ATAR or General)
- communication skills.

### 8.3 Awards for outstanding achievement

General exhibitions are awarded to recognise outstanding academic achievement. The awards relate to achievement in ATAR courses.

#### 8.3.1 General exhibitions

Fifty awards known as general exhibitions are awarded to eligible students who obtain the fifty highest WACE award scores. General exhibitions are awarded to recognise outstanding academic achievement in Year 12 ATAR courses with examinations set by the Authority (see **sub-section 8.2.1**).

#### 8.3.2 General exhibition (ATSI)

One award, known as the general exhibition (ATSI), may be awarded to the Aboriginal and Torres Strait Islander student who is eligible and achieves the highest WACE award score among those students eligible for this award (see **sub-section 8.2.1**).

To be eligible for this award, the student must be an Aboriginal or Torres Strait Islander as defined by the Australian Bureau of Statistics.

A student may receive both a general exhibition and the general exhibition (ATSI).

#### 8.3.3 Special general award

A special general award is presented to students not eligible for the award of a general exhibition because they have not satisfied the general criteria for eligibility, but who have otherwise achieved the requirements for the award of a general exhibition and whose WACE award score is not below the lowest score for which a general exhibition is awarded.

### 8.4 Awards for outstanding achievement in an ATAR course

These awards relate to ATAR courses only. Awards for outstanding achievement in VET industry specific courses are defined in **sub-section 8.5**.

#### 8.4.1 Subject exhibitions (ATAR courses)

A subject exhibition may be awarded to the eligible student obtaining the highest examination mark for each Year 12 ATAR course with an examination set by the Authority, provided that at least 100

candidates sat the examination. To be eligible for a subject exhibition, the student must have completed the pair of Year 12 units in the course in the year of the award and have not previously sat the ATAR course examination for that course.

For Year 12 ATAR courses with an examination set by the Authority with a written component and a practical component, a subject exhibition is awarded to the student obtaining the highest examination score. The examination score is calculated as the weighted average of the statistically equated examination marks of the two components.

Only one exhibition is awarded in each subject. In the event that there is a tie in the examination score, the Authority's Exhibition and Awards Committee will review the students' results and determine the winner/s of the award.

Subject exhibitions will not generally be awarded where less than 100 candidates sit the ATAR course examination. However, the Authority's Exhibition and Awards Committee may decide to award a subject exhibition if the achievement is of an exceptionally high standard.

#### **8.4.2 Special subject awards (ATAR courses)**

A special subject award may be presented to a candidate not eligible for a subject exhibition because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for a subject exhibition. Only one award will be available in that subject.

#### **8.4.3 Subject certificates of excellence (ATAR courses)**

Certificates of excellence are awarded to eligible candidates who are in the top 0.5 per cent of candidates in each ATAR course examination set by the Authority, based on the examination score, or the top two candidates (whichever is the greater) in a course where at least 100 candidates sit the ATAR course examination. The number of certificates of excellence issued for each subject is based on the number of candidates who sit the ATAR course examination. Where a subject includes both written and practical components the examination score will be determined using an appropriate statistical process to combine the two examination scores.

To be eligible for a certificate of excellence, the student must have completed the pair of Year 12 units in the course in the year of the award and not have previously sat the ATAR course examination for that course.

Where less than 100 candidates sit the ATAR course examination, the Authority's Exhibition and Awards Committee may decide to award certificates of excellence if the achievement is of an exceptionally high standard.

#### **8.4.4 Special certificate of excellence (ATAR courses)**

A special certificate of excellence is awarded to candidates not eligible for the award of a certificate of excellence because they have not satisfied the general criteria for eligibility, but who have otherwise achieved the requirements for the award of a certificate of excellence. It will be awarded only to candidates who are in the top 0.5 per cent of candidates who sit the ATAR course examination.

## 8.5 Awards for outstanding achievement in VET

These awards relate to outstanding achievement in VET.

### 8.5.1 VET exhibitions

A VET exhibition may be awarded to the eligible student who has demonstrated the most outstanding performance in an AQF VET Certificate II or higher. The student who is ranked first in the selection process for a VET certificate of excellence may be awarded the VET exhibition in that industry area. The eligibility criteria and selection process are outlined in **sub-section 8.5.3**.

A maximum of one exhibition is awarded in each VET industry area.

### 8.5.2 Special VET awards

A special VET award may be presented to a student not eligible for the VET exhibition because they have not satisfied the general criteria for eligibility of:

1. be an Australian citizen or a permanent resident of Australia
2. have been enrolled as a full-time student in a registered secondary school but who have otherwise achieved the requirements for a VET exhibition.

Only one award will be available in an industry area.

### 8.5.3 VET certificates of excellence

Certificates of excellence may be awarded to eligible Year 12 students who complete an AQF VET Certificate II or higher in one of the nine industry areas. The units of competency achieved for the certificate may have been undertaken in VET industry specific courses or VET credit transfer programs.

Selection will be based on the evidence submitted at time of nomination and during the interview and will focus upon the student's:

- knowledge and experience in the specific industry area, including understandings of new developments and trends in the workplace or industry
- ability to make clear links between their on-the-job and off-the-job experiences and how these opportunities have assisted in shaping a career plan
- demonstration of the Core Skills for Work
- achievement in the School Curriculum and Standards Authority courses (ATAR or General).

**Training package industry areas\* in which certificates of excellence may be granted**

- Automotive, Engineering and Logistics
- Business and Financial Services; Information and Communications Technology
- Community Services, Health and Education
- Construction Industries
- Creative Industries
- Primary, Environmental and Animal Care Industries
- Sport, Recreation and Public Safety
- Tourism, Hospitality and Events
- Retail and Personal Services.

(Applications will only be accepted for current qualifications or superseded qualifications that are undergoing an approved transition period.)

