

Western Australian Certificate of Education
WACE Manual

General information for senior secondary schooling

2015–16

[Revised edition]



FOR STUDENTS IN
YEAR 11 AND YEAR 12
IN 2016



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This edition of the WACE Manual 2015–16 has been revised for use in 2016. New and clarified content is marked with a star in the margin.



Foreword

The WACE Manual describes policies and procedures to be followed in relation to achieving the Western Australian Certificate of Education (WACE) in 2016. 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 2016 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 to receive a personal copy automatically.

ALLAN BLAGAICH

CHIEF EXECUTIVE OFFICER

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SECTION 1: SENIOR SECONDARY SCHOOLING 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.

The WACE requires students to demonstrate breadth and depth of study, and to reach specified achievement standards, including a literacy and numeracy standard. 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.



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
Australian Tertiary Admission Rank (ATAR) courses	These courses are examined by the Authority (see Section 6). 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 Undergraduate Admission Requirements for School Leavers on the TISC website). ATAR courses are for students who are aiming to go to university.
General courses	These courses are not externally examined. However, they each have an externally set task (EST) which is set by the Authority (see sub-sections 2.4.1.3 and 3.6). General courses are for students who are typically aiming to enter further vocationally based training or the workforce straight from school.

Courses and Programs	General Features
Vocational Education and Training (VET) industry specific courses	These courses include a full AQF qualification, mandatory workplace learning and contribute to the Certificate II requirement for a WACE. VET industry specific courses are for students aiming to enter further vocationally based training or the workforce straight from school.
Foundation courses	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 1.7) before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of student support.
Preliminary courses	<p>Preliminary courses are for students who have been identified as having a learning difficulty and/or an intellectual disability (see sub-section 1.9). They provide a relevant option for students who:</p> <ul style="list-style-type: none"> • 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 <i>Disability Discrimination Act 1992</i> and meet the above criteria. <p>Preliminary courses do not contribute to achievement of the WACE.</p>
Vocational Education and Training (VET) qualifications	VET qualifications are for students wishing to participate in nationally recognised training. All VET qualifications require registered training organisation (RTO) delivery, assessment and quality control under the relevant VET regulatory body (see Section 4). A Certificate II or higher is one of the range of requirements for achieving a WACE. These qualifications contribute to the WACE as unit equivalents.
Endorsed programs	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.

ATAR, General and Foundation courses are offered at two year levels – Year 11, comprising Units 1 and 2, and Year 12, comprising Units 3 and 4. The different certificates (I, II and III) available through VET industry specific courses are packaged as two or four units.

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:

- the two Year 11 units are typically studied and reported to the Authority as a pair, but where a single unit is studied it is reported separately
- the two Year 12 units must be studied and reported to the Authority as a pair.

Note: the Authority's recommendation is for schools to enrol students in pairs of units in both Year 11 and Year 12. Where a student transfers between Year 11 courses or units after Semester 1 the school can report student achievement for two separate units (see [sub-section 2.4.3](#)).

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 only)
- Materials Design and Technology: Metal, Textiles, Wood (ATAR and General)
- Music: Contemporary, Jazz, Western Art (ATAR only).

Each context consists of two Year 11 units (1 and 2) and two Year 12 units (3 and 4).

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 and students can sit only one ATAR course examination for the course.

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 can sit only one ATAR course examination for the Materials Design and Technology course.

1.2 Course and program review and revision

Courses are typically reviewed every five years. Initially, some courses will be reviewed sooner to enable all courses to be reviewed over a period of 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 and they are updated regularly as new versions 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. Note: the partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria (see [Section 4](#)).

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

Breadth and depth

Students must

- complete a minimum of 20 units or the equivalent. This requirement must include at least:
 - a minimum of ten Year 12 units or the equivalent
 - two completed Year 11 units from an English course and one pair of completed Year 12 units from an English course
 - one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).

Achievement standard

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

Unit equivalence

Unit equivalence can be obtained through VET qualifications and/or endorsed programs. The maximum unit equivalence available through these programs 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 is 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)
- the enrolment criteria for Foundation courses (see [sub-section 1.7](#)).

Students wishing to receive an ATAR are required to complete a minimum of four ATAR courses in Year 12, excluding unacceptable combinations.

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

- complete Year 12 units in a course and subsequently enrol in Year 11 units in the same course. For example, a student could not 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 and Physics General), only four units in total will contribute towards achievement of the WACE for any one subject.

*Note: Except in the Materials and Design ATAR and General courses across defined contexts



The following are examples of some study options for students.

Table 2: Examples of study options

Student	Courses and programs	Eligibility for WACE certification	Eligibility for ATAR
A	six Year 11 ATAR courses five Year 12 ATAR courses	Yes (22 units, 10 Year 12)	Yes*
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*
C	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
D	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 units, 110 hours) – attributed to Year 12	Yes (24 units, 10 Year 12)	No

Student	Courses and programs	Eligibility for WACE certification	Eligibility for ATAR
E	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
F	four Year 11 General or Foundation courses Certificate II VET industry specific course – attributed to Year 11 (two course units) and Year 12 (two course units) four Year 12 General courses Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 12	Yes (20 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 units, 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 units, 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 units, 110 hours) – attributed to Year 11	Yes (24 units, 12 Year 12)	No

*Note: excluding unacceptable combinations (see [Undergraduate Admission Requirements for School Leavers](#) on the TISC website).

1.5 School-based achievement

A student's school-based 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. two marks and two grades).

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 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 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* (which is available on the Languages page on the Authority’s website)
- provide the additional documentation if required
- return the application to their school for submission to the Authority.

Based on the information provided the Authority determines the course in which the student is permitted to enrol. Until this decision is made the school cannot enrol the student in a WACE language course in SIRS.

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

Students are required to apply for approval to enrol in ATAR, General or Foundation Year 12 WACE English as an Additional Language/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’s website)
- provide the additional documentation if required
- return the application to their school for submission to the Authority.

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

1.8 Eligibility for Foundation courses

There are two ways in which students can demonstrate the minimum standard of literacy and numeracy: prequalification through Year 9 National Assessment Program Literacy and Numeracy (NAPLAN); or performance in the Online Literacy and Numeracy Assessment (OLNA).



Students who have demonstrated:

- the minimum standard of literacy in Year 10 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 10 are not eligible to enrol in Foundation Mathematics and other List B Foundation courses in Year 11 and Year 12.

Students who have not demonstrated:

- the minimum standard of literacy through Year 9 NAPLAN and have not sat the OLNA are not eligible to enrol in Foundation English and other List A Foundation courses
- the minimum standard of numeracy through Year 9 NAPLAN and have not sat the OLNA are not eligible to enrol in Foundation Mathematics and other List B Foundation courses.

Students who demonstrate:

- the minimum standard of literacy and/or numeracy in Semester 1 of Year 11 are not eligible to continue in the associated Foundation courses in Semester 2 of that year
- 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.

1.9 Special education needs

The Authority provides a range of support for students with special education needs. These are students who have been identified as having a recognised disability 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**
- are unable to progress directly to training from school, **or**
- require modified and/or independent education plans.

As with all students, students with special education needs have the opportunity to complete a WACE over a lifetime. Options available to them include 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 with special education needs. They are designed to accommodate the broad range of abilities of students with special 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. Schools report on each student's work for a unit as either completed or not completed. 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, intellectual disability or a severely disrupted learning pathway. In this context, a severely disrupted learning pathway may be considered as one where the student may not have a diagnosed disability, but has severe social/emotional issues that have required intervention and/or action by an appropriate specialist medical professional/s.

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 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 need to 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 need to 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 should ensure that all assessment tasks have the following characteristics.

Validity

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

Reliability

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

Discrimination

Assessment tasks should 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:
 - school moderation program (see [sub-section 3.4](#))
 - consensus moderation procedures (see [sub-section 3.5](#))
 - syllabus delivery audit, **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
- the syllabus
- the school's course outline
- the school's assessment outline.

2.3.1 School assessment policy

Schools are required to develop a school assessment policy which provides information to students, parents/guardians 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
- assessing students who do not complete the assessment program
- procedures to be implemented if assessment is affected by a catastrophic event
- assessing students with special education needs
- reporting of student achievement
- authentication of student work (including cheating, collusion, plagiarism, appropriation, etc.)
- assessing students transferring between courses and/or units
- assessing of students transferring between schools
- retention and disposal of student work
- assessment review and appeal processes.

In addition, the policy must clearly commit to providing students with the policy itself, whether as hard copy, embedded in another document or electronically if the school ensures all students have adequate access to this format. The policy must be provided to the students before teaching begins.

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://www.scsa.wa.edu.au/internet/Senior_Secondary/School_Based_Assessment.

2.3.2 Syllabus

It is the teacher's responsibility to ensure that the syllabus used to develop the learning program and assessment program is current. The current syllabus is provided on the relevant course page of the Authority website. The school must provide the syllabus to the students before teaching begins as a hard copy or electronically if the school ensures that all students have adequate access in this format.

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 document can be provided as a hard copy or electronically if the school ensures that all students have adequate access in this format.

The format for a course outline is a school decision. A sample course outline is provided below. Sample course outlines for all courses will be provided on the relevant course page on the Authority website as they become available.

Sample course outline Career and Enterprise – General Year 11

Semester 1 – Unit 1

Indicates the timing of the delivery

Indicates the sequence in which the syllabus content will be delivered

Week	Key teaching points
1–3	<p>Introduction to the unit; distribution of syllabus, course outline and assessment outline</p> <p>Learning to learn</p> <ul style="list-style-type: none"> • the potential ongoing labour market disadvantage of leaving school without qualifications • the role of ongoing education and training in gaining and keeping work • benefits of accessing ongoing education and training • the concept of personal development opportunities • the concept of professional development opportunities • the need to choose personal and professional development opportunities that align to own skills, attributes, values and interests • the impact of challenging and unexpected events on the school-to-work transition • strategies to deal with unexpected circumstances in own career • the value of a personal mentor to assist in ongoing learning and development • strategies to find and access appropriate information sources • changes to personal networks that occur after leaving school • decision-making steps: <ul style="list-style-type: none"> ▪ identify the problem ▪ investigate alternatives ▪ make a decision ▪ evaluate the solution • models for decision making, including: <ul style="list-style-type: none"> ▪ SWOT (strengths, weaknesses, opportunities, threats) ▪ PMI (plus, minus, interesting)
4–5	<p>Gaining and keeping work</p> <ul style="list-style-type: none"> • the concept that personal and social networks can assist in gaining and keeping work • identify own skills, attributes, interests and knowledge • use self-reflection to make decisions of own suitability for a particular job, including consideration of: <ul style="list-style-type: none"> ▪ skills, attributes, interests and knowledge ▪ personal values ▪ likes and dislikes ▪ strengths and weaknesses
6–7	<p>The nature of work</p> <ul style="list-style-type: none"> • work patterns, including: <ul style="list-style-type: none"> ▪ part-time ▪ full-time ▪ fly-in/fly-out (FIFO) ▪ volunteer • the advantages and disadvantages of different work patterns • the concept of globalisation

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

2.3.4 Assessment outline

An assessment outline is required for each pair of units (or, where a single unit of a Year 11 course is being delivered, for that single unit) and must conform with 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
- 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 specified 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. Over-assessment must be avoided because too many assessment tasks can interfere with the teaching and learning process.

The school must provide the assessment outline to the students before teaching begins as a hard copy or electronically if the school ensures that all students have adequate access in this format.

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 the amended assessment outline.

If the course requires small group moderation (see [sub-section 3.8](#)) then the partner schools must use the same assessment outline and use marking methods that will ensure student marks are on the same scale.

Two assessment outlines are included in this manual. Samples of assessment outlines for all courses will be available on the relevant course page on the Authority website as they become available.

Sample assessment outline Italian: Second Language – ATAR Year 11

Unit 1 and Unit 2

Assessment type (from syllabus)	Assessment type weighting (from syllabus)	Assessment task weighting	When	Assessment task
Oral communication	20%	10%	Semester 1 Week 13	Task 6: 4–5 minute interview in Italian related to The changing world: <i>Comunicare nel mondo moderno</i> .
		5%	Semester 2 Week 5	Task 10: 4–5 minute conversation in Italian with an Italian speaker related to The individual: <i>Le vacanze – racconti e progetti</i> .
		5%	Semester 2 Week 14	Task 14: 4–5 minute discussion in Italian of a stimulus item and conversation related to The Italian-speaking communities: <i>Destinazione Australia</i> .
		5%	Semester 1 Examination week	Task 7: approximately 7 minutes, using a modified examination design brief from the syllabus Part C: <i>Conversation only</i> .
Practical (oral) examination	10%	5%	Semester 2 Examination week	Task 15: approximately 10 minutes using the examination design brief from the syllabus.
		5%	Semester 1 Week 8	Task 3: listen to spoken texts in Italian related to The individual: <i>Rapporti in famiglia, tra gli amici e a scuola</i> and The Italian-speaking communities: <i>Le tradizioni, gli spettacoli e le feste</i> and respond to questions in English.
Response: Listening	15%	4%	Semester 2 Week 3	Task 9: listen to texts in Italian related to The individual: <i>Le vacanze – racconti e progetti</i> and respond to questions in English.
		4%	Semester 2 Week 10	Task 12: listen to texts in Italian related to The changing world: <i>Viaggiare oggi</i> and respond to questions in English.
		4%	Semester 1 Week 3	Task 1: read texts in Italian related to 'The Italian-speaking communities: <i>Le tradizioni, gli spettacoli e le feste</i> ' and respond to questions in English.
		4%	Semester 1 Week 12	Task 5: read texts in Italian related to The changing world: <i>Comunicare nel mondo moderno</i> and respond to questions in English.
Response: Viewing and reading	15%	4%	Semester 1 Week 12	Task 13: read texts in Italian related to the Unit 2 focus 'Andiamo!' and respond to questions in English.
		7%	Semester 2 Week 12	Task 13: read texts in Italian related to the Unit 2 focus 'Andiamo!' and respond to questions in English.
		4%	Semester 1 Week 4	Task 2: write a description of approximately 80 words in Italian in response to a stimulus related to 'The Italian-speaking communities: <i>Le tradizioni, gli spettacoli e le feste</i> .'
		4%	Semester 1 Week 10	Task 4: write a script of approximately 120 words in Italian related to The individual: <i>Rapporti in famiglia, tra gli amici e a scuola</i> .
Written communication	20%	6%	Semester 1 Week 10	Task 11: write an email of approximately 120 words in Italian related to The individual: <i>Destinazione Italia</i> .
		10%	Semester 2 Week 7	Task 8: 2 hours using a modified examination design brief from the syllabus
Written examination	20%	10%	Semester 1 Examination week	Section One (30%): two short texts and one longer spoken text in Italian; Section Two (30%): three print texts in Italian; Section Three (40%): two questions – short written responses in Italian.
		10%	Semester 2 Examination week	Task 16: 2.5 hours using the examination design brief from the syllabus.
Total	100%	100%		

The timing of each task

A general description of each task including the content covered

Sample assessment outline Food Science and Technology - General Year 12

Unit 3 and Unit 4

Assessment type (from syllabus)	Assessment type weighting (from syllabus)	Assessment task weighting	When	Assessment task
Investigation	30%	15%	Semester 1 Week 9	Task 2: Nutrition and health Investigate how to interpret and adapt recipes and make healthy food choices for an individual's consumption of nutrients.
		15%	Semester 2 Week 13	Task 8: Who chooses the food consumed by individuals, families and communities? Investigate the following influences on food choices: lifestyle, market demands and the impact of new technologies.
		15%	Semester 1 Week 12	Task 4: Processing techniques Propose and design a food product to meet the specifications required by consumers in the market place. Consider the processing techniques involved, the mix of sensory properties, and meal planning for the food product using specified dietary requirements.
Production	40%	10%	Semester 2 Week 2	Task 5: Adding value to food commodities Propose, design and produce a 'value added' food product.
		15%	Semester 2 Week 11	Task 7: Gift basket Review the preservation principles involved and influences in the selection of food products in a gift basket and use the technology process to produce preserved food products.
Response	15%	5%	Semester 1 Week 4	Task 1: Test – Food commodities and nutrients Based on sources of macronutrients and micronutrients and how they are processed from raw commodities into safe, quality food products. The test is completed in-class under test conditions. All questions are short answer.
		10%	Semester 2 Week 9	Task 6: Test – Food spoilage and contamination, and food preservation Based on the causes of food spoilage and contamination, and how the principles of food preservation extend the shelf life of food. The test is completed in-class under test conditions. All questions are short answer.
Externally set task	15%	15%	Semester 1 Week 10	Task 3: A one-hour written task set by the School Curriculum and Standards Authority: a set of two – five questions completed in-class under test conditions, based on the following Unit 3 content: <insert text provided by the SCSA the previous year>.
Total	100%	100%		

A general description of each task including the content covered

The timing of each task

Assessment task

The weighting of each assessment task

The weighting of each assessment type as prescribed in the syllabus

The assessment type as prescribed in the syllabus

2.4 Assessment practices

2.4.1 Assessment tasks

The assessment table in the syllabus prescribes the assessment types for the course. Assessment tasks, other than ESTs in General and Foundation courses, are developed by the teacher using these assessment types. When developing assessment tasks, the teacher is required to implement the principles of assessment identified in [sub-section 2.1](#).

Sample assessment tasks for all courses will be available on the relevant course page on the Authority website.

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 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:
 - assess a specific selection of the syllabus content
 - provide students with the opportunity to demonstrate the full range of achievement
 - offer the appropriate level of difficulty for the pair of units (or unit)
 - use the appropriate language level for the pair of units (or unit)
 - 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 students with clear instructions about the completion of the task
 - do not discriminate on grounds such as gender, disability or ethnicity. See [sub-section 2.4.5](#) for assessing students with special education needs.
- Provide students with appropriate time to complete the task.
- Develop a marking key that is based on the anticipated range of student responses to the task.
- 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 set externally and/or published and may be available to students (for example, a task from another school, a task used by small group moderation partners, a task that is commercially available).

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. In developing a policy, the school must decide on:

- 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 examination is not fair (for example, an examination that contains an error or questions based on material that is outside the syllabus, a breach of security).

Commonly accepted practice

- The school bases the policy on the Authority's rules, procedures and penalties used for the conduct of the ATAR course examinations (see [sub-section 6.4](#)).

2.4.1.3 Rules for the conduct of externally set tasks

An EST is conducted for each General and Foundation course in Year 12. A sample EST for each course is available on the Authority website.

The EST is:

- compulsory for all students enrolled in Units 3 and 4
- set by the Authority **and**
- 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 school's assessment program and the same rules, procedures and penalties used for other assessment tasks will be applied.

The school's senior secondary assessment policy must describe the procedures to be used in the conduct of ESTs. If a student is absent but returns to school within the test period, they are expected to sit the task under test conditions. However, as for all school-based assessments, the school applies its assessment policy should a student not sit the EST.

2.4.2 Marking keys

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.

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 keys for ESTs for each General and Foundation course will be provided by the Authority.

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 for each course are accompanied by a sample marking key.

2.4.3 Grading

Schools report student achievements in completed ATAR, General and Foundation courses in terms of 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:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

Unit completion requirement

If a student is to be assigned a grade for a pair of ATAR, General or Foundation units (or unit), 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.

Students who transfer between courses and/or units

When a school permits a student to transfer between courses (e.g. Physical Education ATAR to Drama ATAR), or units (e.g. English ATAR to English General), the school must be able to justify the grade assigned to the transferring student. To do this, the school is required to include the student on the ranked list of students for the pair of units, or unit, 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 for a pair of units, or unit, because of injury or illness, personal circumstances, cultural beliefs or a disability and/or specific learning disability.

If the reason for non-completion or non-submission is acceptable to the school, and sufficient evidence **is** available, then the teacher can make a professional judgement of the grade 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 or non-submission is acceptable to the school, but sufficient evidence **is not** available, then the school may:

- modify the task so that it can be completed by the student, **or**
- provide an alternative assessment task that conforms with the assessment requirements of the course (e.g. modify the task 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 in the following year to continue the pair of units (i.e. is completing Year 12 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 and appropriate school support services. Through this process it may be agreed that the student:

- attempts fewer courses in a year, allowing the WACE to be achieved over a longer period, **or**
- completes some or all of the courses through the School of Special Educational Needs: Medical and Mental Health (formerly Hospital School Services), with the support of the school's teachers, **or**
- transfers to the Schools 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 for a pair of units, or unit, but does not use this opportunity for reasons that are not acceptable to the school (e.g. 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 strategy from its senior secondary assessment policy.