\*Please refer to the Authority's Exhibitions and Awards web page early in Term 1 for a list of the industry areas for qualifications not attached to a nationally endorsed training package.

Students who are working towards completion of a Certificate III or higher (e.g. school-based apprenticeship) in their final year will be eligible for the award. These students will need to have completed a substantial number of units of competency within the industry area.

For a specific industry area, the number of certificates of excellence that can be awarded is:

- 0.5 per cent of the number of Year 12 students who have completed a Certificate II or higher in the industry area in the year of the award, **or**
- a maximum of two (for training package industry areas that have less than 400 students completing a Certificate II or higher).

**Eligibility criteria**

Students eligible for this award will have completed by the end of Year 12 a nationally recognised VET qualification to a minimum of AQF level II. Students are also required to have completed at least two unit equivalents of workplace learning in Year 12. The workplace learning needs to be undertaken in an industry area that is related to the VET qualification.

**Selection process**

The selection process involves three steps.

**Step 1: Application**

Online nomination that includes:

- a statement of support by the VET coordinator
- a statement of support by the workplace representative
- a student statement and résumé
- an online declaration of support on behalf of the principal.

The student statement requires a student to provide a two-page statement about their interest and experience in the industry area they are being nominated for, focusing on the following key areas:

- on-the-job and/or off-the-job training experiences
- any new developments and/or trends in the workplace or industry
- the skills and knowledge gained through VET and work placements
- how the training and workplace experiences have shaped their future career pathways.

The student résumé should be no more than two pages.

### **Step 2: Short-listing**

A selection panel will be convened for each industry area. Panel members consist of representatives from school sector/systems and industry and approved by the Authority. Students will be short-listed for an interview based on the evidence submitted at time of nomination.

### **Step 3: Interview**

Short-listed students will be interviewed by a selection panel that conducted the shortlisting. The panel will develop interview questions that will enable students to elaborate on their knowledge and experience in the specific industry area and demonstrate the extent to which they have made the connection between their VET program, workplace learning and future aspirations. Students may bring a portfolio containing certificates or copies of other achievements relevant to the industry area.

#### **8.5.4 Special VET certificate of excellence**

A special VET certificate of excellence may be presented to a student not eligible for the VET certificate of excellence because they have not satisfied the general criteria for eligibility of:

1. be an Australian citizen or a permanent resident of Australia
2. have been enrolled as a full-time student in a registered secondary school but who have otherwise achieved the requirements for a VET certificate of excellence.

## **8.6 Certificates of merit and certificates of distinction**

Certificates of merit and certificates of distinction recognise student achievement in the WACE and are dependent on the degree of difficulty of the courses and programs undertaken, together with the student's level of achievement. These awards will be based on the grades awarded to students by their schools.

A certificate of merit or a certificate of distinction is to be awarded to each eligible student who, in their last three consecutive years of senior secondary school WACE enrolment, accumulates:

- 150–189 points = a certificate of merit
- 190–200 points = a certificate of distinction.

### **8.6.1 Rules for calculating points for certificates of merit and distinction**

Points for the achievement of certificates of merit and certificates of distinction are calculated according to the following rules and table.

1. Points are accrued at the unit level.
2. Points are accrued from 20 Year 11 and Year 12 units of which at least 10 must be Year 12 units.
3. The units used to calculate a student's points will be those that maximise the student's score (maximum points = 200).
4. If a unit/course is repeated the result for the first attempt is used in the determination of these awards.

5. Unit equivalents from AQF VET industry certificates achieved can be used to meet the requirements. A maximum of eight unit equivalents can be used. An AQF VET industry Certificate II or higher must be achieved. Achieved certificates in the following combination may be used:
  - one Certificate III or above
  - two Certificate II.
6. Endorsed programs and AQF VET vocational certificates may contribute a unit equivalence of up to four units – two Year 11 units and two Year 12 units. Endorsed programs and AQF VET vocational certificates are not allocated points and do not reduce the number of points required.

**Table 10: Calculating points for the achievement of certificates of merit and certificates of distinction**

Points per unit	ATAR course	General course	Foundation course	VET industry qualification	Maximum points per VET qualification
10	A				
9	B			Certificate IV+ Replaces two Year 11 <b>and</b> four Year 12 units	54
8		A		Certificate III Replaces two Year 11 <b>and</b> four Year 12 units	48
7					
6				Certificate II Replaces two Year 11 and two Year 12 units	24

## 8.7 Award approval

The final decision on the granting of each award is made by the Authority's Exhibition and Awards Committee.

## 8.8 Certificates and medallions

The winners of the Beazley Medal: WACE and Beazley Medal: VET receive a medallion and cheque for \$2000. In the event of a tie for either award, each student in the tie is to be granted a medallion and \$2000.

The winners of general exhibitions, special general awards, subject exhibitions, special subject awards, VET exhibitions and special VET awards receive a medallion, a certificate and a prize.

All other award winners receive a certificate.

## 8.9 Awards ceremony

The Beazley Medal: WACE, Beazley Medal: VET, general exhibitions, subject exhibitions and VET exhibitions recipients will be presented with their awards at a presentation ceremony in February of each calendar year.

### **8.10 Sickness/misadventure claim**

A derived examination mark resulting from a sickness/misadventure claim may not be included in the determination of exhibitions and awards.

### **8.11 Release of information**

The name and school of the award winner is published by the Authority unless the award winner has indicated that the information is not for publication. In such cases, only the name of the school is published.





# Appendices

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## APPENDIX 1: KEY TERMS

### ATAR (Australian Tertiary Admission Rank)

An Australian Tertiary Admission Rank (ATAR) is calculated using the school assessment and ATAR course examination results combined.