The school's senior secondary assessment policy must identify how students who do not complete the assessment program (due to not completing/submitting one or more assessment tasks) will be treated when determining the grade and school mark for a pair of units (or, where a single unit of a Year 11 course is being studied, for that single unit) 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
- the strategies to be applied when a student does not complete/submit one or more assessment tasks.

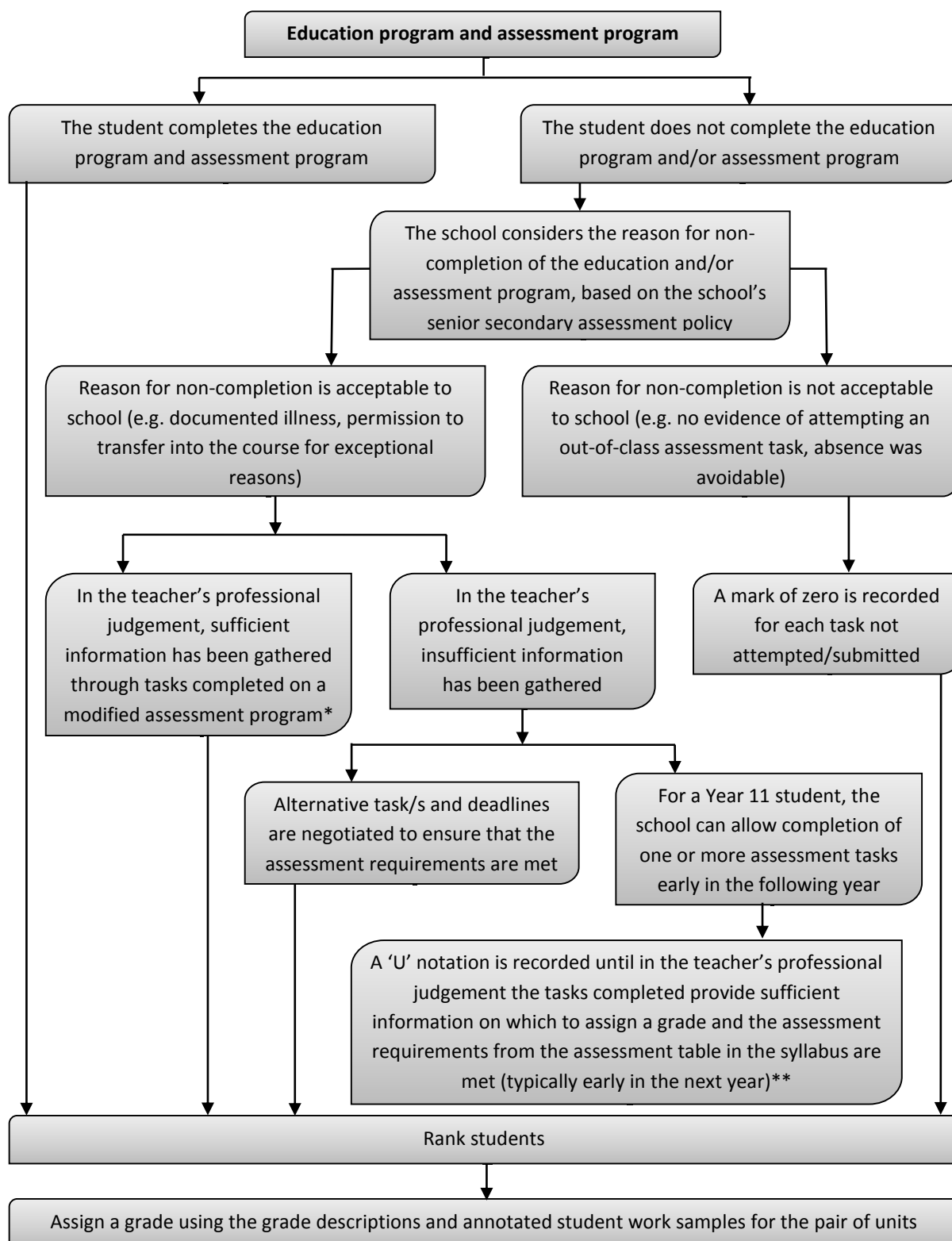
Commonly accepted practice

- The teacher or the head of learning area 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 or non-submission of an assessment task is **acceptable to the school**, schools typically use 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 is advised.

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

Completion requirements



* A modified assessment program must meet the assessment requirements of the course. This will typically require re-weighting of marks for the tasks completed.

** For a Year 12 student, the 'U' notation cannot be submitted unless the student is returning the following year to complete the pair of units.

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, as judged by the teacher with reference to a set of pre-determined standards. These standards are defined by grade descriptions. Grade descriptions:

- are included in the syllabus
- relate directly to the content of the pair of units
- describe the general characteristics of student performance and 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.

The grade descriptions for English ATAR Year 12 are provided below as a sample.

Grade descriptions – English ATAR Year 12

Grade	Description
A	<ul style="list-style-type: none">• Demonstrates sustained control of sophisticated language conventions, varying expression to manipulate language for effect.• Demonstrates a sophisticated understanding of purpose, audience and genre in producing and responding to complex texts.• Demonstrates understanding of a variety of contexts and synthesises understandings to produce and make critical judgments about texts.• Develops structures to manipulate audience responses and makes meaningful connections between a variety of texts.
B	<ul style="list-style-type: none">• Demonstrates control of language conventions for clarity, variety and fluency, and manipulates language for effect.• Demonstrates a clear understanding of purpose, audience and genre in producing and responding to texts.• Demonstrates understanding of contexts to produce and make critical judgments about texts.• Develops well-structured responses that make meaningful connections between texts.
C	<ul style="list-style-type: none">• Demonstrates control of most language conventions for clear communication.• Demonstrates an understanding of purpose, audience and genre in producing and responding to texts.• Demonstrates some understanding of the significance of context in producing and making meaning/s of texts.• Develops clear responses and makes appropriate references to other texts; may include references to familiar experiences.
D	<ul style="list-style-type: none">• Generally demonstrates appropriate use of language conventions.• Demonstrates awareness of language requirements and of genre, but shows limited understanding of purpose and audience.• May demonstrate awareness of context in addressing familiar aspects of the topic or task.• May attempt to organise ideas but includes little supporting evidence.
E	<ul style="list-style-type: none">• Demonstrates some control of language conventions.• Meets few requirements of the task.• Generally demonstrates literal understanding of texts and little or no understanding of context.• Offers ideas that are not related or are disconnected.

Establishing grade cut-offs

The grade descriptions are used when assigning grades at the completion of a pair of units (or, where a single unit of a Year 11 course is being studied, for that single unit). A ranked list of all students completing the pair of units, or unit, is generated based on the weighted mark out of 100 calculated using the weights from the school's assessment outline (which must comply with the assessment type weightings from the assessment table in the syllabus).

Grade cut-offs are established by comparing the work from the pair of units (or, where a single unit of a Year 11 course is being studied, for that single unit) for selected students with the grade descriptions. For example, to establish the A/B cut-off the teacher would identify from the ranked list a 'gap' in the marks, typically between 70 and 80, and then examine the work of students either side of this point. When the cut-off is determined all students above that point are assigned an A and all students below a B. The ranked list must be internally consistent (i.e. a student with a higher mark cannot have a lower grade and vice versa).

Inconsistent results are not accepted by the Authority (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 are inconsistent and will not be accepted as the student with the higher mark has a lower grade).

Pre-established cut-offs should not be used as the standard of the assessment tasks and the standard of marking may vary from year to year and teacher to teacher. Pre-established cut-offs can, however, be 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, the school is required to establish procedures to ensure that school marks and grades awarded 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 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, 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, 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 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 to ensure 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 administered 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, 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 the school is in a small group partnership for a Year 12 ATAR course, it must form a combined ranked list which includes the school marks for all students from all partner schools. The same grade cut-offs must be used by all partner schools. The school marks for these students must be on a common scale (i.e. be comparable). If they are not, then the marks 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 3.8.2](#) 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, it must generate a combined ranked list which includes the school marks of all students in all contexts. The school marks for these students must be on a common scale (i.e. be comparable). To achieve this comparability, schools should:

- include some common assessment tasks in the assessment outline for each defined context of the pair of units, or unit (the Authority recommends that, to achieve comparability across contexts, at least 50 per cent of the school mark is derived from these tasks)
- include a common section in the school examination/s for the course (past examinations for the Authority's examinable courses provide a model)
- 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

The school's senior secondary assessment policy must describe the procedures which will be implemented 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).

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) 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 are based on the weighted marks at the time of submission.

When determining proposed grade distributions, the school should:

- consider advice on grade distributions received during any grading review conducted by the Authority
- consider advice on grade distributions received during any consensus moderation process conducted by the Authority
- consider advice on marking standards received during any 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. (Note: the 'U' notation is not used when submitting proposed grade distributions).

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 the report from any grading review 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 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 to 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 final 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, 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, the school must advise them that the grades are subject to approval by the Authority.

2.4.4 Assessing students with special education needs

The school's senior secondary assessment policy must identify how students with special education 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 will be provided with opportunities to demonstrate their achievements within the assessment requirements in the syllabus.
- Standards for student achievement will be applied in the same way as for all students. Students with special education 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.
- If it is considered likely that a student with special education 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 will implement special arrangements where a student with a 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 will be followed where a student, because of the nature of their disability, is frequently absent from school (see [sub-section 2.4.3](#)).

When assessing students with special education needs, 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 guideline by schools.

Authority-approved support for ATAR course examination candidates with diagnosed special education needs includes the provision of:

- specialised equipment/furniture
- rest breaks to overcome the effects of a wide range of disabilities and medical conditions
- additional working time to complete a task where a disability prevents a student working efficiently
- a scribe, where a physical impairment prevents a student from writing.

If alteration to the standard ATAR course examination conditions is required for a particular student, the school must make formal application to the Authority in the year in which the student intends to sit the examination (see [sub-section 6.4.1](#)).

See [sub-section 6.2.3](#) for information related to inclusivity standards for ATAR course examinations and [Appendix 2](#) for information on where specialist advice can be obtained for students with special education needs. Further information is also available on the Authority website at http://www.scsa.wa.edu.au/internet/Senior_Secondary/WACE_Examinations/Special_Provisions). Samples of assessment tasks completed by students who have special education needs and who are studying ATAR, General, or Foundation units, can be shared at consensus moderation meetings to validate that the school's special consideration and/or arrangement decisions have not affected comparability.

2.4.5 Assessing Preliminary units

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.

Preliminary units do not contribute to meeting the WACE requirements.

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 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

The school's senior secondary assessment policy must describe the practices that will be used to report student achievement to parents. The policy must also specify the ways in which student achievement is reported to the Authority.

Commonly accepted practice

- The school bases its practices on the reporting policy of the school sector/system in which it operates.
- The school reports the school mark and grade for each pair of Year 11 and 12 units (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 students are familiar with its senior secondary assessment policy and are therefore aware that:
 - the grades reported by the school are not finalised until approved by the Authority, close to the end of the year
 - for Year 12 ATAR courses, the school marks at the school are statistically adjusted (moderated) by the Authority. These adjustments reflect the ATAR course examination marks of students at the school, and in a school that has Year 12 ATAR courses school marks on a scale that is significantly different from the scale of the ATAR course examination marks of students at the school, there may be a significant difference between these two marks – in extreme cases these may differ by 20 or more marks. Sometimes the adjusted mark is greater than the school mark, and sometimes it is less (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 or expert)
- copied or downloaded from the internet without acknowledging the source
- paraphrases 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 recontextualised 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://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses.

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
- the steps to be used to ensure procedural fairness when considering evidence of such inappropriate behaviour
- the procedures to be used to inform the student and the parent/guardian of suspected inappropriate behaviour on an assessment task, the decision made, and the penalty imposed
- the 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 [subsection 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.
- The teacher or head of learning area (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 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. In developing a senior secondary assessment policy, the school must decide on 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
- use of a teacher-monitored log book to document stages in the development of the task
- 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. In developing a senior secondary assessment policy, 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

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.

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, 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, may be included in the student's assessment program for the pair of units, or unit, 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.

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, will be determined.

Year 11 students transferring late in the program

The later a student transfers from one pair of units, or unit, to another, the less likely it is that 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. When making the decision about whether to allow a student to transfer, the school should consider the dates recommended by the Authority in the *Activities Schedule*.

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.

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

Students typically enrol in a pair of units in Year 11 courses but may transfer to another course after the completion of one unit.

Schools are required to report on all completed Year 11 units (i.e. a transferring student would receive a mark and a grade for Unit 1 in one course and a mark and a grade for the unit in the course which they transfer into.

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 in the new course they are transferring into.



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 assessment information needs to be collected from both schools to enable the teacher to determine the transferring student's achievement in the unit and assign a grade.

When a student has not completed one or more assessment tasks in a pair of units, or unit, 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).

Where the student is transferring to a pair of units a modified assessment program needs to be developed so a professional judgement needs to be made about whether a grade can be assigned.

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 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.

Commonly accepted practice

- Students considered to be at risk of not achieving a WACE or not meeting training provider selection criteria or university entrance requirements (as appropriate), are counselled to consider changing courses or units 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 head of learning area 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 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
- the 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 head of learning area 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 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 if studying a single unit in Year 11) 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).

Modified assessment program

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

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.

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

Commonly accepted practice

- Students are responsible for retaining all of their marked written assessment tasks.
- 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).
- 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.

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:

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

For courses with a practical component, 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 require access to students' marked assessment tasks at the completion of a pair of units, or unit, for comparison with the grade descriptions and annotated student work samples when assigning grades.

For Year 12 courses with an external examination portfolio, students may include assessment tasks in the portfolio. (Note: work included in an external assessment portfolio must not have any school or identifying marks on it, nor include teacher comments). 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.

It is the responsibility of individual students to retain their own marked assessment tasks but the school may choose to assist in this process by establishing student assessment files. Students should have access to their assessment files for revision purposes.

Authority access to the assessment documents held by teachers and the students' marked assessment tasks needs to be possible until the school's grades are approved by the Authority at the conclusion of student appeals in Year 12 and in March of the following year for all other students.

2.9 Assessment reviews and appeals

The Authority informs students of their school marks and grades in their WASSA typically at the completion of Year 12. Year 11 students who are exiting a course and sit the ATAR course examination do not receive a statement of achievement until the end of Year 12 (see [sub-section 7.1](#) for details about the statement of achievement).

The school is required to provide students with the 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 syllabus requirements
- the school's assessment policy conforms with the Authority guidelines
- the school's assessment procedures 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

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

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

Student appeals to the Authority

Where the school's assessment review does not resolve the student's concerns, the student may appeal to the Authority against the school's assessment. 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 with the required fee and the school's written assessment review by the closing date specified in the *Activities Schedule*. Students are informed in writing of the criteria for appeals

and the closing date through the *Year 12 Information Handbook*, which is available for download from the Authority website in April as indicated in the *Activities Schedule*

The appeal form is available from the Events and Forms section of the Authority website.

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 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 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 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 mails the record of the decision and justification to each of the parties involved in the appeal.

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

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

Moderation is the process 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 assessing grades
- statistically adjust school marks for ATAR courses 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 syllabus
- base its assessment program on the assessment requirements of the syllabus
- implement the Authority's grading procedures
- participate in the Authority's consensus moderation process and school moderation program and, where appropriate, the small group moderation process.

3.1 The syllabus

The syllabus for each course is available on the relevant course page on the Authority website.

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 provides access to:

- a sample course outline
- a sample assessment outline
- sample assessment tasks (with marking keys)
- a sample examination for those courses introduced in 2016 based on and adapted from the senior secondary Australian Curriculum
- past Year 12 examinations for the Authority's examinable courses.

Past examinations may require modification before use as the basis of assessment tasks for the ATAR or General courses.

Note: The Authority publishes past examinations for its examinable courses on its website at http://www.scsa.wa.edu.au/internet/Publications/Past_WACE_Examinations.

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 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://www.scsa.wa.edu.au/Apps/lms/default.aspx>.

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 new or inexperienced 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. 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 a 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 School moderation program

The assessment and grading practices of schools are reviewed by the Authority. The purpose of this school moderation program is to ensure that the school is delivering the current syllabus and understands and is implementing the Authority's assessment requirements and grading procedures.

School moderation can take the form of a syllabus delivery audit, a school assessment policy audit, a documentation review or a grading review. The school is provided with at least three weeks' notice in writing of all reviews.

A syllabus delivery audit

Typically a syllabus delivery audit is conducted when a syllabus has been revised. All schools delivering the course are required to submit their:

- course outline
- assessment outline.

The first two rows of Table 3 describe these documents and the criteria on which the school moderation report is based.

A school assessment policy audit

All schools delivering senior secondary courses are required to submit their senior secondary assessment policy.

A 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 new pair of units)
- re-introducing a particular pair of units.

Table 3 describes the materials that the school needs 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

Material	Description
<p>The course outline</p> <p>This should provide evidence that the:</p> <ul style="list-style-type: none"> • current syllabus is being implemented • all the content of the course is being delivered • planned teaching sequence and timing is appropriate. 	<p>This document:</p> <ul style="list-style-type: none"> • is provided to students as either a hard copy or electronically, before teaching begins • is a summary of the teaching and learning program for the first unit, for Semester 1, or for the pair of units • provides the sequence in which the content from the current syllabus will be taught • provides the time plan which is to be followed when delivering the content from the syllabus (typically by the week or blocks of weeks) • 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).
<p>The assessment outline</p> <p>This should provide evidence that the:</p> <ul style="list-style-type: none"> • assessment requirements (including assessment types and weightings) specified in the current syllabus are being implemented • assessment type weightings reflect the syllabus requirements • set of assessment tasks provides an adequate coverage of the syllabus content • planned number and timing of assessment tasks is appropriate. 	<p>This document:</p> <ul style="list-style-type: none"> • is provided to students as either a hard copy or electronically, before teaching begins • is for the pair of units (or unit, where a single unit is being delivered) • is typically presented as a table/grid • is consistent with the course outline • includes a general description of each assessment task • indicates the syllabus content on which each assessment task is based • indicates the weighting of each assessment task and assessment type • 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).
<p>The assessment tasks and marking keys</p> <p>These should provide evidence that:</p> <ul style="list-style-type: none"> • the assessment requirements of the course are being implemented • the school has developed clearly defined assessment tasks • opportunities are provided for students to demonstrate the full range of achievement • student achievement on the assessment tasks can be clearly judged using the marking keys. 	<ul style="list-style-type: none"> • 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



<p>Student assessment records These should provide evidence that:</p> <ul style="list-style-type: none"> • student achievement is clearly and accurately recorded • recording is up-to-date (i.e. marks for all tasks completed up to this point in time are included) • the current assessment outline and tasks are being implemented • the assessment requirements specified in the current syllabus are being implemented. 	<ul style="list-style-type: none"> • this is typically a printout from an electronic marks book • it includes all students enrolled in the pair of units (or unit, where a single Year 11 unit is being delivered) at the school • it shows marks for each task completed up to this point in time • it shows the title (and/or numbers) and weighting for each task from the assessment outline
<p>Internal comparability plan (if there is more than one teacher of the pair of units at the school)</p> <p>See sub-section 2.4.3</p>	<ul style="list-style-type: none"> • this provides an indication of which procedures are being implemented to ensure that comparability between classes is being achieved. This typically requires a common assessment outline and marking procedures such as: <ul style="list-style-type: none"> ○ use of common marking keys by the teachers of all classes ○ double marking of all assessment tasks by the teachers of all classes ○ cross-marking of sections of all assessment tasks by the teachers ○ cross-marking of assessment tasks by the teachers
<p>Small group moderation comparability plan (if the school is in a small group moderation partnership for this pair of units)</p> <p>See sub-section 3.8</p>	<ul style="list-style-type: none"> • 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"> ○ use of common marking keys by the teachers at all partner schools ○ double marking of all assessment tasks by the teachers at all partner schools ○ cross-marking of sections of all assessment tasks by the teachers at all partner schools ○ cross-marking of assessment tasks by the teachers at all partner schools



A 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.

For a grading review, the school needs to provide the Authority with 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, only the additional materials outlined in Table 4 are requested.

Table 4: Additional materials required for a grading review

Material	Description
A set of student assessment files	<ul style="list-style-type: none"> 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) 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) 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)
A ranked list of students	<ul style="list-style-type: none"> 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 the list is based on the current total weighted mark for all marked assessment tasks at the time of the review proposed grade cut-offs are shown
The proposed grade distribution for the pair of units	<ul style="list-style-type: none"> typically presented as a table it shows the anticipated number of students at each grade at this point in time

3.4.1 School moderation report

Following review of the materials by the Authority, the Authority officer responsible for the course reports in writing whether the assessment documents and processes meet the Authority requirements and/or whether the student assessment files indicate that the school's marking and grading are comparable with state-wide standards for the course.