Student results from ATAR course examinations are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's ATAR. The ATAR reports a student's rank position relative to all other students for a particular year. It ranges from 99.95 to zero and is derived from a student's Tertiary Entrance Aggregate (TEA). The TEA is calculated by adding the student's best four scaled scores, plus bonuses where applicable.

The ATAR is used to determine eligibility for university entrance. Students seeking to achieve an ATAR will need to complete a minimum of four Year 12 ATAR courses, excluding unacceptable combinations (see TISC website at [www.tisc.edu.au](http://www.tisc.edu.au) for information about **Undergraduate Admission Requirements for School Leavers**).

### ATAR course

An ATAR (Australian Tertiary Admission Rank) course is offered at two year levels, each of which has a specified syllabus. The Year 11 syllabus comprises Units 1 and 2, and the Year 12 syllabus comprises Units 3 and 4. Year 12 ATAR courses are examined by the Authority. These examinations are referred to as *ATAR course examinations*, and are conducted at the end of Year 12. ATAR courses are designed for students who are aiming to go to university. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report.

Note: for ATAR courses with practical components, students must complete both the written and practical examinations.

### Australian Core Skills Framework (ACSF)

The *Australian Core Skills Framework* (ACSF) describes an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy. It provides a consistent national approach to identifying and developing the core skills in three contexts: personal and community; workplace and employment; and, education and training. For further information, see <https://www.education.gov.au/australian-core-skills-framework>.

### Australian Qualifications Framework (AQF)

The AQF is a single comprehensive national qualifications framework that provides nationally consistent recognition of outcomes of qualifications ranging from the VET Certificate I to doctoral degrees. It specifies the knowledge and skills necessary for Senior Secondary Certificates of Education such as the WACE. For further information, see <http://www.aqf.edu.au>.

## **Certification**

Certification is formal recognition of the meeting of a set of requirements, e.g.

1. Formal recognition by the School Curriculum and Standards Authority that a student has met the requirements for the Western Australian Certificate of Education (WACE).
2. Formal recognition by a registered training organisation (RTO) that a student has achieved a qualification or units of competency in vocational education and training (VET).

## **Course**

A course is a program of study in a particular subject offered at two year levels. It consists of a Year 11 syllabus, comprising Units 1 and 2, and a Year 12 syllabus, comprising Units 3 and 4.

## **Endorsed programs**

Endorsed programs provide access to areas of learning not covered by WACE courses or vocational education and training (VET) programs. They are delivered in a variety of settings by schools, workplaces, universities and community organisations. These programs contribute to the WACE as unit equivalents.

## **Externally set task (EST)**

An externally set task (EST) is conducted for each General and Foundation course in Year 12. The EST is compulsory for all students enrolled in Units 3 and 4. All ESTs are set by the Authority and the protocols are provided to schools. ESTs are administered under standard test conditions.

## **Foundation course**

Foundation courses provide a focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work. They are designed for students who have not been able to demonstrate the minimum standard for literacy and/or numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support. A Foundation course is offered at two year levels, each of which has its own syllabus. The Year 11 syllabus comprises Units 1 and 2, and the Year 12 syllabus comprises Units 3 and 4. Foundation courses are not examined by the Authority; however, they each have an externally set task (EST) in Year 12 which is set by the Authority.

## **General course**

A General course is offered at two year levels, each with its own syllabus. The Year 11 syllabus comprises Units 1 and 2, and the Year 12 syllabus comprises Units 3 and 4. General courses are not examined by the Authority; however, they each have an externally set task (EST) in Year 12 which is set by the Authority. General courses are designed for students who are typically aiming to enter further vocationally based training or the workforce directly from school.

## **Grades**

Grades are broad subdivisions of the continuum of student performance/achievement in a pair of units, or unit, of a course. In decreasing order of quality, these are: A, B, C, D and E.

## Interstate Language courses

Are accessed through the national Collaborative Curriculum and Assessment Framework for Languages (CCAFL) and interstate borrowing arrangements. They are not Authority-developed ATAR courses and do not count towards awards and exhibitions, but do count towards a student's ATAR.

## Moderation

Moderation is the adjustment of a scale of course marks or grades so that it conforms with another, different scale. Typically,

1. **marks** from locally set school assessments are moderated to conform with the state-wide set of marks derived from common, externally set ATAR course examinations sat by all students of the course from all schools in the state;
2. **grades** set by local school interpretations of grade descriptions are moderated to conform with the state-wide set of grades through external review by course 'moderators' and/or consensus 'moderation' meetings of teachers from a number of schools.

## National Assessment Program – Literacy and Numeracy (NAPLAN)

NAPLAN is an assessment of literacy and numeracy and is undertaken annually by all Year 3, 5, 7 and 9 students throughout Australia. In Western Australia, students who achieve Band 8 or higher in the associated components of the Year 9 NAPLAN are deemed to have demonstrated the literacy and numeracy standard for the WACE.

## Non-school candidates

A non-school candidate in an ATAR course examination is one who has **not** formally studied the course at a school, but under some other arrangement. This means that the candidate will not have a school assessment to contribute to his/her final scaled mark for the course. Consequently, the scaled mark for the course is calculated on the examination mark only. Non-school candidates do not receive an ATAR course report.

## Online Literacy and Numeracy Assessment (OLNA)

The OLNA assesses skills described in Levels 1–4 of the *Australian Core Skills Framework*. The skills described are those regarded as essential for individuals to meet the demands of everyday life and work. Demonstrating the literacy and numeracy standard is one requirement for achieving a WACE.

The OLNA is sat by students in the first semester of Year 10. Students who do not demonstrate the standard at their first attempt of the OLNA have the opportunity to sit it again in September of Year 10, and thereafter on two occasions in Year 11, and two occasions in Year 12. They may also sit the OLNA subsequently in any year after compulsory schooling, if they have not yet met the standard.