Where the report indicates that there are issues with the documentation, the changes that the school is required to make to the documentation to meet Authority requirements are indicated. The school may be required to provide the Authority with modified documents or produce documents not previously provided.

For each grading review, the officer prepares a worksheet showing the recommended grade for each student assessment file provided, and a justification for these judgements. These judgements support feedback on the school's proposed grade cut-offs which is provided on the moderation report.

For a documentation review or a grading review 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 necessary adjustments listed in Section 1 of the action sheet will be made within a specified period. Where the moderation report identifies major issues, the principal is required to declare that any modified and/or additional documents listed in Section 2 of the action sheet will be provided to the Authority by the specified date.

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.

3.5 Consensus moderation meetings

Consensus moderation meetings provide teachers with opportunities to build common understandings of the course standards that underpin comparability. This is achieved through teacher analysis of student responses to each assessment task administered in Semester 1 for a sample of students covering the range of grades from other schools attending the meeting.

In any given year, meetings are 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 a consensus moderation meeting 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.

For a consensus moderation meeting, the school is required to provide a student assessment file for a prescribed number of students (typically three students, one at each grade from A to C). Each student assessment file includes all the marked assessment tasks administered in Semester 1 from one student, unless schools are asked to provide only those tasks which demonstrate a particular aspect of a course (typically for courses with significant practical components).

All files are reviewed independently twice during the meeting. Feedback is provided to the teacher in the form of a grading judgement sheet which contains the grade for each file and a supporting comment. The grading judgements for all files provided by the school are summarised on one sheet.

Teachers reflect on the feedback received from their colleagues at the meeting to help determine any adjustments that may be required for the school's marking and grading to be comparable with the standards of their colleagues in the group.

Schools are required to meet the cost of teacher relief and, where required, teachers' travel and accommodation. School sector/systems advise schools to reserve sufficient funds for these meetings.

Alternative arrangements are made for schools more than 100 km from the nearest scheduled venue. These schools must send the required materials to the Authority for review. Following the review, feedback on grading standards is mailed to the school. Teachers can discuss this feedback with the Authority officer responsible for the course.

Those courses not involved in consensus moderation may be moderated, as required, using grading reviews conducted through the school moderation program.

3.6 Externally set tasks for General and Foundation courses

All students enrolled in a Year 12 General or Foundation course are required to complete the EST developed by the Authority for that course.

The EST is administered in Term 2 in a period prescribed by the Authority. The design brief for the EST is provided in the Year 12 syllabus.

The school is required to administer the EST under standard test conditions following the protocols provided by the Authority.

The Authority informs schools during Term 3, in the previous year, of the Unit 3 syllabus content on which the task will be based. This notification enables schools to ensure that the identified content is taught prior to the administration of the EST.

The EST is marked by the teacher/s delivering the course using the marking key provided by the Authority. The school provides the marks for all students to the Authority.

As the EST is included in the assessment table, the mark for this task contributes to the final mark for the pair of units.

Each year the Authority will review a sample of EST scripts from each school delivering the course. The school submits the scripts of a prescribed number of students nominated by the Authority for independent marking. Should the data indicate the need for the school to consider adjusting its marking standards, the revised understandings should be applied by the teachers when marking all future assessment tasks. A grading review for that course at the school may be initiated by the Authority in response to evidence of a possible difference in marking standards.

Details of this process are provided to schools during Term 3 of the previous year.

3.7 Statistical adjustment of marks for Year 12 ATAR courses

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

- the student's mark submitted by the school to the Authority (school course mark out of 100), **and**
- the student's mark 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 ATAR courses for use in determining a student's Australian Tertiary Admission Rank (see [sub-section 3.7.1](#)).

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

- a course mark out of 100 (weighted for each component (see Table 5), **and**
- a mark out of 100 for the written component, **and**
- a 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 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.

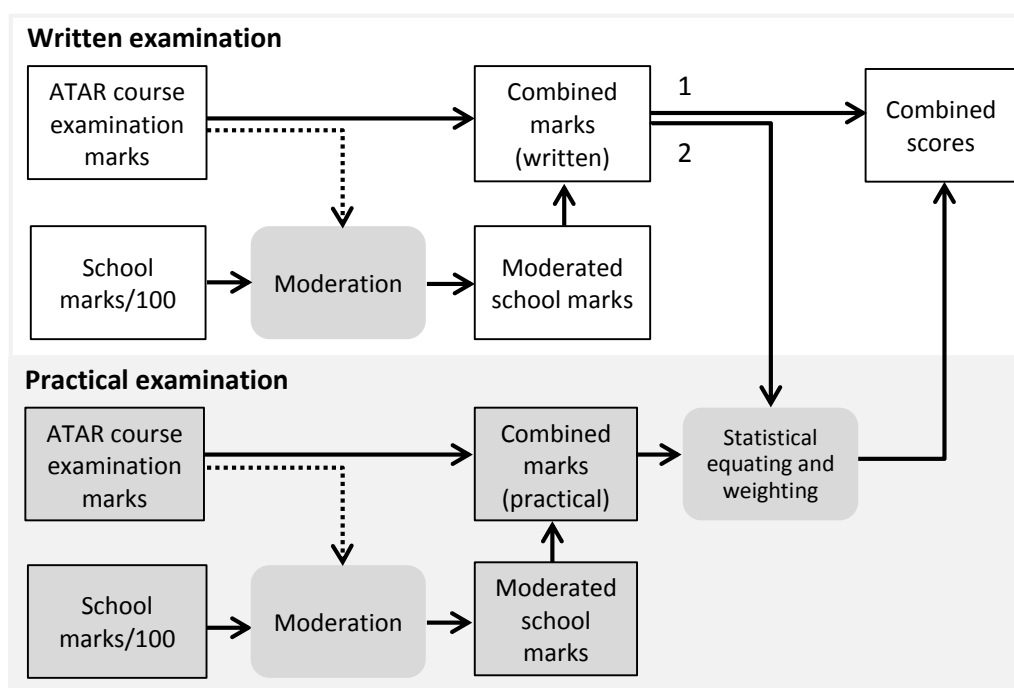
A combined mark is calculated for each written and practical component. A student's combined mark for the written component is the average of the ATAR course written examination mark and the moderated school mark for the written component.

For a course with a practical examination, a 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



- 1 – courses with written component only
- 2 – courses with written and practical components

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%

3.7.1 Scaled scores and calculation of a student's ATAR

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. TISC applies the average marks scaling (AMS) method to the combined score of all students. 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.

A student's scaled score for a course is likely to be different from the student's ATAR course school mark, examination 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 and the ATAR and all other aspects of university admission is available on the [TISC website](#).

3.8 Small group moderation procedures

Where a school has a projected number of fewer than six ATAR course examination candidates in a particular 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 students' 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)
- ensure that the partnership operates effectively ensuring that all partners' marks are comparable (i.e. on the same scale).

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

Partner schools need to implement procedures that will ensure comparability of school marks and grades (see [sub-section 3.8.2](#)).

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 a common scale. In such cases, the Authority may, in the interest of fairness, adjust (split or partially split) the partnership to avoid disadvantaging students.

3.8.1 Establishing a small group moderation partnership

A school with a small group 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 to, wherever possible, 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 or specialist field for the following courses
 - Engineering Studies (specialist fields): Mechanical; Mechatronics
 - Materials Design and Technology: Metal; Textiles; Wood
 - Music: Contemporary Music; Jazz; Western Art Music

and

- teaching the course content in the same manner, **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).

Teachers typically use their own professional network to find a school with which to establish a partnership. It may be useful to continue partnerships that have been effective in the past. Alternatively, where partnerships have 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 functioning of small group moderation partnerships.

The level of communication between the teachers at the partner schools is a major factor in the success of a small group moderation partnership. Teachers can benefit professionally from the interaction with the other teacher/s in the partnership.

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).

3.8.2 Comparability of school marks at partner schools

All students at partner schools should be seen as one large class and therefore the school marks (out of 100) for the pair of units at all partner schools must be on a common 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.

For the purpose of comparability, students in partner schools must undertake all common assessment tasks with the same weightings at each school and teachers must collaborate to ensure that the marking of all the teachers in the partnership is at the same standard and conducted with the same rigour (i.e. it must be comparable).

If partner schools are not successful in achieving a set of marks which are on a common 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. 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 (see [sub-section 3.8.3](#)).

Partner schools are required to share a common assessment program.

This requires all partner schools to:

- use an identical assessment outline (typically developed collaboratively)
- establish 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 mark the whole task or particular sections/questions, then discuss comparability, review marks and make adjustments where required)
 - co-marking a task (i.e. each teacher marks particular sections/questions for all students).

After all tasks are marked for the pair of units, a common ranked list of all students is created by merging the school marks of the partner schools. If marking has been comparable, then no adjustment of marks will be necessary. Grade cut-off points 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 (Design, 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 Materials Design and Technology in the context of Textiles, all students from both contexts at all partner schools must be included on a common 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.

3.8.3 Moderation of schools in a small group moderation partnership

If, as a result of the school moderation program (i.e. a syllabus delivery audit, a documentation review or a grading review), one school in a small group moderation partnership is required to modify their assessment program and/or adjust their grade distribution, 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.

3.8.4 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 Director of Examination Services. 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.

3.8.5 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.

3.8.6 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 school marks 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 have an adverse effect on the results of 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 may differ between courses within a school. The choice is made early in Term 4 when the small group moderation partnerships declaration is submitted to the Authority.

3.9 Feedback on student achievement

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

The SIRS reports available to schools are being revised but currently include:

STS022 – School assessment statistics

This report provides:

- enrolment and examination numbers
- statistical moderation of school marks
- the grading distribution for the school and the State
- the mean and standard deviation for the school marks, examination marks and combined marks for the school and the State
- individual student results.

STS029 – Distribution of examination statistics

This report provides the distribution of the various marks and scores of students for a selected ATAR course for a school.

STS036 – Statistical moderation and concurrent validity of school assessments

This report graphically represents two important features of the school's assessments in relation to state-wide school assessments:

- the difference between the mean moderated school mark and the mean school assessment at the school
- the correlation between the raw school marks and the ATAR course examination marks at the school.

STS037 – Year 11 ATAR course examination statistics

This report provides the ATAR course examination mark and school mark for each Year 11 student at the school who sat an ATAR course examination.

MF01, MF02 and MF03 – Detailed examination 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.

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).¹

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.

Under the National Skills Framework (NSF), which provides a basis for the promotion of quality and consistency in qualifications and the delivery of training, the national training system comprises three main elements:

- training packages
- the AQF
- *either* the Australian Quality Training Framework (AQTF), *or* the standards for National VET Regulators (NVR) Registered Training Organisations (RTOs).

4.1.1 VET quality and standards in the WACE

The Authority recognises VET achievement within the WACE if it is certified by an 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 by either the AQTF or the Standards for RTOs performing functions under the *National VET Regulator Act 2011*. The AQTF and the Standards for National VET Regulators (NVR) provide the basis for a nationally consistent, high-quality VET system. Detailed information regarding VET standards is available at http://www.nssc.natese.gov.au/vet_standards.

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 and for the accreditation of courses. For RTOs in partnership with Western Australia schools, but with scope not limited to WA, the quality assurance is regulated under the National VET regulator through the Australian Skills Quality Authority (ASQA). The TAC applies the same audit processes to schools and other training providers involved in VET delivery and assessment to Western Australia senior secondary students.

¹ The AQF is a framework that provides nationally consistent recognition of outcomes of qualifications ranging, from the WACE through to doctoral degrees.

For information about how to register to become a RTO school in WA, refer to the Training Accreditation Authority website, www.tac.wa.gov.au.

4.1.2 Australian Quality Training Framework and VET Quality Framework requirements

Both the AQTF (for state-based delivery in Victoria and Western Australia only) and the VET Quality Framework (delivery in all other Australian states and territories) require that:

- a competency-based approach to assessment is used, this means that school assessment marks are not awarded for VET
- the assessment must be conducted by a qualified assessor in partnership with an RTO, and a record of the competencies achieved by each student is held by the RTO.

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 Industry Skills Councils (ISCs) 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 www.training.gov.au.

Any qualification that is registered on the TGA website as part of a national training package or accredited course 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. To be eligible to contribute towards the WACE, an accredited course cannot duplicate a WACE course or other Authority-developed program. The Authority reserves the right to refuse recognition of an accredited course should it be deemed to duplicate WACE courses or compromise the standard of the WACE.

If an accredited course is not identified as duplicating other WACE courses or programs or compromising the standards of the WACE then the successful completion of nationally recognised accredited courses will be awarded credit as unit equivalents towards achievement of the WACE, in the same manner as nationally endorsed training package VET qualifications.

Accredited courses which are not recognised for contribution to the WACE are any of the qualifications within the suite of Certificates of General Education for Adults (CGEA) or any other accredited course deemed by the Authority to have substantial duplication of Authority-developed curriculum options.

VET information for all schools and the current VET module downloads are available on the Authority website at

www.scsa.wa.edu.au/internet/Senior_Secondary/Vocational_Education_and_Training/VET_Info_All_Schools.

4.3 VET provision

VET is delivered and certified by an RTO, which may be a school, a private training provider, or a State training provider (formerly referred to as TAFE colleges). 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 programs 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 with a school. 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 located under *Applications and Order 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 minimum Certificate II requirement. 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 Certificate II minimum requirement by the end of Year 12 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, to provide a student with the opportunity to meet the Certificate II minimum requirement. They must satisfactorily demonstrate that at least **three (3)** alternative arrangements have been investigated.

Details of the process for presenting a case for a special consideration for Year 12 students unable to complete the Certificate II minimum requirements for WACE for reasons outside of their control are available on the Authority website at

http://www.scsa.wa.edu.au/internet/Senior_Secondary/Vocational_Education_and_Training

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 State training provider (formerly TAFE college), or a private RTO when not enrolled in a school, can have this achievement contribute towards the WACE if they subsequently enrol in a WACE program.

4.4.1 Recognition of interstate VET achievement

Students who have completed full- 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 and SBAs can be accessed on the Department of Training and Workforce Development VETinfoNet website at

<http://vetinfo.net.dtwd.wa.gov.au/VETinschools/Pages/SchoolBasedApprenticeships.aspx>.

Information and business rules relating to PAiS are also available on the VETinfoNet website at

<http://vetinfo.net.dtwd.wa.gov.au/VETinschools/Pages/Pre-apprenticeshipsInSchools.aspx>.

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 for all other VET achievement (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](#)).

*Note: 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' means the student has met the 'C standard' for a WACE course (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 it has been demonstrated that:

- there has been insufficient time to complete the qualification by the end of Year 12, **or**
- there are age or other appropriate restrictions associated with the qualification (such as in a school based traineeship or apprenticeship), **and**
- the student is enrolled in and successfully completes the equivalent of at least four course units (220 nominal hours)¹ from Year 12 VET enrolments only.

¹ 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 units of credit 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 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
Certificate I¹	2 units	2	0	No
Certificate II²	4 units	2	2	Yes
Certificate III or higher – Partial	4 units	2	2	Yes
Certificate III or higher – Full	6 units	2	4	Yes

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.

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 and satisfy the Certificate II or higher requirement.

4.7.2 VET industry specific course structure

Students who enrol in VET industry specific courses can undertake further VET qualifications and receive additional credit as VET credit transfer. Current training packages are used in VET industry

¹ 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).

² 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.

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
- 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 credits 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 may be met within one 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 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 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.

Units of competency that are part of VET industry specific units must be enrolled as 'VET integrated'. VET integrated units do not attract unit equivalence.

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 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.

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 [subsection 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:

1. 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.

2. 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.

3. 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.

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. The sheet must be completed and retained by the school for quality assurance purposes.

5.4.2 Workplace Learning

Workplace Learning 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.

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.

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.

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.

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. 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. 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 school 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.

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*. A complete listing of the endorsed programs achievement codes that will be accepted by SIRS is available on the Authority website. 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.

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. 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.

If students do not sit an ATAR course examination and do not have an approved sickness/misadventure application for that course, the grades for the pair of units completed in that year will not contribute to the calculation of the WACE achievement standard, but they will still count in the breadth-and-depth requirement.

In addition to the ATAR courses, external examinations are offered in Languages: Interstate including Collaborative Curriculum and Assessment Framework for Languages (CCAFL).

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 presentation)
- 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)
- each ATAR course examination is designed to ensure a high level of reliability and validity
- the range of difficulties 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 all areas and 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. 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. 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 disabilities 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) will be required to sit the ATAR course examination in that course.

External examinations are not held for General and Foundation courses.

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 http://www.scsa.wa.edu.au/User_groups/Students. 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.

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.

A student 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.

A student 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 in the country is responsible for travel costs.



6.2.6 Repeating an ATAR course examination

Only candidates who have completed Year 12 may repeat ATAR course examination(s) in a course.

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-sections 6.2](#) and [6.3](#)) 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 for a course 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 Authority recognises the changing demands within educational institutions and the need for flexibility.

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 tertiary students in the relevant course (in general, a minimum of five years of recent teaching experience 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 public holidays). Written examinations are conducted over a period of 17 working days and typically start on the first working day in November. In 2016, written examinations will start on Monday, 31 October.

The ATAR course examination timetable, with two sessions per day, is determined by the Authority before the end of July after enrolments are finalised. The examination timetable is published on the Authority website.

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 in April 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 to not 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 from April 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 will be published in the *Year 12 Information Handbook*. 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, and the matter 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 will result in the cancellation of all or part of the candidate's marks for that practical and/or written examination.
- **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).
- **Removal of examination materials:** unauthorised removal of examination materials from the examination room will result in cancellation of the part(s) of the candidate's practical



and/or written raw examination mark being removed and the matter reported to the police.

- **Examination room behaviour:** blatant disregard of examination room regulations will result in the 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 the 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 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. All sickness/misadventure decisions are transparent and open to appeal by the candidate.

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 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 statement, 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 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**
 - under no circumstances has any other person worked directly on any part of a student's submitted work.
- For courses with practical components where students 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 group expects of candidates when they respond to particular examination items. They are provided by the examining group 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:

- multiple-choice analysis
- 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 alert 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 light of the marking key. The breach of the examination rules committee will determine if the work has been plagiarised and the 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 from April 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 www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms. The deadline for submitting applications will be published on the Authority website in 2016. 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 [www.scsa.wa.edu.au/internet/Events and Forms/Application Order Forms](http://www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms). The deadline for submitting applications will be published on the Authority website in 2016.

Accessing examination scripts

Candidates who sit the 2016 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

[www.scsa.wa.edu.au/internet/Events and Forms/Application Order Forms](http://www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_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 2016.

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 in the table below.

Contents of the folio of achievement

Western Australian Certificate of Education (WACE)

This certificate is issued to Year 12 students who meet the specified requirements.

Certificate of Distinction and Certificate of Merit

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 either a year-long course but may be reported separately.

A sample statement of student achievement is provided on pages 90 and 91 of this manual.

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
- state-wide distribution of combined scores in that course
- the number of candidates for that examination.

* 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 Chinese: Second Language ATCSL is provided on page 92 of this manual.

Sample Western Australian Statement of Student Achievement



WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT

Student identifier: 12345678/1111
Date of issue: 31 December 2016
Page: 1 of 2

Jane Francis Student
123 Sample Street
SAMPLETON WA 6234

Western Australian Certificate of Education
Achieved

Literacy and numeracy standard

Reading standard	Demonstrated
Writing standard	Demonstrated
Numeracy standard	Demonstrated

Exhibitions and awards

Certificate of Distinction

Achievement in WACE course units

Year	Course Year	Course	Course Type	School Grade	School Mark	Combined Score
2016	Year 12	Chinese: Second Language (ATCSL)	ATAR	A	74	76.2
2016	Year 12	Economics (ATECO)	ATAR	A	92	90.1
2016	Year 12	Literature (ATLIT)	ATAR	B	74	72.7
2016	Year 12	Mathematics Specialist (ATMAS)	ATAR	A	92	95.3
2016	Year 12	Physics (ATPHY)	ATAR	A	90	94.1
2016	Year 12	Politics and Law (ATPAL)	ATAR	A	91	94.6
2015	Year 11	Chinese: Second Language (AECSL)	ATAR	A	85	
2015	Year 11	Economics (AEECO)	ATAR	A	92	
2015	Year 11	Literature (AELIT)	ATAR	A	91	
2015	Year 11	Mathematics Specialist (AEMAS)	ATAR	A	92	
2015	Year 11	Physics (AEPHY)	ATAR	A	90	
2015	Year 11	Politics and Law (AEPAL)	ATAR	A	91	

(See reverse for explanation.)