Note: students who achieve Band 8 or higher in Year 9 NAPLAN Reading, Writing or Numeracy assessments will be prequalified for that component, and will not be required to sit the corresponding OLNA component. For example, if a student achieves Band 8 for Reading and Numeracy, but not for Writing, only sitting the OLNA Writing component will be required.

## Preliminary course

Preliminary courses are designed for students who have been identified as having a learning difficulty and/or an intellectual disability.

These courses provide relevant options for students who:

- cannot access the ATAR, General or Foundation course content with adjustment and/or disability provisions
- are unable to progress directly to training from school
- require modified and/or independent education plans
- have been identified as having a recognised disability under the *Disability Discrimination Act 1992* and meet the above criteria.

Note: Preliminary courses do **not** contribute to achievement of the WACE.

**Private candidates** see **Non-school candidates**

## Registered Training Organisation (RTO)

An RTO is an organisation that delivers, assesses, certifies and quality assures a nationally recognised VET qualification. An RTO may be a school, a private training provider, or a TAFE. All RTOs operate under the various elements of the national training system.

## Scaled score

Scaling is a process designed and implemented by the Tertiary Institutions Service Centre (TISC). Scaling takes account of the relative difficulty of the ATAR course examinations and places all combined scores on the same scale. TISC calculates a *scaled score* for each student of a particular course. Scaled scores can then be aggregated to produce a Tertiary Entrance Aggregate (TEA), from which the Australian Tertiary Entrance Range (ATAR) of a student is calculated.

## Special Educational Needs

Students who require access to a range of support on account of having a recognised disability under the *Disability Discrimination Act 1992* and who, as a consequence of their disability, require modified and/or independent education plans. As with all students, students with special educational needs have the opportunity to complete a WACE over a lifetime.

## Standards

Summary description of the minimum expected achievement/performance for classification at particular subdivisions of the continuum of student performance, for example:

- a *grade* of **C** indicates a **Satisfactory standard** of achievement in a WACE course
- a *grade* of **A** indicates an **Excellent standard** of achievement in a WACE course
- the (general) achievement *standard* required for a WACE is at least 14 C grades (or equivalents) in Year 11 and Year 12 units, with a minimum of six C grades (or equivalents) in Year 12 units.

The Literacy and Numeracy *standard* required for a WACE is indicative of Level 3 of the *Australian Core Skills Framework*.

## Subject

A subject is a discrete area of study within a particular learning area. A subject is delivered in the form of ATAR and General courses and, in some cases, Foundation and Preliminary courses. The different courses fulfil different purposes and emphasise different aspects of the subject.

## Syllabus

A syllabus is the mandated content, including assessment types, achievement requirements and various associated materials for a course at a particular year level. The Year 11 syllabus comprises Units 1 and 2 of a course; the Year 12 syllabus comprises Units 3 and 4 of a course.

## Unit

A unit is a component of content that can be feasibly taught in about half a 'school year' (approximately 50–60 hours duration including assessment and examinations) of senior secondary studies. Units in ATAR, General, Foundation and VET industry specific courses are designed to be studied and reported in pairs (that is, as a year-long program of study), although in Year 11 ATAR, General and Foundation courses, units may be studied and reported as single units. Units in Preliminary courses are studied and reported as single units.

## Unit equivalents

VET qualifications and completed endorsed programs can be counted as a certain number of unit equivalents for WACE course units, thus reducing the number of WACE course units required for the WACE.

## VET (vocational education and training)

Vocational education and training enables students to acquire workplace skills through nationally recognised training described within an industry developed training package or accredited course. For students who do not complete at least four ATAR courses, the successful completion of a Certificate II (or higher) qualification is one of the requirements for achievement of the WACE.

## VET credit transfer

A program that involves students engaging in VET and resulting in the attainment of nationally recognised units of competency that lead to a full AQF qualification may be used as credit transfer towards the WACE (see also **Unit equivalents**) and results in recognition towards the WACE as unit equivalence. VET credit transfer involves any VET qualification that is delivered independently from a VET industry specific course.

## VET industry specific course

A VET industry specific course contributes to the WACE as a course. It includes a fully, nationally recognised AQF qualification and mandatory industry related workplace learning. VET industry specific courses enable students to count their VET achievement as a WACE course. Certificate II and III qualifications completed as a VET industry specific course will satisfy the Certificate II or higher requirement. Course units are paired in both Year 11 (Units 1 and 2) and Year 12 (Units 3 and 4). A



student who withdraws from a VET industry specific course after only one semester will not receive any credit for VET industry specific course units.

### **VET qualifications**

Formal certification that is awarded by an RTO in recognition of the successful completion of an educational program. In the vocational education and training (VET) sector, qualifications are awarded when a person has satisfied all requirements of the units of competency or modules that comprise an AQF qualification, as specified by a nationally endorsed training package or an accredited course.

### **WACE (Western Australian Certificate of Education)**

The Western Australian Certificate of Education (WACE) is awarded by the School Curriculum and Standards Authority to students in Western Australia on successful completion of their senior secondary education.

WACE requirements may change over time and students studying towards the achievement of the WACE after they leave school will be required to meet the WACE requirements current at the time of the completion of their studies.

### **WASSA (Western Australian Statement of Student Achievement)**

A Western Australian Statement of Student Achievement (WASSA) is issued to all Year 12 students at the completion of their secondary schooling. The WASSA lists all courses and programs that a student has completed.

### **Workplace Learning (ADWPL)**

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools and is open to students in Years 10, 11 and 12. To complete this program, a student works in one or more paid or unpaid workplaces to develop a set of transferable workplace skills. The workplace element of VET qualifications may be recognised through the Authority-developed Workplace Learning program. See

<http://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>.