Continued on next page



WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT

Student identifier: 12345678/1111

Date of issue: 31 December 2016

Page: 2 of 2

Achievement of endorsed programs

The Western Australian Statement of Student Achievement lists endorsed programs reported by Sample Senior High School.

Provider-developed programs

- 2016 Duke of Edinburgh WA: Silver Award
- 2015 World Challenge Australasia: World Challenge Expedition
- 2015 Department of Transport: WA Recreational Skipper's Ticket
- 2014 Duke of Edinburgh WA: Bronze Award

Authority-developed programs

- 2015 School Curriculum and Standards Authority: Off-campus Enrichment Program

Community Service

25 hours of community service have been undertaken during senior secondary schooling.

End of Report

CHAIR

CHIEF EXECUTIVE OFFICER

2014/27817

Sample Course report

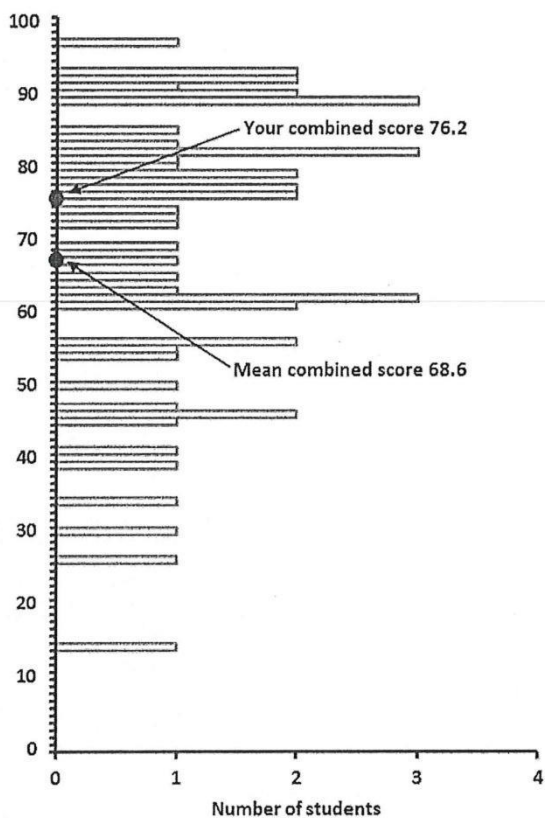


Chinese Second Language – ATCSL

Jane Francis Student
Student identifier: 12345678/1111
Date of issue: 31 December 2016

Component	School mark	Moderated school mark	Examination mark	Combined score (W 70%, P 30%)
	%	%	%	%
Written	72	76.9	78.4	76.2
Practical	79	76.1	72.5	

Combined score



51 students completed the course

2014/27817

7.2 WACE requirements – 2016 and beyond

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.

For 2016 and beyond, these requirements are:

- **Breadth-and-depth**
 - Completion of a minimum of 20 units or the equivalent. This requirement must include at least: (notes 1, 2, 3, 4)
 - 10 Year 12 units or the equivalent
 - two Year 11 units from an English course and one pair of Year 12 units from an English 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, with a minimum of six C grades or the equivalent in Year 12 units. (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**
 - Completion of at least four units of an English course post-Year 10 and studied over at least two years.
 - Demonstration of the minimum standard of literacy and numeracy. (notes 7 and 8)

Explanatory notes relating to WACE requirements

1. The breadth-and-depth requirement can be met through ATAR, General and Foundation courses. 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 are able to 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 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.
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 that course, the grades for the pair of units completed in that year will not contribute to the calculation of the achievement standard, but they will still

count in the breadth-and-depth requirement. Students who do not sit the examination will not receive a course report.

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 above 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 requirement

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).

Students are able to substitute the unit requirement with unit equivalents achieved through the completion of AQF VET qualifications. Information relating to how VET contributes towards meeting the WACE requirements can be found in [Section 4](#).

Students are able to substitute the unit requirement with unit equivalents achieved through the completion of endorsed programs. Information relating to how endorsed programs contribute towards meeting the WACE requirements can be found in [Section 5](#).

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. 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 [#]	AET Automotive Engineering and Technology
BME Business Management and Enterprise	AVN Aviation
CAE Career and Enterprise	BLY Biology
CFC Children, Family and the Community	BCN Building and Construction
CBL Chinese: Background Language [#]	CHE Chemistry
CSL Chinese: Second Language	
CFL Chinese: First Language [#]	
DAN Dance	CSC Computer Science
DRA Drama	DES Design
ECO Economics	EES Earth and Environmental Science
ENG English	EST Engineering Studies
ELD English as an Additional Language or Dialect	FST Food Science and Technology
FBL French: Background Language [#]	HBY Human Biology
FSL French: Second Language	
GEO Geography	HPO Health, Physical and Outdoor Education
GBL German: Background Language [#]	ISC Integrated Science
GSL German: Second Language	
HEA Health Studies	MMS Marine and Maritime Studies
HEB Hebrew [#]	MDT Materials Design and Technology
IBL Indonesian: Background Language [#]	MAT Mathematics
	MAA Mathematics Applications
	MAE Mathematics Essential
IND Indonesian: Second Language	MAM Mathematics Methods
IFL Indonesian: First Language [#]	MAS Mathematics Specialist
ITB Italian: Background Language [#]	OED Outdoor Education
ISL Italian: Second Language	
JBS Japanese: Background Language [#]	PES Physical Education Studies
JSL Japanese: Second Language	
JFL Japanese: First Language [#]	
LIT Literature	PHY Physics
MBS Malay: Background Speakers [#]	PPS Plant Production Systems
MPA Media Production and Analysis	PSY Psychology
GRE Modern Greek [#]	
HIM Modern History	

List A (arts/languages/social sciences)	List B (mathematics/science/technology)
MUS Music	
PAE Philosophy and Ethics	
PAL Politics and Law	
POL Polish [#]	
REL Religion and Life	
RUS Russian [#]	
TUR Turkish [#]	
VAR Visual Arts	

[#] 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. Students are required to complete four units from the English learning area studied over Year 11 and Year 12. At least one pair of units must be a Year 12 course (Units 3 and 4).

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 reading, writing or numeracy 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 students do not meet the standard in Semester 1, then they must sit in Semester 2, Year 10, and, if required, Semester 1, 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 at

http://www.scsa.wa.edu.au/internet/Senior_Secondary/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 will not qualify for the WACE.

Support documents to assist teachers in preparing their students for assessment and for supporting those who have not demonstrated achievement at the minimum standard are available on the Authority website.

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 in the *Data Procedures Manual* available on the Authority website.

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 or partially completed qualifications undertaken through an apprenticeship/traineeship arrangement 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.

Qualifications within the suite of Certificates of General Education for Adults (CGEA) accredited courses are not recognised for block credit.

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 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
- demonstrate the literacy and numeracy standard
- complete a pair of Year 12 units from WACE English courses (English, Literature or English as Additional Language or Dialect)
- complete a pair of Year 12 units from both List A and List B.

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 (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 being achieved in Year 12
- demonstrate the literacy and numeracy standard



- complete three different units from WACE English courses (English, Literature or English as Additional Language or Dialect), including a pair of units from Year 12
- complete a pair of List A units and a pair of List B units in Year 12.

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. The Committee will meet as required throughout the year.

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 students

Should a school wish to have any Year 8 or Year 9 students receive credit for any 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 not required)	Yes (permission to study not 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 1.7](#)).

** 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 school 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, 2016* form, available on the Authority website.

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), **or**
- presented with a valid opportunity that supports an ongoing and coherent training pathway.

A signed declaration by the school 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, 2016* form, available on the Authority website.

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.

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 senior secondary schooling. Both general educational excellence and subject-specific excellence are recognised.

The final decision on the granting of each award is made by the School Curriculum and Standards Authority's Exhibitions and Awards Committee.

The following policy is to be implemented for the first time in 2016.

8.1 General criteria for eligibility for exhibitions and awards

To be eligible to achieve a Beazley Medal: WACE, a Beazley Medal: VET, a general exhibition, a general exhibition (ATSI), a subject exhibition, a VET exhibition, a certificate of excellence, a certificate of distinction or a certificate of merit, a student must:

- be an Australian citizen or a permanent resident of Australia
- have been enrolled as a full-time student¹ 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 certificates of excellence).

Special general awards, special subject awards, special VET awards, and special certificates of excellence may be awarded to students who do not meet the general eligibility criteria.

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.

School Curriculum and Standards Authority WACE award score

The WACE award score is based on the average of five scaled examination scores in ATAR courses, calculated to two decimal places, with at least two 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.

¹ A full-time student is one who is enrolled in at least four full-year or equivalent WACE courses in a registered secondary school.

Students can accumulate scaled examination marks over the last two years of their senior secondary schooling. Where students have accumulated scaled examination marks over two years, the following rules apply in calculating the WACE award score:

1. At least three scaled 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 scaled examination score obtained is used.
3. Scaled examination scores achieved as a non-school candidate in an 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 training qualifications and School Curriculum and Standards Authority courses. 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 achieving a VET exhibition (see [sub-section 8.5.1](#)) according to their achievement in School Curriculum and Standard 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 selection 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 in the training arena and how this supports their post-secondary aspirations.

Students will be provided with the key questions to be asked by the selection panel ten minutes before 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 panel will be looking for further evidence during the interview and will focus on the student's:

- 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 Standard 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 highest WACE award score (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 (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 ATAR course, 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.

Where a course includes both written and practical components the examination mark will be determined using an appropriate statistical process to combine the two examination marks.

Only one exhibition is awarded in each subject. In the event that there is a tie in the examination mark, the School Curriculum and Standards 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 School Curriculum and Standards 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, based on the examination mark, 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 mark will be determined using an appropriate statistical process to combine the two examination marks.

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 have not previously sat the ATAR course examination for that course.

Where less than 100 candidates sit the ATAR course examination, the School Curriculum and Standards 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 and in their other course achievements. 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](#).

Only 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 but who have otherwise achieved the requirements for a VET exhibition. Only one award will be available in an industry area.

8.5.3 Certificates of excellence (VET)

Certificates of excellence may be awarded to eligible Year 12 students who complete an AQF VET Certificate II or higher in one of the 9 training package industry areas and who are in the top 0.5 per cent of candidates. 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
- achievement in School Curriculum and Standard Authority courses (ATAR or General)
- communication and leadership skills.

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 training packages or superseded training packages that are undergoing an approved transition period.)

Note: 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 and at least two unit equivalents of workplace learning. 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

- School nomination – completion of a nomination form endorsed by the principal, VET coordinator and an industry representative
- Student statement submitted with nomination – the student provides a two-page statement about their interest and experience in this training package industry area, 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
 - future career pathways
- Résumé submitted with nomination – the student provides a current résumé (maximum of two pages)
- Enrolment report showing current VET enrolment.

Step 2: Short-listing

- A selection panel will be convened for each industry area. Panel members will be nominated by 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 comprising members from school sector/systems together with an industry specific member. The panel will develop interview questions that will enable students to elaborate on their knowledge and experience in the specific industry area. Students may bring a portfolio containing certificates or copies of other achievements relevant to the industry area.

8.5.4 Special certificate of excellence

A special certificate of excellence (VET) may be presented to a student not eligible for the certificate of excellence (VET) because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for a certificate of excellence (VET).



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, obtains:

Certificates of merit	150–189 points
Certificates of distinction	190–200 points.

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 ten 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. repeated units cannot be used in the determination of these awards
5. unit equivalents from AQF VET certificates achieved can be used to meet the requirements. A maximum of eight unit equivalents can be used. An AQF VET 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 may contribute a unit equivalence of up to four units – two Year 11 units and two Year 12 units. Endorsed programs 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 qualification	Maximum points per VET qualification
10	A				
9	B			Certificate IV+ Replaces two Year 11 and four Year 12 units	54
8		A		Certificate III Replaces two Year 11 and 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 School Curriculum and Standards 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 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.

Australian Tertiary Admission Rank (ATAR)

An Australian Tertiary Admission Rank (ATAR) is calculated using the school assessment and ATAR course examination results combined.

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 for information about [Undergraduate Admission Requirements for School Leavers](#)). Student results from ATAR course examinations are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's ATAR.

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.

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.
2. formal recognition by a Registered Training Organisation (RTO) that a student has achieved a qualification in Vocational Education and Training.

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 invigilated 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 student 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 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 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.

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-related descriptors 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.

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.

Registered Training Organisation (RTO)

An RTO is an organisation that delivers and certifies a qualification in vocational education and training (VET). An RTO may be a school, a private training provider, or a State training provider. All RTOs operate under the various elements of the national training system.

scaled score

A scaled score for an ATAR course is a score that is intended to:

1. summarise a student's performances on school assessments and the ATAR course examination,
and
2. take account of the relative difficulty of the course studied.

TISC uses an aggregation of scaled scores to calculate a student's ATAR which determines access to university studies.

Special Education Needs

This refers to students who require 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 education 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 e.g.

- 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 6 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. 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 credit transfer

VET credit transfer is the mechanism by which VET qualifications may be used to substitute for a specified number of WACE course units.

VET industry specific course

VET industry specific courses enable students to count their VET achievement as a WACE course and 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

VET qualifications are for students wishing to participate in nationally recognised training. All VET qualifications require registered training organisation (RTO) delivery, assessment and quality control under the relevant VET regulatory body (see [Section 4](#)). A Certificate II or higher is one of the range

of requirements for achieving a WACE. These qualifications contribute to the WACE as unit equivalents.

Western Australian Certificate of Education (WACE)

The certificate that students in Western Australia receive on successful completion of their senior secondary education. The WACE is awarded by the School Curriculum and Standards Authority.

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.

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.

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: <http://www.det.wa.edu.au/studentsupport/>

The School of Special Educational Needs – Sensory

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), (08) 9402 6409 (VES)
Internet: www.ssens.wa.edu.au
Email: sensory@education.wa.edu.au

School of Special Educational Needs: Medical and Mental Health

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 & Mental Health operates Hospital School Services.

Contact: Grant Wheatley, Principal
Address: Level 2 General Services Building SUBIACO Western Australia 6008
PO Box D184 PERTH Western Australia 6840
Phone: (08) 9340 8529
Internet: www.hospitalschoolservices.wa.edu.au
Email: hss@education.wa.edu.au

School of Special Educational Needs: Disability (SEND)

The School of Special Educational Needs: Disability (SEND) provides support for disability, autism intervention, assistive technology and learning disabilities.

Contact: John Brigg, Principal
Address: Statewide Services Centre
33 Giles Avenue PADBURY Western Australia 6025
PO Box 1190 HILLARYS Western Australia 6923
Phone: (08) 9402 6100
Internet: www.ssend.wa.edu.au

Association of Independent Schools Western Australia inclusive education consultant

Contact: Michelle Pearce, Association of Independent Schools WA
Phone: (08) 9441 1600
Email: reception@ais.wa.edu.au

Catholic Education Western Australia Students with Disability

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
Email: reid.jacqueline@ceo.wa.edu.au

Catholic Education Western Australia Schools Psychology Service

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
Email: reid.jacqueline@ceo.wa.edu.au

AISWA schools Psychology Service

Contact: Michelle Pearce, Association of Independent Schools WA
Phone: (08) 9441 1600
Address: Suite 3/41 Walters Drive OSBORNE PARK Western Australia 6017
PO Box 1817 OSBORNE PARK DC Western Australia 6916
Email: reception@ais.wa.edu.au

Government training colleges (formerly TAFEWA)

Disability services officers are available to help at all colleges.

APPENDIX 3: COURSE OFFERINGS FOR 2015–16

ATAR, GENERAL AND FOUNDATION COURSE OFFERINGS FOR 2015–16

Note: Courses marked * have both written and practical examinations

Subject Title	Subject Code	ATAR Course (A)	ATAR course Examination	General Course (G)	Foundation Course (F)
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	GECHE (G1CHE, G2CHE) GTCHE	
Children, Family and the Community	CFC	AECFC (A1CFC, A2CFC)	ATCFC	GECFC (G1CFC, G2CFC) GTCFC	
Chinese: Second Language*	CSL	AECSL (A1CSL, A2CSL)	ATCSL*	GECSL (G1CSL, G2CSL) GTCSL	

Subject Title	Subject Code	ATAR Course (A)	ATAR course Examination	General Course (G)	Foundation Course (F)
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, GEDESP, GEDEST (G1DES, G1DES, G1DESP, G1DEST, G2DES, G2DES, G2DESP, G2DEST) GTDES, GTDES, GTDESP, GTDEST	
Drama*	DRA	AEDRA (A1DRA, A2DRA)	ATDRA*	GEDRA (G1DRA, G2DRA) GTDRA	
Earth and Environmental Science	EES	AEEES (A1EES, A2EES)	ATEES	GEEES (G1EES, G2EES) GTEES	
Economics	ECO	AEECO (A1ECO, A2ECO)	ATECO	GEECO (G1ECO, G2ECO) GTECO	
Engineering Studies	EST	AEEST (A1EST, A2EST)	ATEST	GEEST (G1EST, G2EST) GTEST	
English	ENG	AEENG (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	AEFBL (A1FBL, A2FBL)	ATFBL*		
French: Second Language*	FSL	AEFSL (A1FSL, A2FSL)	ATFSL*	GEFSL (G1FSL, G2FSL) GTFSL	
Geography	GEO	AECEO (A1GEO, A2GEO)	ATGEO	GECEO (G1GEO, G2GEO) GTGEO	
German: Background Language*	GBL	AEGBL (A1GBL, A2GBL)	ATGBL*		

Subject Title	Subject Code	ATAR Course (A)	ATAR course Examination	General Course (G)	Foundation Course (F)
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	

Subject Title	Subject Code	ATAR Course (A)	ATAR course Examination	General Course (G)	Foundation Course (F)
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	AEVAR (A1VAR, A2VAR)	ATVAR*	GEVAR (G1VAR, G2VAR) GTVAR	

VET INDUSTRY SPECIFIC COURSE OFFERINGS FOR 2015–16

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 (VEVCSH, 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, VTVCO) 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 I in Creative Industries (VEVCI) Certificate II in Music (VEVCI, VTVCI) 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) (VEVCIM, VTVCIM) Certificate III in 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)

*Please refer to the latest [VET in Schools Qualifications register](#) for details on suitable delivery options

INTERSTATE LANGUAGE COURSE OFFERINGS FOR 2015–16

Note: Courses marked * have both written and practical examinations

Languages: Interstate	State	Code	ATAR (A)	ATAR (A) (Examinable)
Armenian*	NSW	ARM	AARM (A1ARM, A2ARM)	ATARM
Chinese: Background Language* (Heritage Chinese NSW)	NSW	CBL	AECBL (A1CBL, A2CBL)	ATCBL
Chinese: First Language (Chinese Background Speakers NSW)	NSW	CFL	AECFL (A1CFL, A2CFL)	ATCFL
Croatian*	NSW	CRO	AECRO (A1CRO, A2CRO)	ATCRO
Filipino*	NSW	FIL	AEFIL (A1FIL, A2FIL)	ATFIL
Indonesian: Background Language* (Heritage Indonesian NSW)	NSW	IBL	AEIBL (A1IBL, A2IBL)	ATIBL
Indonesian: First Language (Indonesian Background Speakers NSW)	NSW	IFL	AEIFL (A1IFL, A2IFL)	ATIFL
Japanese: Background Language* (Heritage Japanese NSW)	NSW	JBL	AEJBL (A1JBL, A2JBL)	ATJBL
Japanese: First Language (Japanese Background Speakers NSW)	NSW	JFL	AEJFL (A1JFL, A2JFL)	ATJFL
Korean: Background Language* (Heritage Korean 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

Languages: Interstate	State	Code	ATAR	ATAR (A) (Examinable)
Arabic*	Vic	ARA	AEARA (A1ARA, A2ARA)	ATARA
Auslan*	Vic	AUS	AEAUS (A1AUS, A2AUS)	ATAUS
Bosnian*	Vic	BOS	AEBOS (A1BOS, A2BOS)	ATBOS
Dutch*	Vic	DUT	AEDUT (A1DUT, A2DUT)	ATDUT
Hebrew*	Vic	HEB	AEHEB (A1HEB, A2HEB)	ATHEB
Hindi*	Vic	HIN	AEHIN (A1HIN, A2HIN)	ATHIN
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 2015–16

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, P2MDTW, 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**

School Curriculum and Standards Authority

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