## APPENDIX 2: SUPPORT AVAILABLE TO SCHOOLS FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

### Department of Education

Contact: Curriculum and Student Service Support  
 Address: 33 Giles Avenue PADBURY Western Australia 6025  
 Phone: (08) 9402 6101  
 Internet: [www.det.wa.edu.au/studentsupport](http://www.det.wa.edu.au/studentsupport)

### School of Special Educational Needs: Sensory (SSENS)

Provides educational support for students who are deaf or hard of hearing and/or have a vision impairment.

Contact: **WAIDE** for Deaf Education Support or **VES** for Vision Education Support  
 Address: 33 Giles Avenue PADBURY Western Australia 6025  
 PO Box 724 HILLARYS Western Australia 6025  
 Phone: (08) 9402 6409  
 Users who are deaf or have a hearing or speech impairment can call (08) 9402 6409 through the National Relay Service Speak and Listen (speech to speech relay) users phone 1300 555 727 then ask for (08) 9402 6409  
 Fax: (08) 9402 6141 (WAIDE)  
 Internet: [www.ssens.wa.edu.au](http://www.ssens.wa.edu.au)  
 Email: [sensory@education.wa.edu.au](mailto:sensory@education.wa.edu.au)

### School of Special Educational Needs: Medical and Mental Health (SSEN: MMH)

Provides support for students whose physical or mental health prevents them from participating successfully in their own school's programs. School of Special Educational Needs: Medical and Mental Health operates Hospital School Services.

Contact: Grant Wheatley, Principal  
 Address: Level 2 General Services Building Roberts Road SUBIACO Western Australia 6008  
 GPO Box D184 PERTH Western Australia 6840  
 Phone: (08) 9340 8529  
 Internet: <http://ssenmmh.wa.edu.au>  
 Email: [ssenmmh@education.wa.edu.au](mailto:ssenmmh@education.wa.edu.au)

### School of Special Educational Needs: Disability (SEND)

Provides support for disability, autism intervention, assistive technology and learning disabilities.

Contact: Stuart Percival, Principal  
 Address: Statewide Services Centre  
 33 Giles Avenue PADBURY Western Australia 6025  
 Phone: (08) 9402 6185  
 Internet: [www.ssend.wa.edu.au](http://www.ssend.wa.edu.au)  
 Email: [ssend.enquiries@education.wa.edu.au](mailto:ssend.enquiries@education.wa.edu.au)

### **Association of Independent Schools of Western Australia (AISWA)**

Contact: Rebecca Delaney, Special Needs Inclusive Education Consultant  
 Phone: (08) 9441 1633  
 Address: Suite 3/41 Walters Drive OSBORNE PARK Western Australia 6017  
 PO Box 1817 OSBORNE PARK DC Western Australia 6916  
 Internet: [www.ais.wa.edu.au](http://www.ais.wa.edu.au)  
 Email: [reception@ais.wa.edu.au](mailto:reception@ais.wa.edu.au)

### **Association of Independent Schools of Western Australia (AISWA) – School Psychology Service**

Contact: Paul Russell, Lead Psychologist, AISWA School Psychology Service  
 Phone: (08) 9441 1674  
 Address: Suite 3/41 Walters Drive OSBORNE PARK Western Australia 6017  
 PO Box 1817 OSBORNE PARK DC Western Australia 6916  
 Internet: [www.ais.wa.edu.au](http://www.ais.wa.edu.au)  
 Email: [asps@ais.wa.edu.au](mailto:asps@ais.wa.edu.au)

### **Catholic Education Western Australia Student Services Team**

Contact: Jacqueline Reid, Team Leader, Student Services  
 Address: 50 Ruislip Street LEEDERVILLE Western Australia 6007  
 Phone: (08) 6380 5200  
 Internet: [www.ceo.wa.edu.au](http://www.ceo.wa.edu.au)  
 Email: [Jacqueline.Reid@cewa.edu.au](mailto:Jacqueline.Reid@cewa.edu.au)

### **Catholic Education Western Australia Schools Psychology Service**

Contact: Tim Wong, Coordinator – Psychology Team, Student Services  
 Address: 50 Ruislip Street LEEDERVILLE Western Australia 6007  
 Phone: (08) 6380 5200  
 Internet: [www.ceo.wa.edu.au](http://www.ceo.wa.edu.au)  
 Email: [Tim.Wong@cewa.edu.au](mailto:Tim.Wong@cewa.edu.au)

### **Technical and Further Education (TAFE) Colleges**

Disability services officers are available to help at all colleges.

## APPENDIX 3: COURSE OFFERINGS FOR 2018

### ATAR, GENERAL AND FOUNDATION COURSE OFFERINGS FOR 2018

Note: courses marked \* have both written and practical examinations.

Subject title	Subject code	ATAR (A) Course code	ATAR (A) Examinable Course code	General (G) Course code	Foundation (F) Course code
Aboriginal and Intercultural Studies	AIS	AEAIS (A1AIS, A2AIS)	ATAIS	GEAIS (G1AIS, G2AIS) GTAIS	
Aboriginal Languages of Western Australia	ABL			GEABL (G1ABL, G2ABL) GTABL	
Accounting and Finance	ACF	AEACF (A1ACF, A2ACF)	ATACF	GEACF (G1ACF, G2ACF) GTACF	
Ancient History	HIA	AEHIA (A1HIA, A2HIA)	ATHIA	GEHIA (G1HIA, G2HIA) GTHIA	
Animal Production Systems	APS	AEAPS (A1APS, A2APS)	ATAPS	GEAPS (G1APS, G2APS) GTAPS	
Applied Information Technology	AIT	AEAIT (A1AIT, A2AIT)	ATAIT	GEAIT (G1AIT, G2AIT) GTAIT	FEAIT (F1AIT, F2AIT) FTAIT
Automotive Engineering and Technology	AET			GEAET (G1AET, G2AET) GTAET	
Aviation*	AVN	AEAVN (A1AVN, A2AVN)	ATAVN*	GEAVN (G1AVN, G2AVN) GTAVN	
Biology	BLY	AEBLY (A1BLY, A2BLY)	ATBLY	GEPLY (G1BLY, G2BLY) GTBLY	
Building and Construction	BCN			GEBCN (G1BCN, G2BCN) GTBCN	
Business Management and Enterprise	BME	AEBME (A1BME, A2BME)	ATBME	GEBME (G1BME, G2BME) GTBME	
Career and Enterprise	CAE	AECAE (A1CAE, A2CAE)	ATCAE	GECAE (G1CAE, G2CAE) GTCAE	FECAE (F1CAE, F2CAE) FTCAE
Chemistry	CHE	AECHE (A1CHE, A2CHE)	ATCHE	GECHC (G1CHE, G2CHE) GTCHE	
Children, Family and the Community	CFC	AECFC (A1CFC, A2CFC)	ATCFC	GEFCFC (G1CFC, G2CFC) GTCFC	
Chinese: Second Language*	CSL	AECSL (A1CSL, A2CSL)	ATCSL*	GECSL (G1CSL, G2CSL) GTCSL	

Computer Science	CSC	AECSC (A1CSC, A2CSC)	ATCSC	GECS (G1CSC, G2CSC) GTCSC	
Dance*	DAN	AEDAN (A1DAN, A2DAN)	ATDAN*	GEDAN (G1DAN, G2DAN) GTDAN	
Design*	DES	AEDS (A1DES, A2DES)	ATDES*	GEDES GEDES GEDES GEDES (G1DES, G1DES, G1DES, G1DES, G2DES, G2DES, G2DES, G2DES) GTDES GTDES GTDES GTDES	
Drama*	DRA	AEDRA (A1DRA, A2DRA)	ATDRA*	GEDRA (G1DRA, G2DRA) GTDRA	
Earth and Environmental Science	EES	AEEES (A1EES, A2EES)	ATEES	GEES (G1EES, G2EES) GTEES	
Economics	ECO	AEECO (A1ECO, A2ECO)	ATECO	GEEO (G1ECO, G2ECO) GTECO	
Engineering Studies	EST	AEEST (A1EST, A2EST)	ATEST	GEEST (G1EST, G2EST) GTEST	
English	ENG	AEEG (A1ENG, A2ENG)	ATENG	GEENG (G1ENG, G2ENG) GTENG	FEENG (F1ENG, F2ENG) FTENG
English as an Additional Language or Dialect*	ELD	AEELD (A1ELD, A2ELD)	ATELD*	GEELD (G1ELD, G2ELD) GTELD	FEELD (F1ELD, F2ELD) FTELD
Food Science and Technology	FST	AEFST (A1FST, A2FST)	ATFST	GEFST (G1FST, G2FST) GTFST	
French: Background Language*	FBL	AEBL (A1FBL, A2FBL)	ATFBL*		
French: Second Language*	FSL	AEFSL (A1FSL, A2FSL)	ATFSL*	GEFSL (G1FSL, G2FSL) GTFSL	
Geography	GEO	AEGEO (A1GEO, A2GEO)	ATGEO	GEEO (G1GEO, G2GEO) GTGEO	
German: Background Language*	GBL	AEBL (A1GBL, A2GBL)	ATGBL*		

German: Second Language*	GSL	AEGSL (A1GSL, A2GSL)	ATGSL*	GEGSL (G1GSL, G2GSL) GTGSL	
Health Studies	HEA	AEHEA (A1HEA, A2HEA)	ATHEA	GEHEA (G1HEA, G2HEA) GTHEA	
Health, Physical and Outdoor Education	HPO				FEHPO (F1HPO, F2HPO) FTHPO
Human Biology	HBY	AEHBY (A1HBY, A2HBY)	ATHBY	GEHBY (G1HBY, G2HBY) GTHBY	
Indonesian: Second Language*	IND	AEIND (A1IND, A2IND)	ATIND*	GEIND (G1IND, G2IND) GTIND	
Integrated Science	ISC	AEISC (A1ISC, A2ISC)	ATISC	GEISC (G1ISC, G2ISC) GTISC	
Italian: Background Language*	ITB	AEITB (A1ITB, A2ITB)	ATITB*		
Italian: Second Language*	ISL	AEISL (A1ISL, A2ISL)	ATISL*	GEISL (G1ISL, G2ISL) GTISL	
Japanese: Second Language*	JSL	AEJSL (A1JSL, A2JSL)	ATJSL*	GEJSL (G1JSL, G2JSL) GTJSL	
Literature	LIT	AELIT (A1LIT, A2LIT)	ATLIT	GELIT (G1LIT, G2LIT) GTLIT	
Marine and Maritime Studies	MMS	AEMMS (A1MMS, A2MMS)	ATMMS	GEMMS (G1MMS, G2MMS) GTMMS	
Materials Design and Technology*	MDT	AEMDTM AEMDTT AEMDTW (A1MDTM, A1MDTT, A1MDTW, A2MDTM, A2MDTT, A2MDTW)	ATMDTM* ATMDTT* ATMDTW*	GEMDTM GEMDTT GEMDTW (G1MDTM, G1MDTT, G1MDTW, G2MDTM, G2MDTT, G2MDTW) GTMDTM GTMDTT GTMDTW	
Mathematics	MAT				FEMAT (F1MAT, F2MAT) FTMAT
Mathematics Applications	MAA	AEMAA (A1MAA, A2MAA)	ATMAA		
Mathematics Essential	MAE			GEMAE (G1MAE, G2MAE) GTMAE	

Mathematics Methods	MAM	AEMAM (A1MAM, A2MAM)	ATMAM		
Mathematics Specialist	MAS	AEMAS (A1MAS, A2MAS)	ATMAS		
Media Production and Analysis*	MPA	AEMPA (A1MPA, A2MPA)	ATMPA*	GEMPA (G1MPA, G2MPA) GTMPA	
Modern History	HIM	AEHIM (A1HIM, A2HIM)	ATHIM	GEHIM (G1HIM, G2HIM) GTHIM	
Music*	MUS	AEMUSC, AEMUSJ AEMUSW (A1MUSC, A1MUSJ, A1MUSW, A2MUSC, A2MUSJ, A2MUSW)	ATMUSC* ATMUSJ* ATMUSW*	GEMUS (G1MUS, G2MUS) GTMUS	
Outdoor Education	OED	AEOED (A1OED, A2OED)	ATOED	GEOED (G1OED, G2OED) GTOED	
Philosophy and Ethics	PAE	AEPAE (A1PAE, A2PAE)	ATPAE	GEPAE (G1PAE, G2PAE) GTPAE	
Physical Education Studies*	PES	AEPES (A1PES, A2PES)	ATPES*	GEPEs (G1PES, G2PES) GTPES	
Physics	PHY	AEPHY (A1PHY, A2PHY)	ATPHY	GEPHY (G1PHY, G2PHY) GTPHY	
Plant Production Systems	PPS	AEPSP (A1PPS, A2PPS)	ATPPS	GEPPS (G1PPS, G2PPS) GTPPS	
Politics and Law	PAL	AEPAL (A1PAL, A2PAL)	ATPAL	GEPAL (G1PAL, G2PAL) GTPAL	
Psychology	PSY	AEPSY (A1PSY, A2PSY)	ATPSY	GEPSY (G1PSY, G2PSY) GTPSY	
Religion and Life	REL	AEREL (A1REL, A2REL)	ATREL	GEREL (G1REL, G2REL) GTREL	
Visual Arts*	VAR	AEMAR (A1VAR, A2VAR)	ATVAR*	GEVAR (G1VAR, G2VAR) GTVAR	

## VET INDUSTRY SPECIFIC COURSE OFFERINGS FOR 2018

Course	Code	VET industry specific qualification
Automotive (VET industry specific)	VAU	Certificate I in Automotive Vocational Preparation (VEVAU) Certificate II in Automotive Body Repair Technology (VEVAUB, VTVAUB) Certificate II in Automotive Vocational Preparation (VEVAUP, VTVAUP) Certificate II in Automotive Servicing Technology (VEVAUV, VTVAUV)
Business and Financial Services (VET industry specific)	VBF	Certificate I in Business (VEVBF) Certificate II in Business (VEVBFB, VTVBFB) Certificate III in Business (VEVBFS, VTVBFS) Certificate I in Financial Services* (VEVBFF) Certificate II in Financial Services* (VEVBFN, VTVBFN)
Community Services and Health (VET industry specific)	VCS	Certificate II in Community Services (VEVCSS, VTVCSS) Certificate III in Early Childhood Education and Care (VEVCSC, VTVCS) Certificate III in Education Support (VEVCSE, VTVCS) Certificate II in Health Support Services (VEVCSSH, VTVCSH)
Construction Industries (VET industry specific)	VCO	Certificate I in Construction** (VEVCO) Certificate II in Building and Construction* (Pathway - Trades) (VEVCO, VTVCO)*** Certificate II in Plumbing (VEVCOP, VTVCOP) Certificate II in Building and Construction (Pathway - Para Professional) (VEVCON, VTVCON) Certificate I in Resources and Infrastructure Operations** (VEVCOR) Certificate II in Civil Construction** (VEVCOR, VTVCOR) Certificate II in Data and Voice Communications (VEVCOD, VTVCOD) Certificate II in Electrotechnology – Career Start* (VEVCOE, VTVCOE)***
Creative Industries (VET industry specific)	VCI	Certificate II in Music Industry (VEVCI, VTVCI) Certificate III in Music Industry (VEVCIT, VTVCIT) Certificate I in Aboriginal or Torres Strait Islander Cultural Arts (VEVCIC) Certificate II in Visual Arts (VEVCIV, VTVCIV) Certificate III in Visual Arts (VEVCIA, VTVCIA) Certificate II in Creative Industries (Media) (VEVCIN, VTVCIN) Certificate II in Creative Industries (Live Production) (VEVCIN, VTVCIN) Certificate III in Screen and Media (VEVCID, VTVCID) Certificate II in Live Production and Services (VEVCIL, VTVCIL)
Engineering (VET industry specific)	VEN	Certificate I in Engineering** (VEVEN) Certificate II in Engineering Pathways (VEVENV, VTVENV) Certificate II in Engineering* (VEVEN, VTVEN)***
Hospitality and Tourism (VET industry specific)	VHT	Certificate I in Hospitality (VEVHT) Certificate II in Hospitality (VEVHTF, VTVHTF) Certificate II in Hospitality (Kitchen Operations) (VEVHTK, VTVHTK) Certificate I Tourism (Australian Indigenous Culture) (VEVHTO) Certificate II in Tourism (VEVHTU, VTVHTU)
Information and Communications Technology (VET industry specific)	VIT	Certificate I in Information, Digital Media and Technology (VEVIT) Certificate II in Information, Digital Media and Technology (VEVITG, VTVITG) Certificate III in Information, Digital Media and Technology (VEVITS, VTVITS)
Primary Industries (VET industry specific)	VPI	Certificate I in Agrifood Operations (VEVPIF) Certificate II in Agriculture** (VEVPIA, VTVPIA) Certificate II in Rural Operations** (VEVPIA, VTVPIA)
Sport and Recreation (VET industry specific)	VSR	Certificate I in Sport and Recreation (VEVSR) Certificate II in Sport and Recreation** (VEVSRS, VTVSRS) Certificate II in Sport Coaching** (VEVSRS, VTVSRS)



\*These VET industry specific qualifications require more WPL than other qualifications at the same levels. This was a request from the Industry Training Council (ITC).

\*\*Qualifications which have significant overlap of units of competency have been given the same course code to avoid dual credit for the same content.

\*\*\*Please refer to the latest **VET in Schools Qualifications register** for details on relevant delivery options

## INTERSTATE LANGUAGE COURSE OFFERINGS FOR 2018

Note: courses marked \* have both written and practical examinations.

Interstate Languages	State	Code	ATAR (A)	ATAR (A) (Examinable)
Armenian*	NSW	ARM	AEARM (A1ARM, A2ARM)	ATARM
Chinese: Background Language* (Chinese in Context NSW)	NSW	CBL	AECBL (A1CBL, A2CBL)	ATCBL
Chinese: First Language (Chinese and Literature NSW)	NSW	CFL	AECFL (A1CFL, A2CFL)	ATCFL
Croatian*	NSW	CRO	AECRO (A1CRO, A2CRO)	ATCRO
Filipino*	NSW	FIL	AEFIL (A1FIL, A2FIL)	ATFIL
Indonesian: Background Language* (Indonesian in Context NSW)	NSW	IBL	AEIBL (A1IBL, A2IBL)	ATIBL
Indonesian: First Language (Indonesian and Literature NSW)	NSW	IFL	AEIFL (A1IFL, A2IFL)	ATIFL
Japanese: Background Language* (Japanese in Context NSW)	NSW	JBL	AEJBL (A1JBL, A2JBL)	ATJBL
Japanese: First Language (Japanese and Literature NSW)	NSW	JFL	AEJFL (A1JFL, A2JFL)	ATJFL
Korean: Background Language* (Korean in Context NSW)	NSW	KBL	AEKBL (A1KBL, A2KBL)	ATKBL
Serbian*	NSW	SER	AESER (A1SER, A2SER)	ATSER
Swedish*	NSW	SWE	AESWE (A1SWE, A2SWE)	ATSWE
Ukrainian*	NSW	UKR	AEUKR (A1UKR, A2UKR)	ATUKR
Hungarian*	SA	HUN	AEHUN (A1HUN, A2HUN)	ATHUN
Modern Greek*	SA	GRE	AEGRE (A1GRE, A2GRE)	ATGRE
Khmer*	SA	KHM	AEKHM (A1KHM, A2KHM)	ATKHM
Malay: Background Speakers	SA	MBS	AEMBS (A1MBS, A2MBS)	ATMBS
Persian: Background Speakers*	SA	PBS	AEPBS (A1PBS, A2PBS)	ATPBS
Polish*	SA	POL	AEPOL (A1POL, A2POL)	ATPOL
Spanish*	SA	SPA	AESPA (A1SPA, A2SPA)	ATSPA

Interstate Languages	State	Code	ATAR	ATAR (A) (Examinable)
Arabic*	Vic	ARA	AEARA (A1ARA, A2ARA)	ATARA
Auslan*	Vic	AUS	AE AUS (A1AUS, A2AUS)	ATAUS
Bosnian*	Vic	BOS	AEBOS (A1BOS, A2BOS)	ATBOS
Chin Hakha	VIC	CHA	AECHA (A1CHA, A2CHA)	ATCHA
Dutch*	Vic	DUT	AEDUT (A1DUT, A2DUT)	ATDUT
Hebrew*	Vic	HEB	AEHEB (A1HEB, A2HEB)	ATHEB
Hindi*	Vic	HIN	AEHIN (A1HIN, A2HIN)	ATHIN
Karen	VIC	KAR	AEKAR (A1KAR, A2KAR)	ATKAR
Macedonian*	Vic	MAC	AEMAC (A1MAC, A2MAC)	ATMAC
Maltese*	Vic	MAL	AEMAL (A1MAL, A2MAL)	ATMAL
Portuguese*	Vic	POR	AEPOR (A1POR, A2POR)	ATPOR
Punjabi*	Vic	PUN	AEPUN (A1PUN, A2PUN)	ATPUN
Romanian*	Vic	ROM	AEROM (A1ROM, A2ROM)	ATROM
Russian (continuers)*	Vic	RUS	AERUS (A1RUS, A2RUS)	ATRUS
Sinhala*	Vic	SIN	AEIN (A1SIN, A2SIN)	ATSIN
Tamil*	Vic	TAM	AETAM (A1TAM, A2TAM)	ATTAM
Turkish*	Vic	TUR	AETUR (A1TUR, A2TUR)	ATTUR
Vietnamese*	Vic	VIE	AEVIE (A1VIE, A2VIE)	ATVIE
Yiddish*	Vic	YID	AEYID (A1YID, A2YID)	ATYID

## PRELIMINARY COURSE OFFERINGS FOR 2018

Preliminary courses	Subject Code	Unit codes (P)
Business Management and Enterprise	BME	P1BME, P2BME, P3BME, P4BME
English	ENG	P1ENG, P2ENG, P3ENG, P4ENG
Food Science and Technology	FST	P1FST, P2FST, P3FST, P4FST
Health and Physical Education	HPE	P1HPE, P2HPE, P3HPE, P4HPE
Materials Design and Technology	MDT	P1MDTM, P2MDTM, P3MDTM, P4MDTM, P1MDTT, P2MDTT, P3MDTT, P4MDTT, P1MDTW, P2MDTW, P3MDTW, P4MDTW
Mathematics	MAT	P1MAT, P2MAT, P3MAT, P4MAT
Religion and Life	REL	P1REL, P2REL, P3REL, P4REL
Visual Arts	VAR	P1VAR, P2VAR, P3VAR, P4VAR



**School Curriculum and Standards Authority**

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